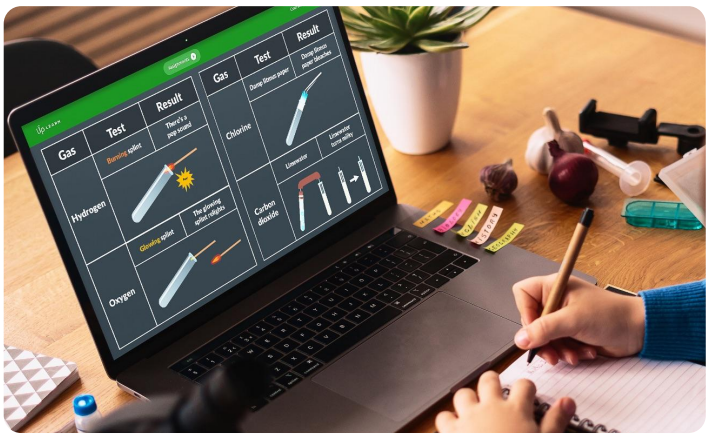
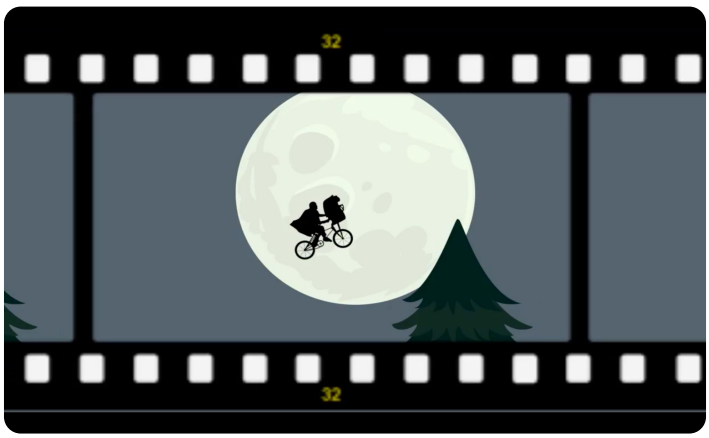
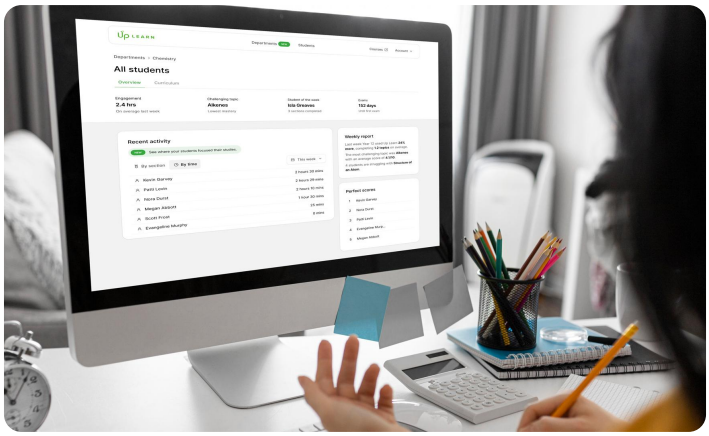
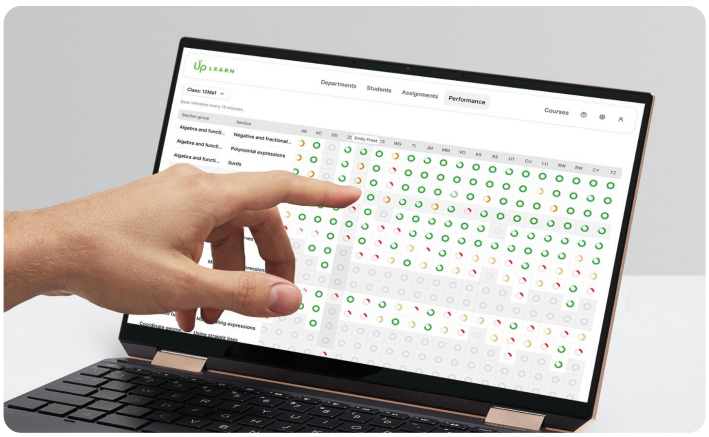
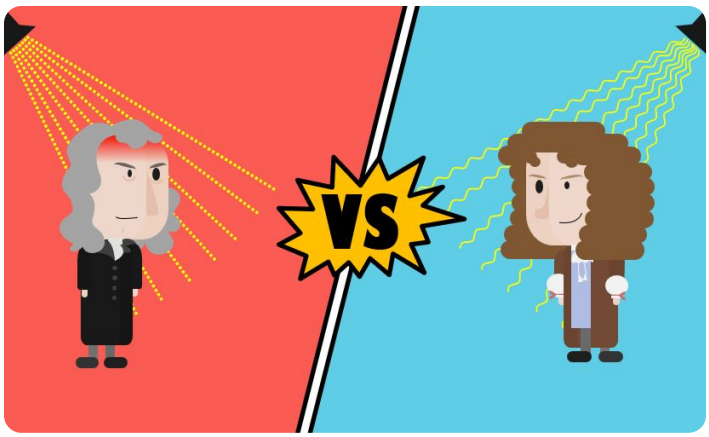
Up Learn: Evaluation of Learning Outcomes 2025











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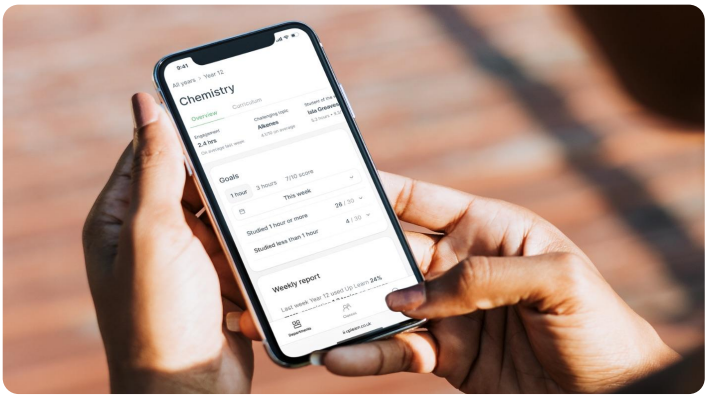
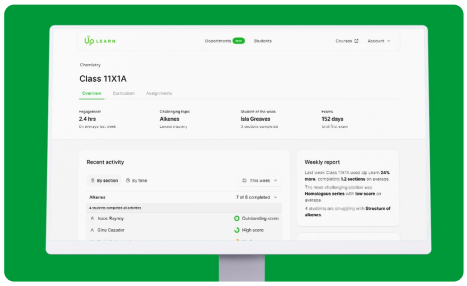


1. Introduction



The 2025 Report - Examining the Impact of Up Learn

This analysis was conducted to examine the impact of Up Learn **in schools,** using whole school and Multi Academy Trust data. It examines the relationship between Up Learn usage and students' examination performance, using exam and progress data from a large and varied sample of school students, spanning nearly 2500 exam entries from 23 schools.

Across every lens we applied – grades, Value Added, completion, assignments, mastery and retrieval – the story is the same: **when students use Up Learn well, they do better.** Students who cross key usage thresholds on Up Learn consistently make more progress and secure higher grades than their peers. Completing at least 40% of a course, doing 30+ Refresh Knowledge sessions, mastering sections, or completing 100+ assignments are each associated with sizeable gains - typically **4–10 additional months of progress** and a **substantially higher likelihood of achieving A/A*.**

Crucially, this report also shows *how* to make Up Learn work hardest for students. Quality of engagement matters more than raw hours. Mastery (not just ticking off sections), consistent assignment setting and completion, and habitual retrieval via Refresh Knowledge are the levers. Schools see the best results when they build these behaviours into their implementation – normalising Up Learn as part of the learning culture and holding students accountable.

The pattern is clear and remarkably consistent:

Effective use of Up Learn is associated with significantly higher attainment.

2. Key Results

Highlights:

Completing 90% of assignments correlates with an average increase of ~1 grade.[1]

Achieving Mastery (80%+) in 20% of sections correlates with 9 additional months of progress.

Completing 30+ Refresh Knowledge sessions correlates with 70% increase in likelihood of A/A*.

2.1 Detailed findings:

1. **Not all usage is the same:** metrics that measure the *quality* of time spent on the platform are more correlated to performance than surface-level usage metrics like time spent.

2. **Section mastery is the single most important metric** for educators to track to maximise student progress using Up Learn. Section mastery is achieved when students achieve a score of at least 80% on a section. Schools should aim to support students to achieve mastery on every assignment that they complete.

3. **Assignment completion is strongly associated with improved outcomes.** Correlation to attainment increases progressively beyond 60% completion, with the most significant correlation seen at 90% completion and above. The greatest correlation is observed when students are set the recommended 1-2 assignments per week and have high completion rates.

4. **Refresh Knowledge sessions are a powerful tool** to encourage spaced practice. Students access the tool via a button on their course overview page. Schools that support students to build habitual weekly use of the Refresh Knowledge tool are likely to see the greatest gains.

[1] *0.89, when at least 20 assignments are set.*

2.2 Key Results: Additional Months of Progress

The table below (Fig 1.) summarises the correlation between different types of usage and student outcomes (measured by A Level grades).

Effect sizes were mapped to 'additional months of progress' using the **Education Endowment Foundation toolkit**.

Usage Comparison	Effect Size	Additional Months' Progress
Section mastery on ≥20% of sections attempted, compared with 0%	**0.74**	**+9**
An assignment completion rate of ≥90%, compared with ≤20%	**0.70**	**+9**
An average section score of ≥50% across the course, compared with ≤5%	**0.55**	**+7**
Completion of ≥100 assignments, compared with 0	**0.45**	**+6**
Completion of ≥30 Refresh Knowledge questions, compared with 0	**0.38**	**+5**
Completion of ≥40% of the course, compared with ≤5%	**0.28**	**+4**

Fig 1. Up Learn Usage & Student Outcomes

Make the Most of Up Learn.

Tips from the Up Learn Evaluation.

Whole school buy-in is essential. Schools that **normalise Up Learn for teachers and students** (assignments + Refresh Knowledge + dashboards) see the strongest gains.

Assignments move the needle. Completing 100 assignments (1 - 2 a week) is associated with **6 additional months of progress** and a **137% higher Value Added score**.

Mastery, not ticks. Tracking **mastery (≥80%)**, not mere completion, is the most reliable indicator of impact.

Spaced practice drives grades. Completing over **30 Refresh Knowledge** sessions is associated with a **70% increase in A/A*** likelihood.

3. What this means for Schools

3.1 The indicators of success

This report recommends-the following as key drivers of significant gains in student performance and progress:

- → Cultural buy in across the school for Up Learn.
- → Consistent setting and accountability for 1-2 assignments per week.
- → Completion of all assignments to Mastery level.
- → Regular use of Refresh Knowledge, with at least 1 session per week.

3.2 Tips to support success with Up Learn

5 Steps to Maximise Success with Up Learn

1. **Win student buy-in.** Show how Up Learn boosts grades and the *key metrics* to hit.

2. **Get staff aligned. Set 1 - 2 assignments/week**; regular setting → regular completion → better results.

3. **Define success up front.** Make **assignment mastery** your key performance indicator; **reward hits, escalate misses**.

4. **Normalise spaced practice.** Build **Refresh Knowledge** into the week to beat the forgetting curve.

5. **Manage by dashboard.** Track **mastery and completion**; spot gaps early and intervene.

4. Analysis Approach

4.1 Data sources and hygiene:

Up Learn partnered with 23 state schools, including schools from 3 Multi-Academy Trusts. These schools are located in different regions, serving students with a wide range of socioeconomic backgrounds and prior attainment.

Schools shared the A Level grades for students' Up Learn subjects and their GCSE Average Point Scores.

We collected 2 years of usage data each from 2 cohorts resulting in a total of 4 years of usage data. Historic exam results from the A Level cohort in 2022-2024 were used to establish baseline patterns, before a second analysis was conducted on data from the 2023-2025 cohort. Results from the analysis of 2023-2025 cohort data form the body of this report.

Any students who did not have an A level grade *and* a GCSE APS were removed from the analysis. Each student was paired with their Up Learn account and the data was then anonymised, so that individual students were not identifiable. Any student who could not be matched to their Up Learn account was removed from the analysis.

In total, anonymised data from 1132 students were used in the analysis, covering 2397 Up Learn licences across different subjects.

4.2 Data analysis methods used

Correlation analyses were carried out between Up Learn usage and A Level performance for all the (student, course) tuples in the dataset.

Up Learn usage was measured using the following:

1. Percentage of course mastered
2. Score on Up Learn
3. Number of assignments completed
4. Percentage of assignments completed
5. Number of Refresh Knowledge (spaced practice) sessions completed
6. Total number of hours on Up Learn
7. Average weekly hours on Up Learn
8. Percentage of the course completed

A Level performance was measured using the following:

1. A Level grade
2. Likelihood of A or A* grade
3. (Level 3) Value added
4. Likelihood of beating expectations (i.e. Value added > 0).

A combination of t-tests and chi-squared tests were used. For every analysis where a t-test was conducted on A Level grades, the effect size (Cohen's d) **used by John Hattie** was also calculated to enable comparison of educational interventions. Effect size was then used to calculate additional months of progress using the **EEF's teaching and learning toolkit**.

To avoid generalisations using sparse data, statistical tests were only carried out where ≥100 (student, course) paired data points were available. As a result, the analyses in this report do not attempt to examine student performance within individual subject courses, as the sample sizes were insufficient for responsible analysis. Assessing the relative performance of different subject courses is an ambition for future analyses.

4.3 Estimating (Level 3) Value Added

A student's A Level grade and GCSE APS were used to estimate (Level 3) Value Added scores for each student, using the DfE's **16-18 Ready Reckoner** calculator. This estimate uses the DfE's Value Added model for the 2024 cohort.

When student grades from the 2025 cohort are processed using the Value Added models for the 2019 and 2024 cohorts, the resulting scores have a Pearson correlation coefficient of +0.99, suggesting that the DfE's Value Added models maintain a high level of consistency year-on-year.

5. Time Spent

5.1 Introduction

The data in this report, as well as feedback from our 600+ clients, indicate that schools use Up Learn in a variety of ways. This report unpicks those different approaches and aligns them with student outcomes, revealing an optimum way of utilising the platform that is backed by evidence.

The result is a set of up-to-date implementation recommendations to **maximise the impact of Up Learn in a school environment**.

5.2 Not all usage of Up Learn is the same.

Simple data delivers simple results. It is tempting to look for a simple correlation between hours on Up Learn and exam results. There is, as explored in the Ancillary Results in **Section 10**. But this is limited in its insight into Up Learn's impact on student outcomes - as a focus on hours overlooks other important factors. For example:

5.2.1 Quality of time spent:

Simply focusing on hours spent on Up Learn is not enough. *How* the time is spent is as important as how much time is spent. For example, simply watching the same video over and over again for 40 hours will not result in any great improvement.

5.2.2 Distribution of time spent:

Research shows that mass cramming is less effective than regular engagement and consolidation through spaced practice.[2]

Takeaways

How time is spent on Up Learn is as important how much time is spent. Embedding the new implementation model will support maximum impact of Up Learn.

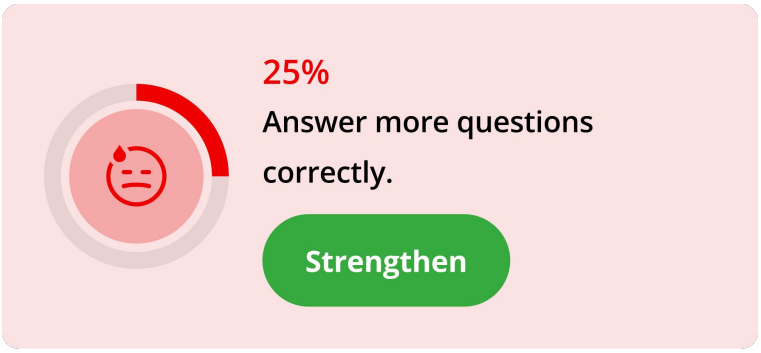
[2] *Dunlosky et al, 'What Works, What Doesn't' (2013) SAM 24(4); Carpenter et al, 'Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction' (2012)*

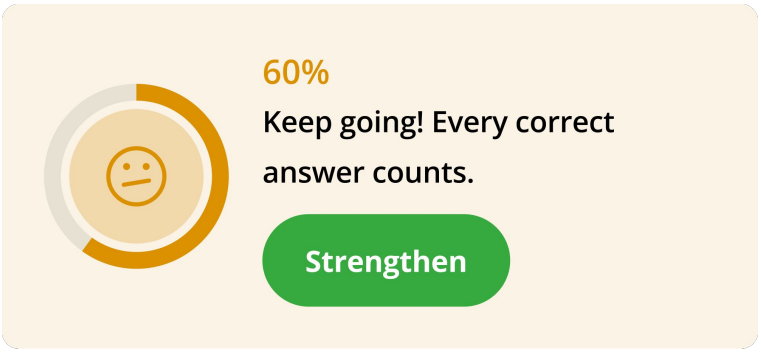
6. Impact of Mastery

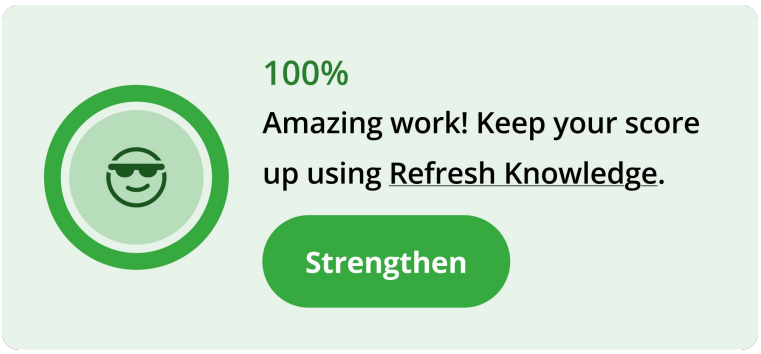
6.1 Introduction

On Up Learn, units of learning are described as 'sections'. These are groups of video lessons and interactive quizzes, focused on a particular topic. Students complete a section by moving through all of the activities (videos and quizzes) within that section. 'Mastery' of a section is defined as scoring at least 80% in the quizzes present in the section.

A visual indicator for section mastery was introduced to student and teacher views at the start of the academic year 2025/26 to encourage a high standard of completion.







6.2 Headline numbers

Students who **master ≥20% of sections**, compared to those who master 0% of sections, make an **estimated 9 additional months of progress** and benefit from an estimated **Value Added increase of nearly half a grade**.

Takeaways

Section mastery is **the single most important metric** for educators to track to **maximise student progress using Up Learn.** Schools can maintain a high bar for student effort and achievement by ensuring clear communication to students about achieving green on their mastery indicators, combined with school-based incentives such as a subject leaderboard.

6.3 The analysis

As shown in Figure 2 below, there is a strong correlation between the percentage of sections mastered and likelihood of getting an A/A* grade.

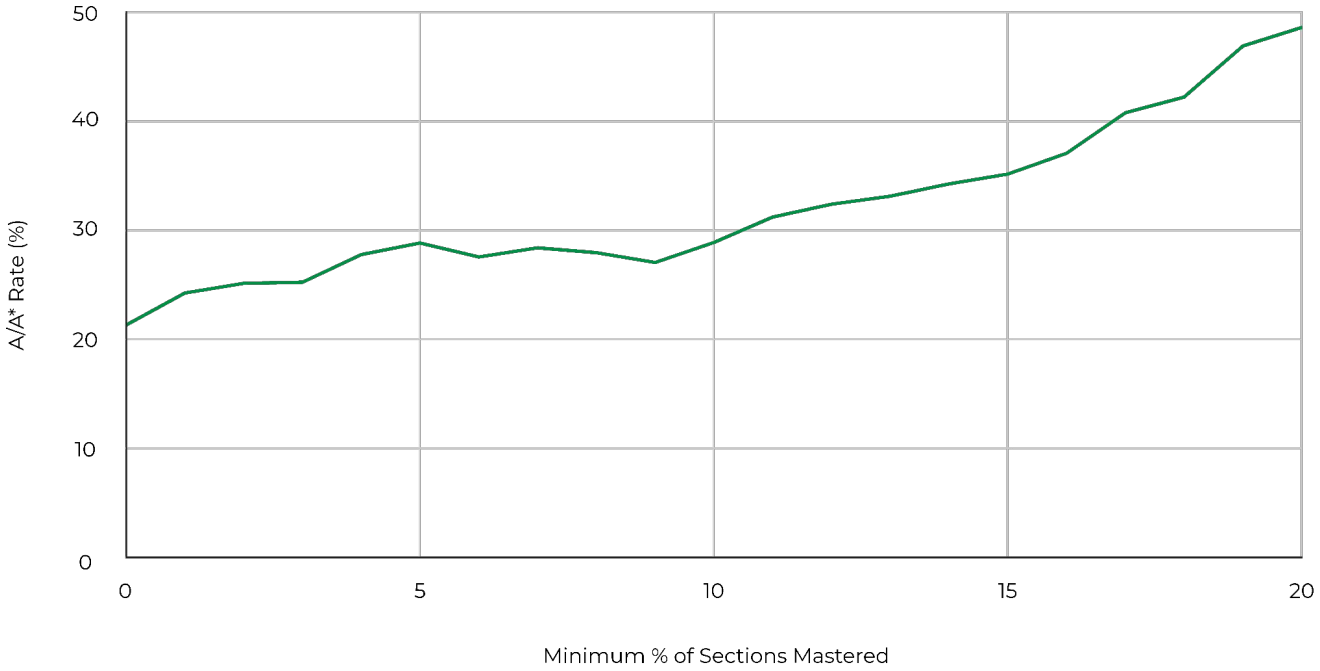


Fig. 2

A t-test on the population of students with ≥20% of sections mastered and those with 0% of sections mastered showed a statistically significant impact on final A Level grade (p=0.000000006). The effect size was found to be 0.74, which **translates to 9 additional months of progress.**

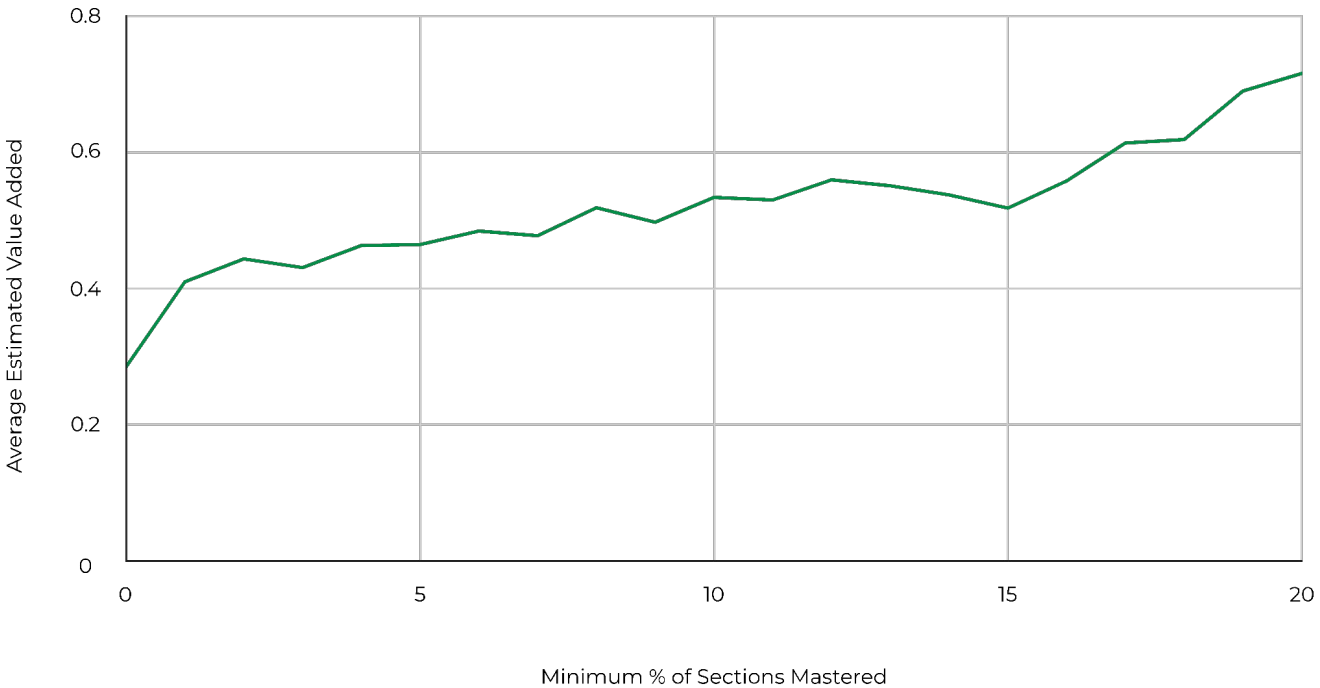


Fig. 3

6.3 The analysis (cont)

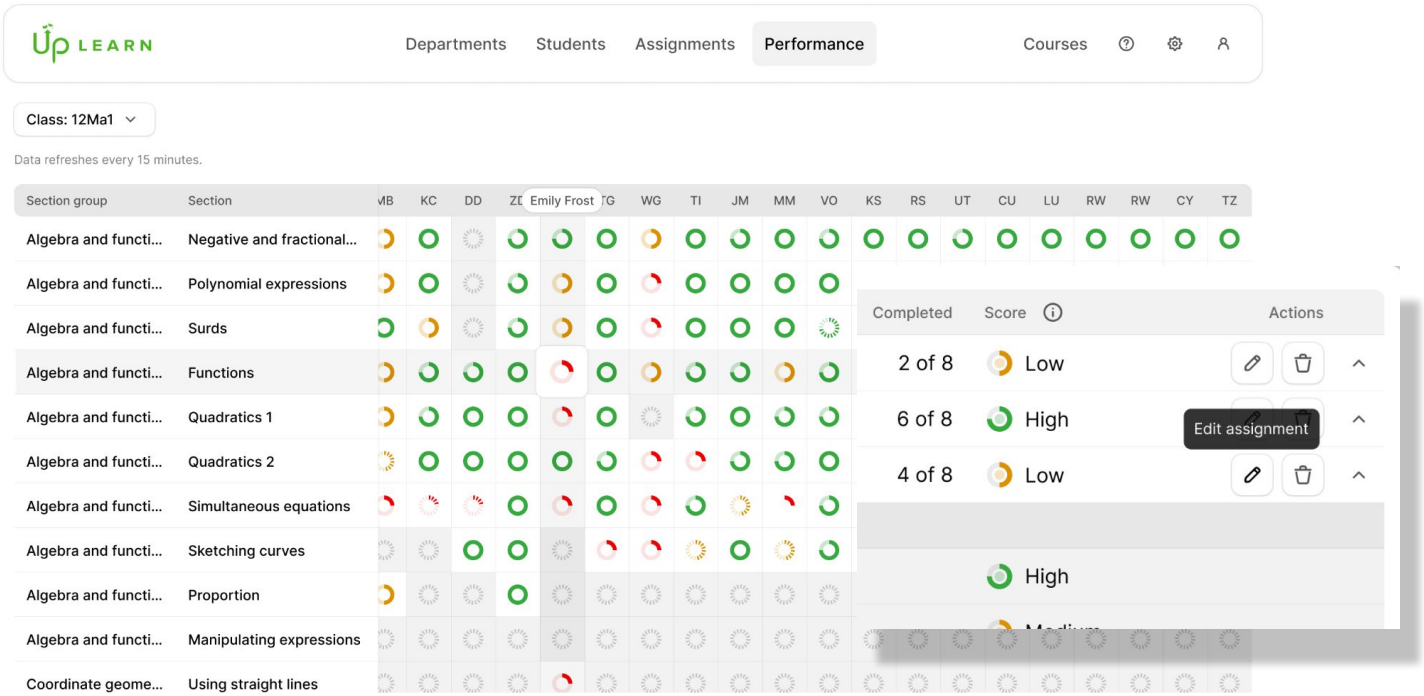
There is also a strong correlation between the percentage of sections mastered and students' estimated Value Added scores. This is shown in Figure 3 on the previous page.

A t-test on the population with ≥20% of sections mastered and the population with 0% of sections mastered showed a statistically significant impact on estimated Value Added score ($p=0.000003$), increasing average Value Added by 0.43 of a grade.

7. Impact of Assignments

7.1 Introduction

Mastery, represented via the revised scoring algorithm, is the best measure educators can use to assess how a student's use of Up Learn is likely to impact their grades and Value Added. Alongside this, both student and educator engagement are essential for success. Student engagement across the course is encouraged when their teacher / leader sets assignments, using the assignment tool introduced in 2024/2025. This tool allows teachers and leaders to set and track work outside of class, which supports students to focus on target areas and regularly access Up Learn over the course of their studies. An assignment is considered complete once a student has moved through all activities in the assigned section.



7.2 Percentage of assignments complete

In this analysis, the impact of percentage assignment completion was assessed, applying a minimum threshold of 20 assignments. Below this, exposure to the course would be too small to expect an impact.

Takeaways

Schools should aim for students to complete at least 90% of their assignments. Positive student outcomes increase progressively after 60% completion. Students completing below this level may not see any benefits.

7.3 Headline numbers

When at least 20 assignments are set, students who **complete ≥90% of their assignments** achieve close to **1 grade higher** than those who complete ≤20% of assignments. Students with a completion rate of ≥90% benefit from an estimated **9 additional months of progress**.

7.4 The analysis

The graph on the following page (Fig 4) shows the correlation between assignment completion and A/A* rate. Each line represents a different minimum number of assignments set, from 20 to 100. Across the full range of assignments set, there is a steep increase in A/A* attainment when students complete between 60% and 100% of those assignments.

A t-test on the population with ≥90% completion and the population with ≤20% completion was conducted. The sample was limited to cases where a minimum of 20 assignments had been set. The t-test showed a statistically significant difference ($p=0.005$) of 0.89 grade (an increase of close to 1 grade) between those with ≥90% completion and those with ≤20%. The effect size 0.70 was which translates to 9 additional months of learning.

7.5 The analysis (cont)

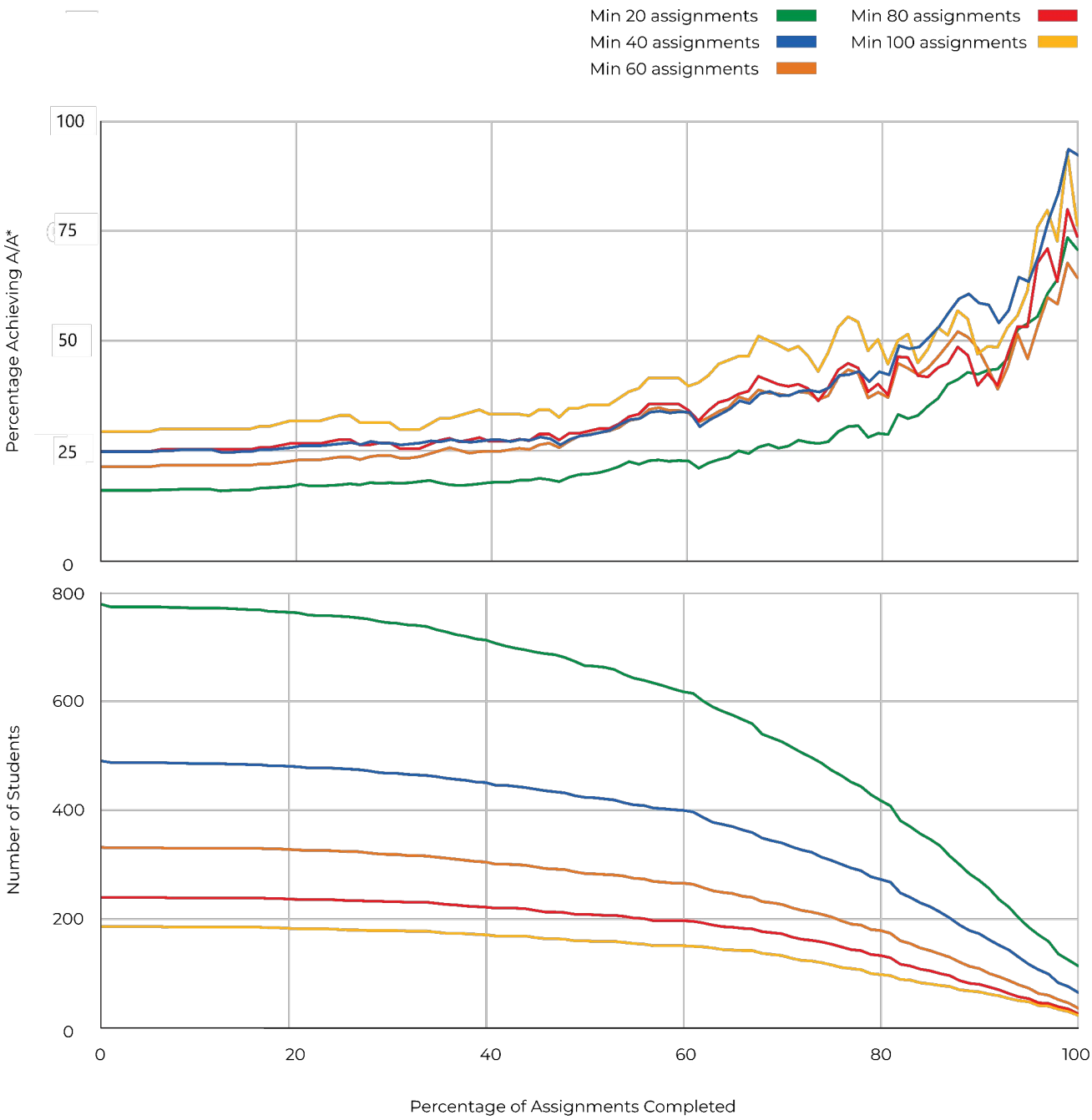


Fig.4

A second t-test was conducted on the population with ≥90% completion and the population with ≤60% completion, to examine if there is a correlation with A Level grades at higher percentage completion. As before, the sample was limited to cases where a minimum of 20 assignments had been set. The t-test showed a statistically significant impact on A Level grades (p=0.000092).

Students with ≥90% completion benefit from an estimated 4 additional months of progress, compared to those with ≤60% completion (effect size 0.398). The difference in average A Level grades between those with ≥90% completion and those with ≤60% was just over half a grade (+0.52).

7.6 Number of Assignments

7.6.1 Introduction

The above analysis is a useful measure for reflecting student engagement with the course, relative to teacher expectations. However, this provides only a partial picture: the *number* of assignments completed is also significant.

In the above study, a minimum threshold of 20 assignments was used. The analysis below explores the impact on progress when students engage with an increasing number of assignments, which encourages them to tackle a variety of topics within the course over 2 years.

For this analysis, 40 out of the 52 weeks in the calendar year are presumed to be weeks in which assignments might be set by a school. When 1-2 assignments are set per week as recommended, this leads to a total of between 80 and 160 assignments across 2 years of study.

7.6.2 Headline numbers

Students who do **≥100 assignments** have an estimated Value Added score that is **137% greater** than the population average. These students also benefit from an estimated **6 additional months of progress**.

Takeaways

Schools that successfully keep students accountable for completing at least 1 assignment per week per subject are the most likely to see impact. Schools that can embed even more frequent usage, towards 2 assignments per subject per week, should see even greater benefits.

7.6.3 The analysis

The graph on the following page (Fig 5) shows the relationship between the number of assignments done, and the effect size (represented by number of months of progress). An increase in the number of assignments done is associated with a steady increase in effect size, starting at an estimated 2 additional months of progress for ≥20 assignments done. At ≥100 assignments done, there is an effect size of 0.45, suggesting an estimated 6 additional months of progress.

7.6.3 The analysis (cont)

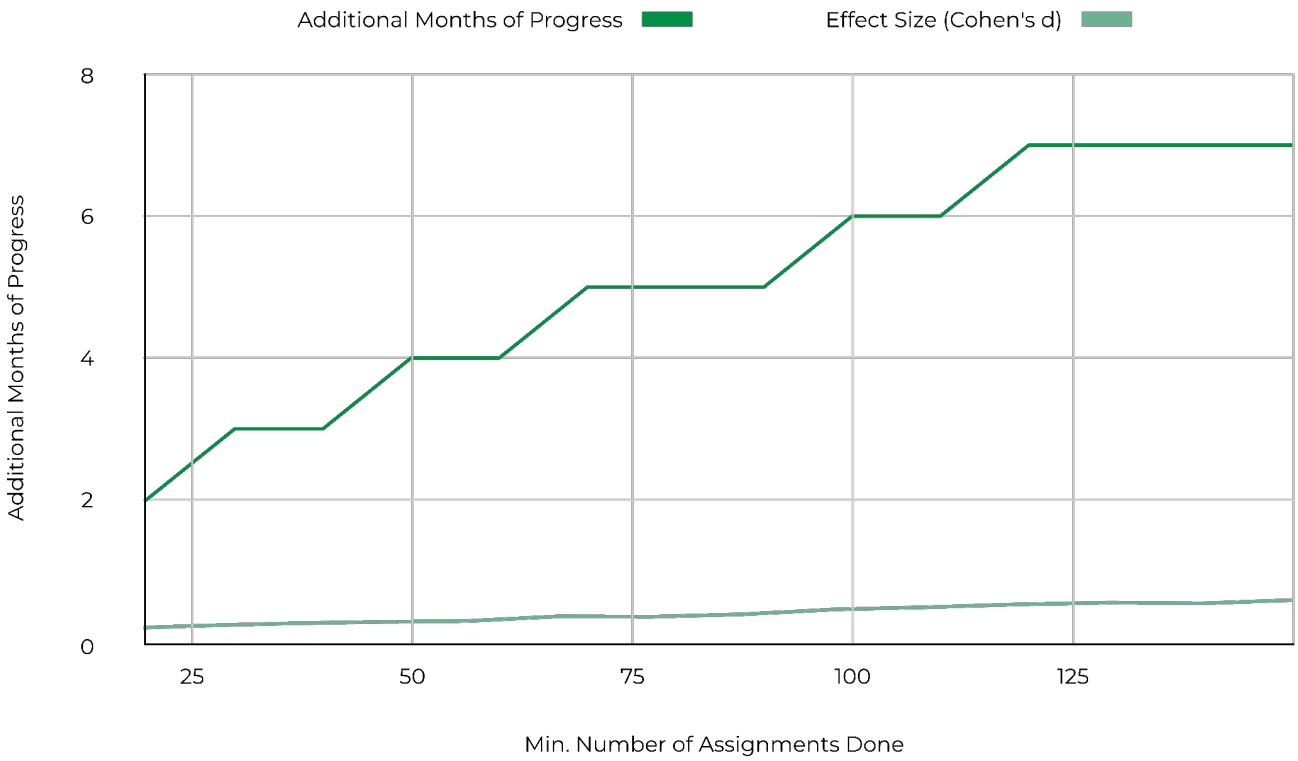


Fig.5

As the above might suggest, the number of assignments done also correlates with an increase in estimated Value Added. The population average for estimated Value Added in this analysis is 0.29. Against this backdrop, students who do ≥100 assignments experience significant gains in Value Added: they have an average estimated Value Added score of 0.68, and a 73.2% likelihood of exceeding expectations (against a population average of 58.7%). See Fig 6 and 7 below.

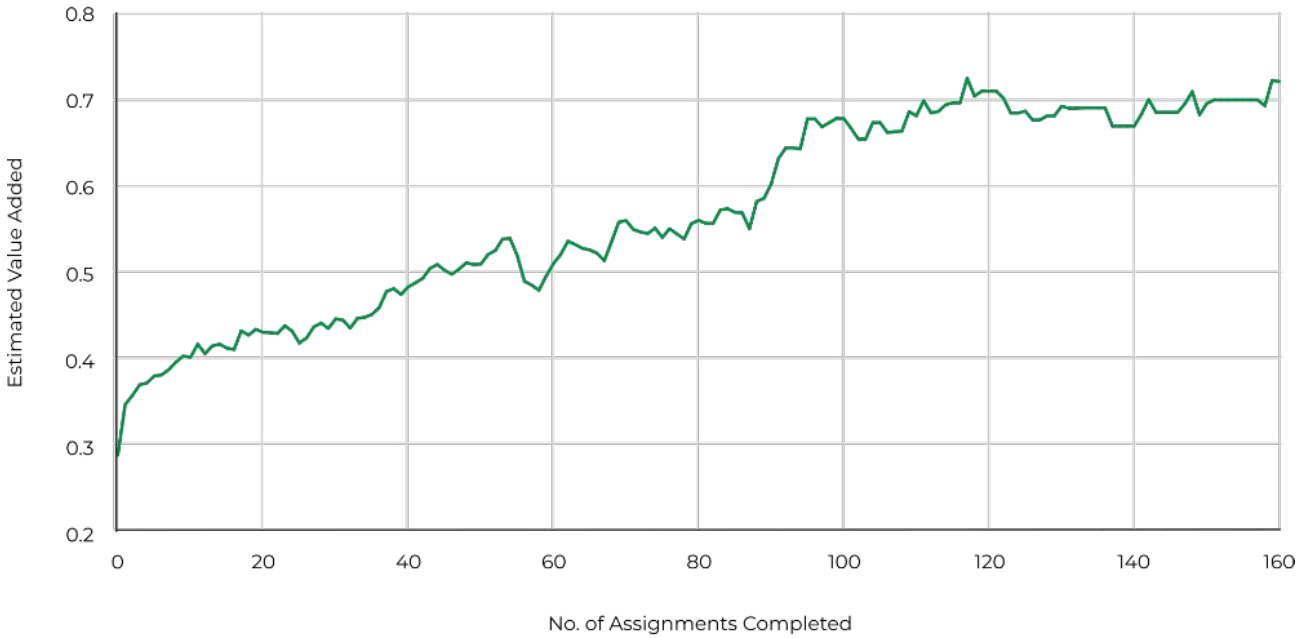


Fig.6

7.6.3 The analysis (cont)

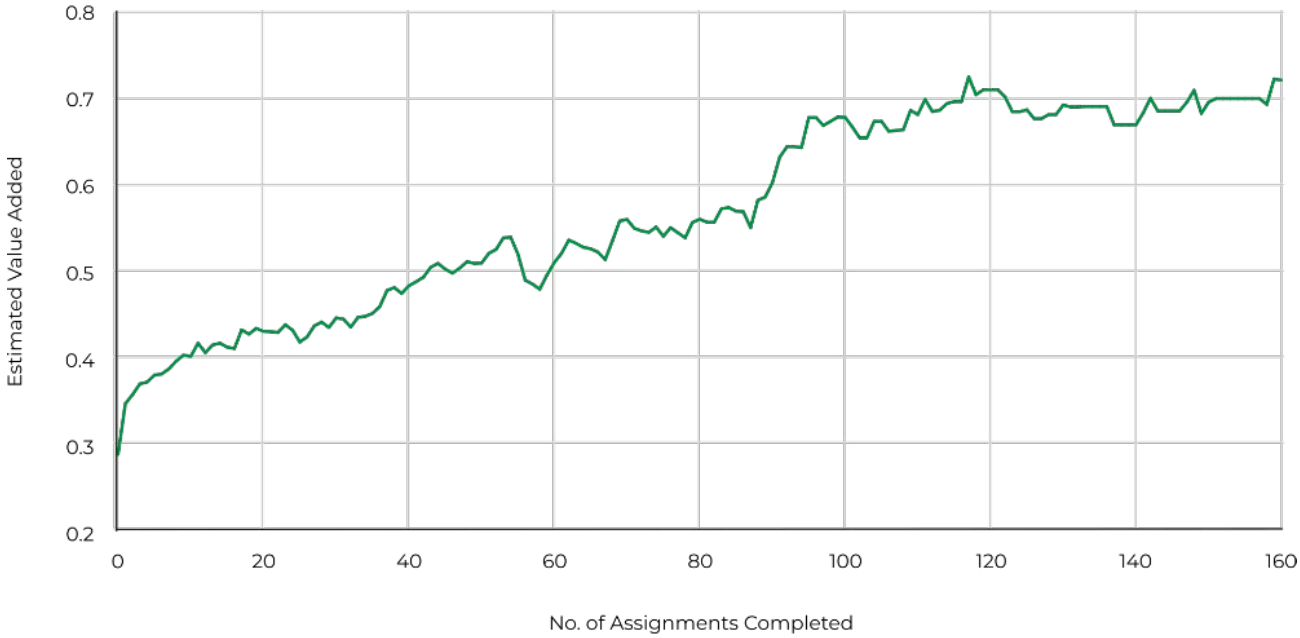


Fig.7

A t-test on the population with ≥100 assignments done and the population with 0 assignments done showed a statistically significant relationship between ≥100 assignments done and estimated Value Added (p=0.000003), with an increase of half a grade (+0.52).

8. Impact of Refresh Knowledge

8.1 Introduction

"Refresh Knowledge" is a feature that creates personalised quizzes to combat memory decay and strengthen long-term retention by retesting students on previous material. This feature is designed to improve memory recall and boost scores over time through regular quizzing on a wide range of course content, not just recent topics.

Refresh Knowledge encourages spaced practice, which is associated with improved learning outcomes.[3]

8.2 Headline numbers

Students who do **≥30 Refresh Knowledge sessions** during the course of their studies are **70% more likely to get an A/A*** and benefit from an estimated **5 additional months of progress**.

Takeaways

Schools that support students to build habitual Refresh Knowledge sessions are likely to see the greatest gains. Up Learn recommends regular, weekly sessions to combat memory decay.

8.3 The analysis

The A/A* rate for students who completed ≥30 Refresh Knowledge sessions was compared with the average A/A* rate across the sample population. This relationship is shown in Figure 8 below. This showed that students who do ≥30 Refresh Knowledge sessions have a 38.98% likelihood of achieving an A/A*, compared to a population average of 22.9%. This means that students who do ≥30 Refresh Knowledge sessions are 70% more likely to get an A/A* than the average student.

[3] *Brown et al, Make it stick: The science of successful learning (Cambridge, MA: The Belknap Press of Harvard University Press 2014); Karpicke, J.D. and Roediger, H.L. (2008) 'The critical importance of retrieval for learning', Science, 319(5865) 966*

8.3 The analysis

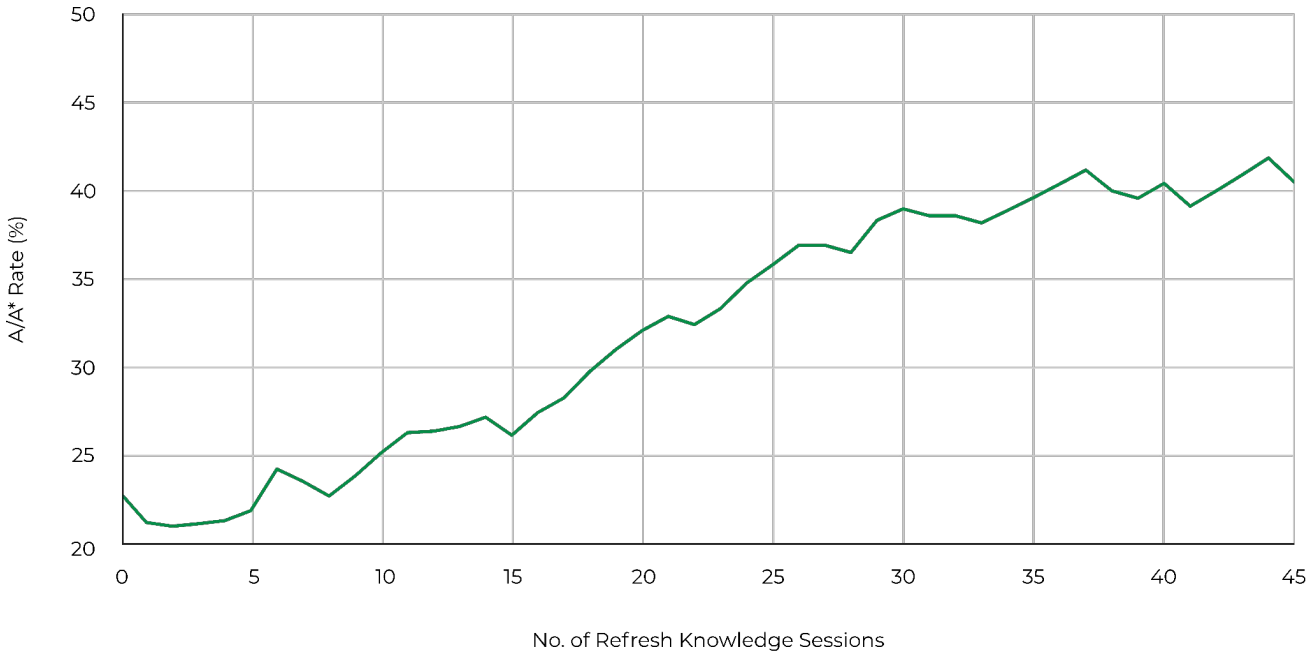


Fig. 8

A t-test was conducted between students who completed ≥30 Refresh Knowledge and those who did 0 sessions. This found that there was 0.56 (more than ½) grade difference between the two groups and the difference was statistically significant (p=0.00462) with an effect size of 0.38 (5 additional months of progress). Figure 9 below shows the distribution of grades for the two groups.

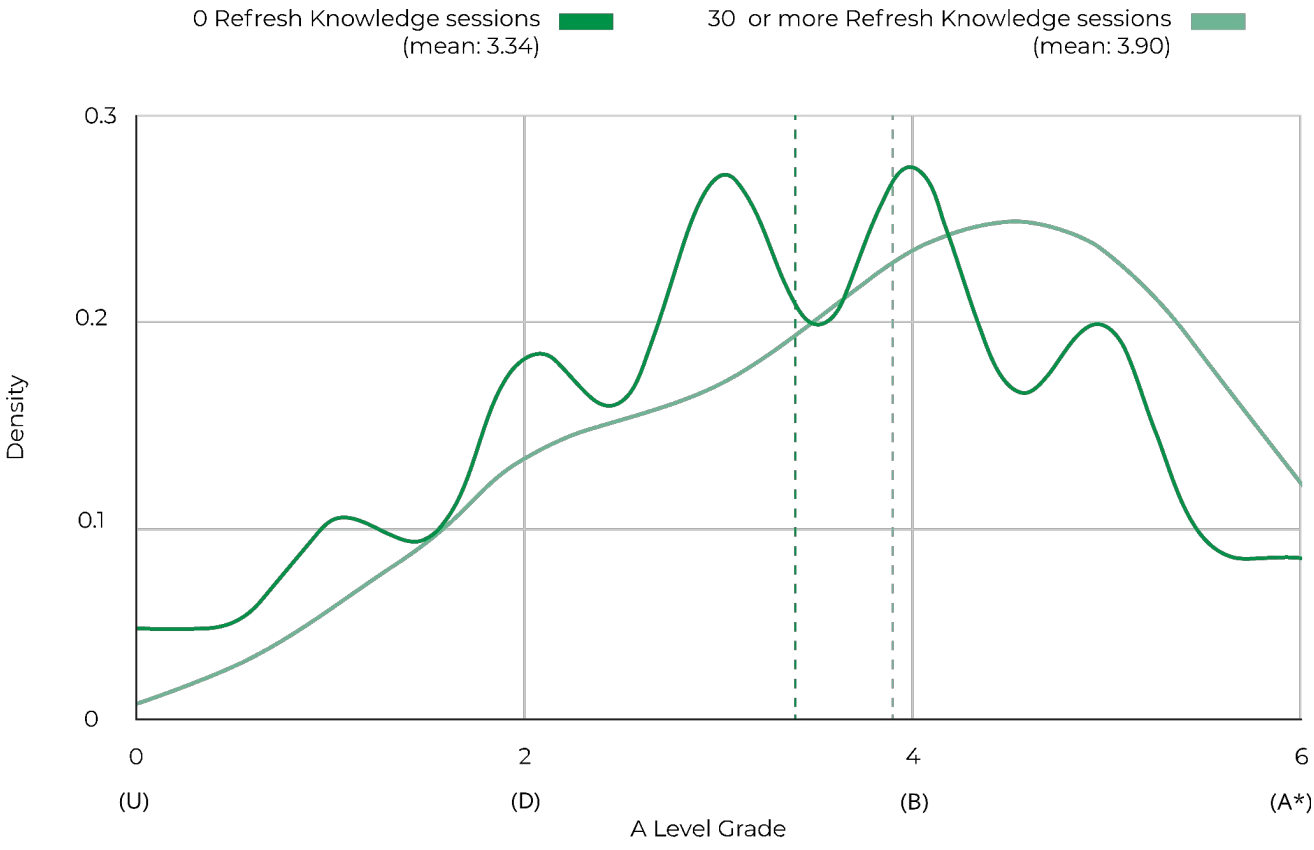


Fig. 9

9. Impact of The New Score Algorithm

9.1 Introduction

A student's score for each section is given as a percentage value (0-100%). This score draws on student performance across different activities within the course.

Before the current academic year (2025/2026), section score was a healthy proxy for course completion, driven by an algorithm designed to encourage completion behaviours. However, it underrepresented students' performance on quizzes, and so was not a sufficiently accurate measure of student understanding. In response to this, Up Learn's score algorithm was updated at the end of the 2024/2025 academic year to give greater weighting to correct quiz responses.

9.2 Headline numbers

When the new score algorithm is applied to student performance for the academic year 2024/2025, students who achieve an average section **score of ≥50%** are **83% more likely to attain an A/A***. Students with this average score benefit from an estimated **7 additional months of progress** compared to students with <5% score.

Takeaways

While the greatest benefits are likely to be observed in students consistently reaching and maintaining Mastery of each section, the relationship between score and student progress is not 'all or nothing'. There is value in every attempt that a student makes, even if they don't reach the ultimate goal of Mastering every section.

9.3 The analysis

The average section score was calculated for each student by averaging the score for all the sections that the student had attempted.

As shown in Figure 10 below, increasing average section score correlates with increasing likelihood of getting A/A*. Students with an average score of ≥50% had an A/A* rate of 39.13% compared to the 21.31% for all students. A t-test on the population with an average score of ≥50% and the population with an average score of ≤5% showed a statistically significant impact on average A level grade (p=0.00000001). The effect size was 0.55 which translates to **7 additional months of progress**.

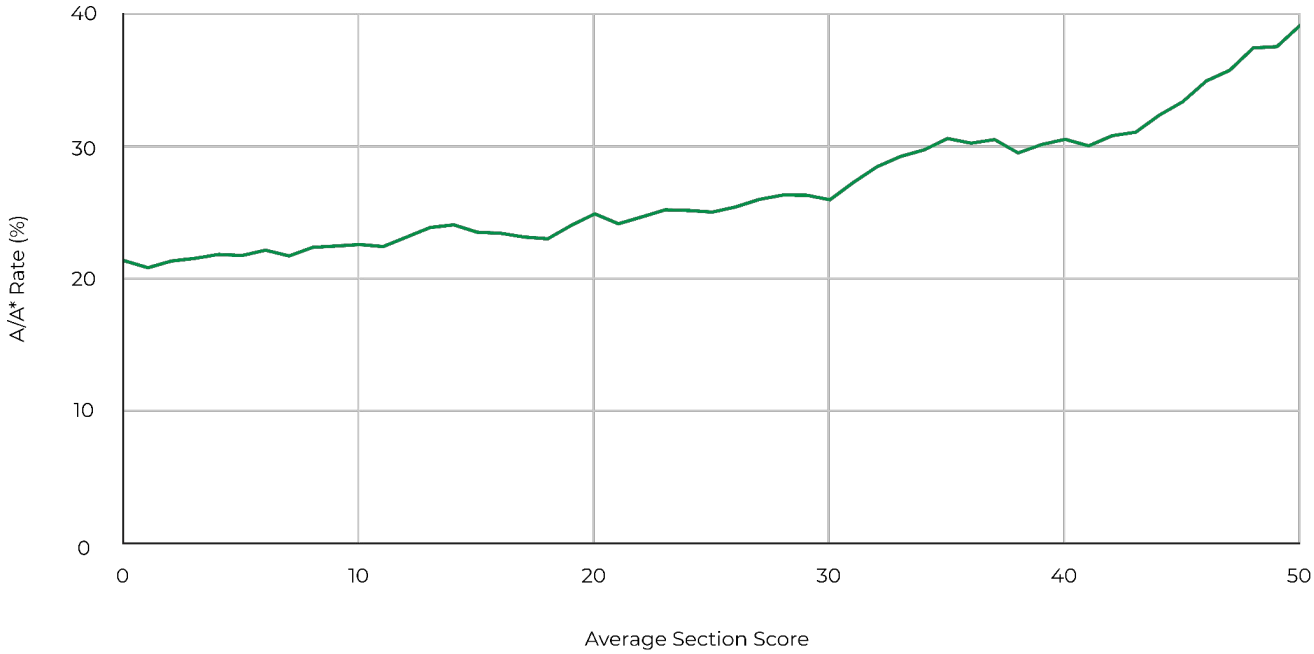


Fig.10

There was also a **strong correlation between average section score and average estimated Value Added.** Students with an average section score of ≥50% have an average estimated Value Added score of 0.68, compared to an overall average of 0.26. This relationship is shown in Figure 11 on the next page.

A t-test on students with an average section score of ≥50% and those with an average section score of ≤5% showed that average estimated value added score for the higher achieving group was 0.58 compared to 0.12 for the lower achieving group (p=0.00002).

9.3 The analysis

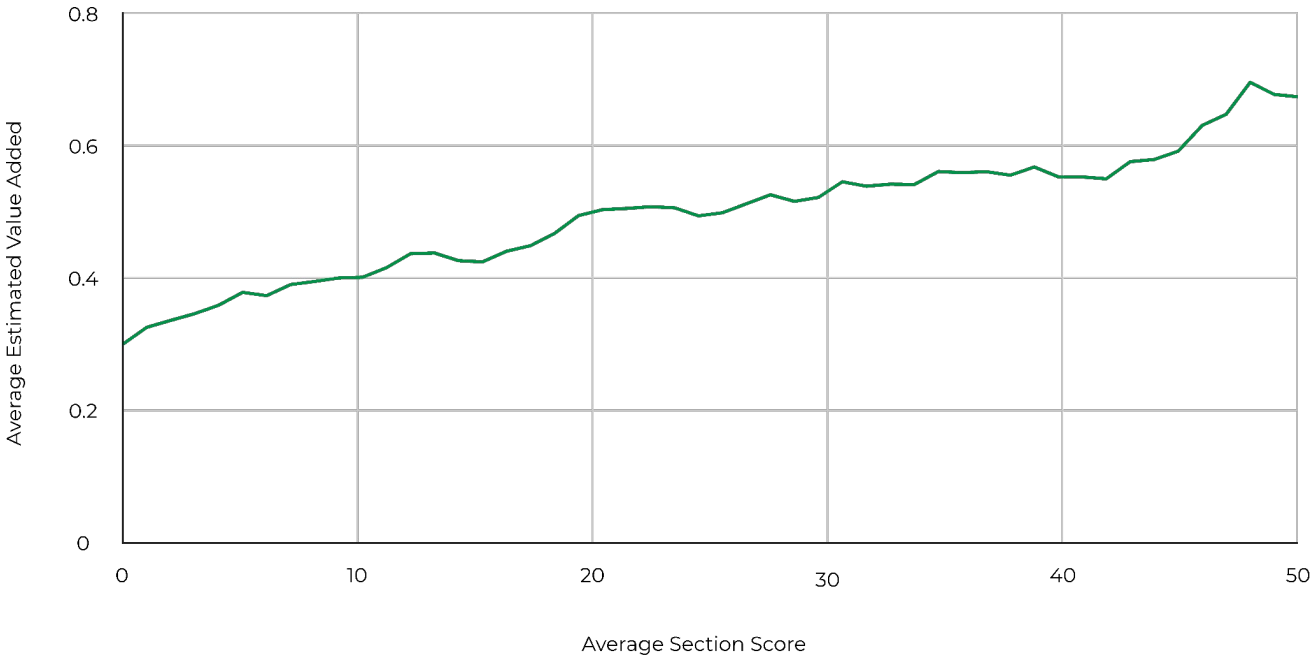


Fig.11

9.4 The Impact of Scoring Algorithm Improvements

9.4.1 Introduction

The changes to Up Learn's scoring algorithm, which grant more significance to quiz correctness, are supported by findings that relate quiz correctness to A Level grade as shown in Figure 12 below. Students who get a greater number of consolidation quizzes correct (referred to in the courses as 'Progress Quizzes' or 'Mastery Quizzes', and appearing between video lessons) have higher average A Level grades.

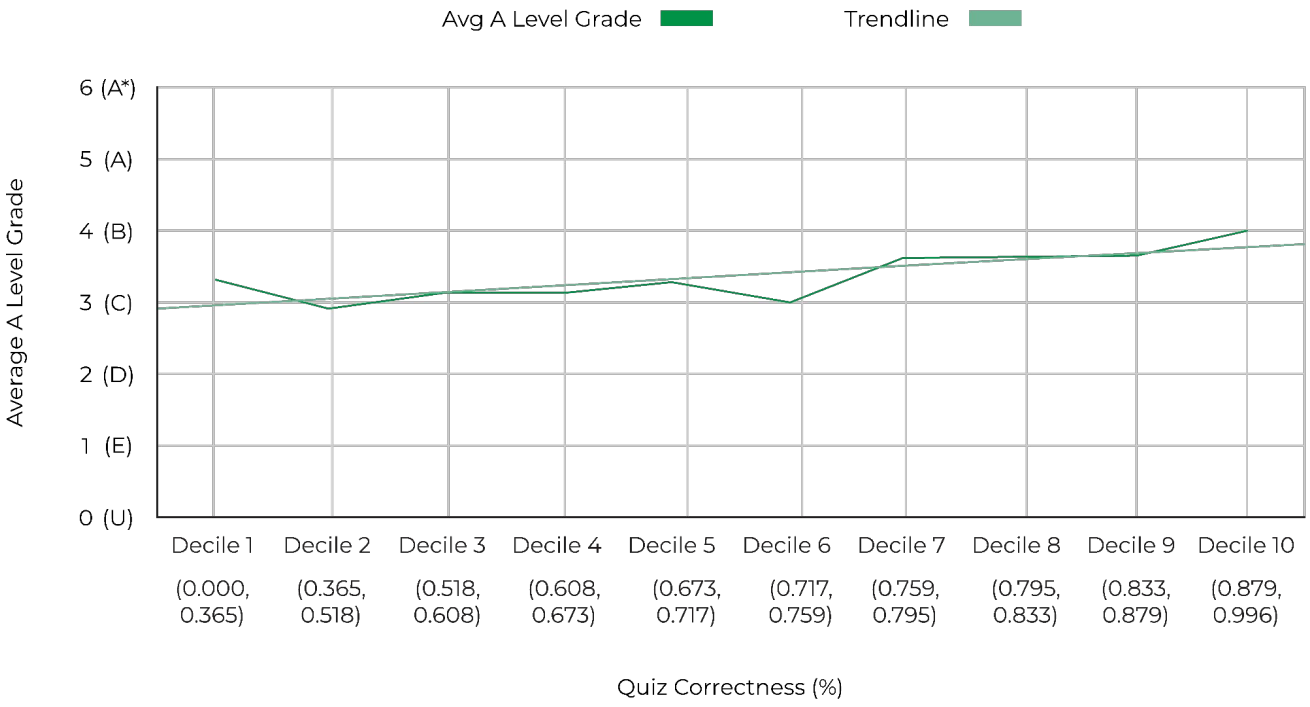


Fig.12

10. Ancillary Results

10.1 Time and course completion

Two additional measures of usage were explored: time on Up Learn and percentage course completion.

Despite their positive relationship with A Level results, these have largely been superseded by measures that show a tighter relationship with student outcomes, such as Mastery and Refresh Knowledge.

NB: Time on Up Learn and percentage course completion are included here for completeness rather than as recommended measures to use within the school setting.

10.2 Time on Up Learn

Some schools use the number of hours on Up Learn as a guardrail to help measure and maintain high expectations for student effort. This is particularly common among schools that built accountability structures around Up Learn usage *before* the introduction of the assignment tool and Mastery visuals.

Raw time on site doesn't account for the differing durations for which students had access to Up Learn (as different schools acquired licences at different points over the last 2 years). To adjust for this, average hours per week were calculated for each student: taking the total number of hours spent on Up Learn and dividing by the number of weeks of access.

Whilst positive, the results in this area don't reflect the full scale of impact that Up Learn has on its users. Any analysis that focuses solely on time spent overlooks a key factor influencing student progress: the type of activity that students engage in.

When Up Learn is implemented by a school, the greatest impact would be expected among students with section Mastery, breadth of activity completion, consolidation and revision behaviours, and accountability and support provided by an invested adult. These essential ingredients are examined in earlier parts of the report.

10.3 Headline results

Students who spend an average of **≥1.5 hrs/week** on Up Learn benefit from a **150% increase in estimated Value Added**.

10.3.1 The analysis

Focusing on populations with a weekly average of ≥1.5 hrs and <0.5 hrs, a correlation analysis was conducted to further explore the relationship with estimated Value Added.

The graph below (Fig 13) shows a statistically significant (p=0.002) increase in estimated Value Added for students who spend an average of ≥1.5 hrs/week on Up Learn, compared to <0.5 hrs/week. The estimated Value Added increases by 150% for the population spending ≥1.5 hrs/week on Up Learn, compared to those spending <0.5 hrs/week.

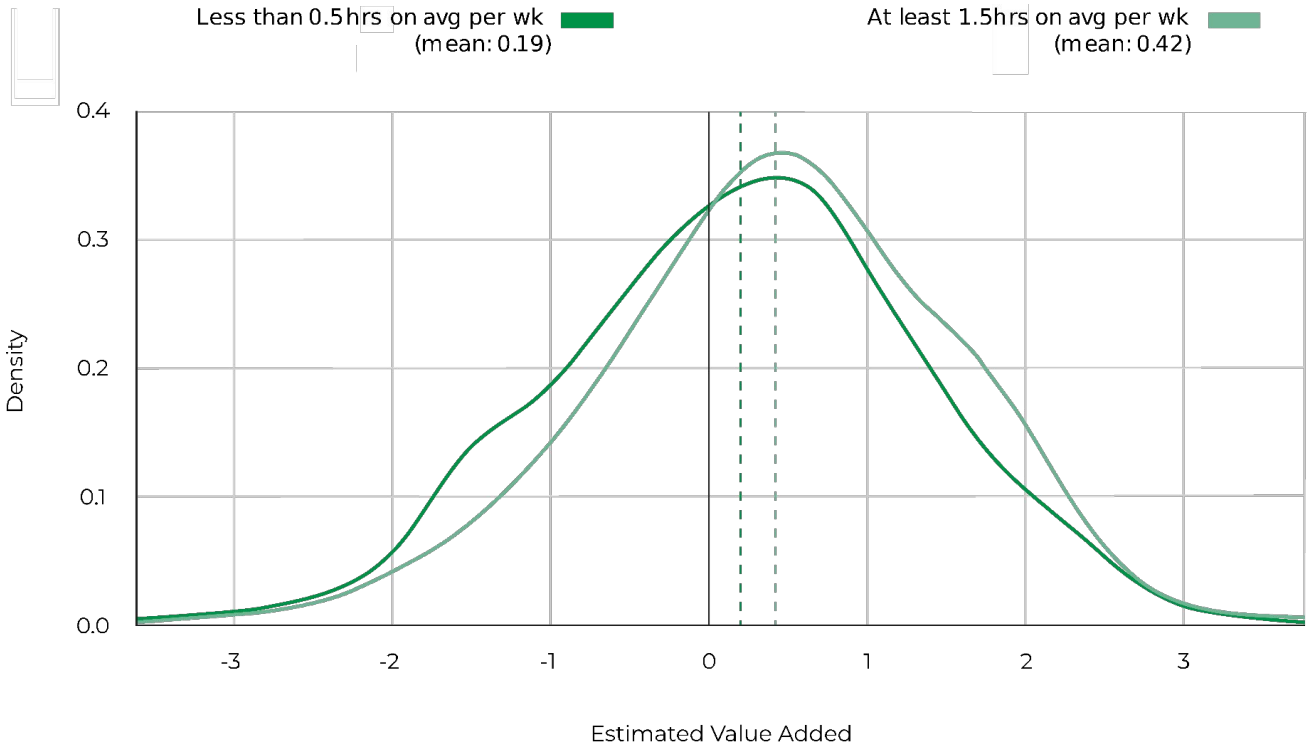


Fig. 13

10.4 Course Completion

10.4.1 Introduction

The number of assignments that a student completes is a proxy for overall course completion.

Given that not all schools use the assignment tool, a separate analysis was conducted to highlight the relationship between course completion rates and student outcomes.

Assignments are the recommended way for educators to guide their students through content that they deem high-priority. However, even when assignments are not set, Up Learn's algorithm allows students to experience tailored learning whenever they log on.

10.4.2 Headline numbers

Students who complete ≥40% of the sections in their course benefit from an estimated **4 additional months of progress**, are **30% more likely to achieve an A/A***, and have an estimated Value Added score almost **a third of a grade higher** than their peers.

10.4.3 The analysis

A t-test on the populations with ≥40% course completion and ≥5% course completion showed a statistically significant correlation with A level grades. Students who complete ≥40% of the course benefit from an estimated 4 additional months of progress (effect size 0.28) compared to those who complete ≥5% of the course. The impact on estimated Value Added is also noteworthy, as shown in Figure 14 below.

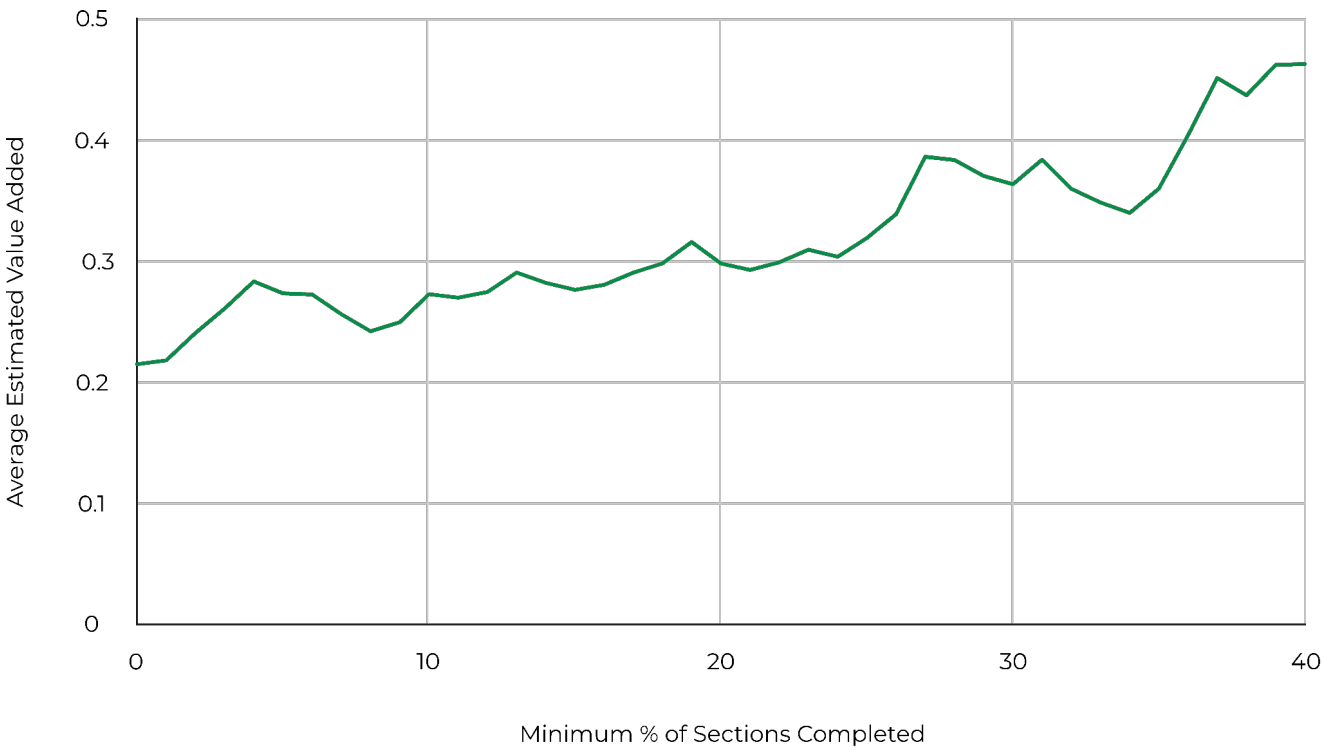


Fig. 14

10.4.3 The analysis (cont)

Students who complete ≥40% of the course increase their estimated Value Added by an additional third of a grade, compared to those who complete ≥5% of the course. This difference is statistically significant (p=0.008). (Fig 15)

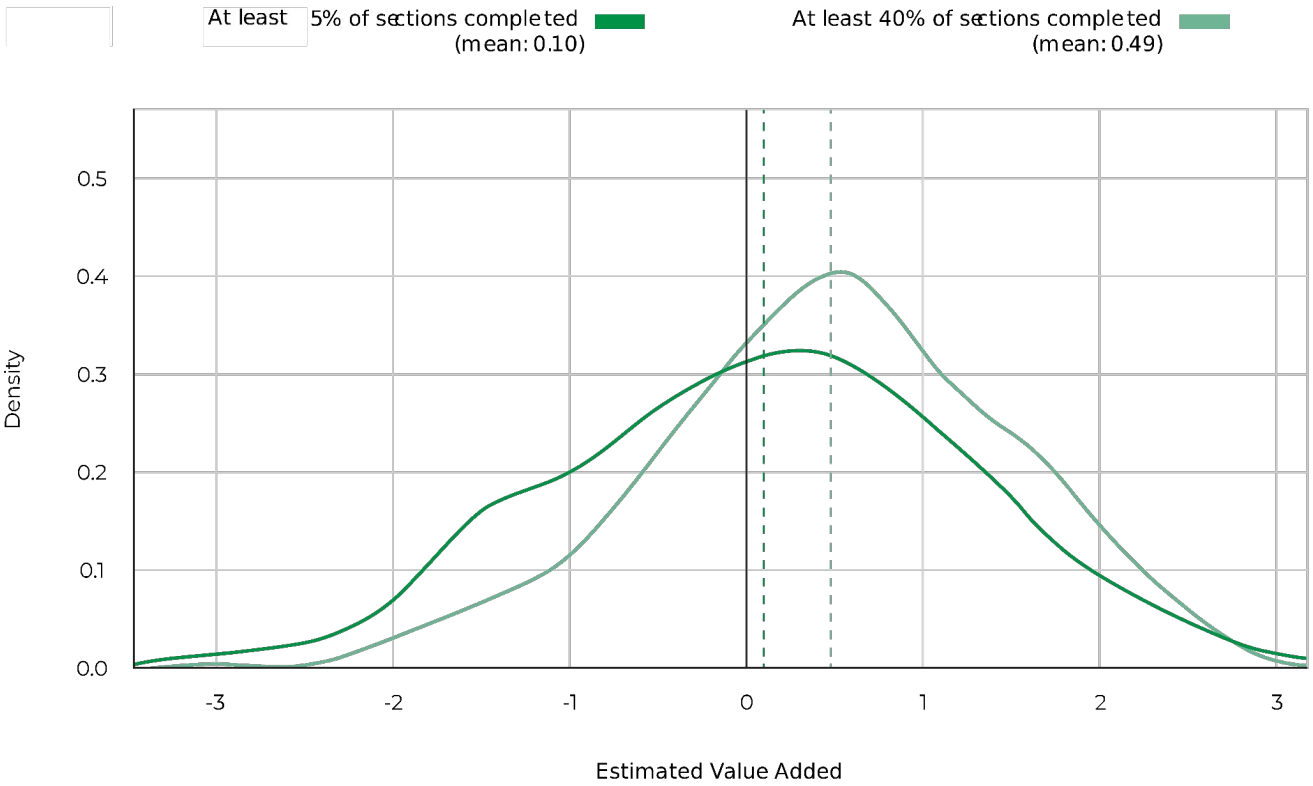


Fig. 15

This analysis was capped at ≥40% completion due to insufficient data at higher course completion rates. This meant that groupings such as ≥50% did not meet the requirement for at least 100 data points in the sample.

Completion rates are expected to increase in 2025/2026 as a product of embedded school implementation and supportive tools, such as the Mastery indicator. When further data is available, additional analysis can be conducted to assess impact at additional completion rates.

11. Conclusion

When Up Learn is used well, outcomes shift

Taken together, the findings from this report are unambiguous: **schools that implement Up Learn effectively see measurably better results.**

Across every metric we tested - grades, Value Added, course completion, assignments, mastery and retrieval practice - higher-quality engagement with Up Learn is associated with stronger student performance.

Hitting the key thresholds identified in this report (such as completing ≥40% of a course, doing ≥30 Refresh Knowledge sessions, mastering sections, or completing ≥100 assignments) is linked to sizeable gains: typically 4–9 additional months of progress and a significantly higher chance of securing an A/A*.

These gains appear consistently across subjects, schools and cohorts, and hold up under conservative analysis.

The data also makes it clear that ***how* Up Learn is used is critical**. Time alone is a blunt measure.

What drives impact is:

- → a focus on Mastery rather than simple completion,
- → regular assignment setting and completion, and
- → embedded habits of retrieval via Refresh Knowledge.

Where schools build these elements into their routines and culture - normalising Up Learn, setting clear expectations, and monitoring progress – both grades and Value Added improve.

Although this report does not claim causation, the direction of travel is consistent and compelling.

Effective use of Up Learn is associated with significantly higher attainment.

12. Resources and Next Steps

Want to find out more?

- Latest case studies
- Up Learn's school survey results
- Our quick intro to Up Learn webinar
- How 16-19 Funding can support you
- Sign up to our newsletter

If you want to find out how Up Learn could help your school - book a quick meeting with our team here.

And remember: Implementation is as easy as 1,2,3.

1.  **Teachers assign 1 - 2 sections per week per subject.**

2.  **Students must get green scores to complete their assignment.**
(Green means they have achieved mastery)

3.  **Students use 'Refresh Knowledge' to keep their scores green.**

Questions? Thoughts? Want to get involved?

We'd love to hear from you. If you have queries you'd like answered or you'd like your school to be involved in the 2026 Evaluation - get in touch **by filling in this form**.

13. Annex

13.1 Limitations

All the analyses in this report used examined the correlation between usage and impact. Effect size and additional months of progress have been used to enable comparison with other interventions. No causality has been evaluated or claimed within this report. In future years, the plan is to increase the sophistication of analysis and focus more on causality.

1. T-test was used to analyse the impact on A-level grades. T-test assumes the underlying distribution to be continuous and normal, which does not neatly fit A-level grades. T-test was used because it provides an accessible, simple way to test and communicate statistical significance and measure effect size. In the future, we hope to work with more sophisticated tools like Ordinary Least Square (OLS) and Analysis of Covariance (ANCOVA).

2. Effect size was used to estimate “additional months of progress”. This assumes that an effect size of 1 translates into 12 additional months of progress. This is known to be more accurate for younger children and a significant underestimation for older children.[4] *Additional months of progress* has been shown to be preferred by teachers and school leaders as the method for articulating impact.[5]

3. Value Added scores were estimated using the model for the 2024 cohort. This model was compared with the most recent non-Covid model from 2019. Across more than a thousand students in 6 subjects, there is an average score difference of 0.48 (nearly half a grade) between the two models: the 2024 model consistently outputs a higher score than the 2019 model. However, the scores produced by the different models also have a correlation coefficient of +0.99, suggesting a consistent relationship between GCSE APS, A Level grade, and the Value Added score. In light of these findings, the report focuses on comparisons *between* Value Added scores ("intervention increased Value Added by x"), and avoids non-comparative claims.

[4] *Higgins et al, 'The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Technical Appendices' (June 2013)*

[5] *Lortie-Forgues et al, 'How Should Educational Effects Be Communicated to Teachers?', (2021)*

14. About the Authors & Acknowledgments

→ Dr Zahir Koradia

Dr. Zahir Koradia holds a PhD in Computer Science from IIT Bombay. His research focussed on the intersection of Computer Science and Social Sciences, exploring the role of technology in enabling community radio stations in India. With over 20 years of start up experience, Zahir built a knack for solving complex problems with simple solutions. He combines his knowledge of research methodologies, software and product development, and data analytics for this evaluation project.

→ Eloise Dickason-Raven

Eloise has over 10 years' experience in education and instructional design. She's a Teach First ambassador and previous 2iC of maths, and co-created Up Learn's Maths, Physics and Biology courses. By understanding how classroom practices, cognitive science and e-learning interact, Eloise advances the quality of Up Learn's full suite of courses through research, design and testing.

→ Special thanks to

Participating schools at Ark, Harris Federation, Astrea Sheffield and Clifton College.

15. Glossary

Term	Meaning
Additional months of progress	An interpretation of Cohen's d designed by the **Education Endowment Foundation**, which translates the *d* value into months of progress. For this report, we treat each interventions as having taken place over a 2-year licence, so the additional months of progress represent the gain over 2 years.
Assignment	A section set by an educator for a student to complete by a deadline. Assignments are set using the assignment-setting tool in Up Learn's teacher dashboard.
Cohen's d (effect size)	A measure that quantifies the difference between the means of two groups. A greater *d* value indicates a greater difference between the means. *d* values are commonly given as decimals between 0 and 1, but can exceed 1.
Complete (assignment / section)	An assignment is considered complete once a student has moved through all of the videos and quizzes in the assigned section.
Estimated Value Added	A score calculated by taking the Department for Education's Value Added model for the **2024 cohort** and applying it to 2025 data.
Forgetting Curve	The hypothesis (Ebbinghaus 1885) that memory retention declines over time, and information is lost more quickly when there is no attempt to retrieve it. (See TLAC's **annotated forgetting curve**)
Implementation model	Up Learn's recommended approach to using the platform
Refresh Knowledge	A tool available to learners on Up Learn, which creates personalised quizzes to combat memory decay (forgetting curve) by re-testing students on past material. Each session of Refresh Knowledge draws on a maximum of 6 questions from across the course.
Section	A group of video lessons and interactive quizzes focused on a particular topic on the Up Learn platform.
Statistically significant	When the difference between two groups is considered *not* to be due to random chance.
t-test	A statistical tool used to assess whether there is a statistically significant difference between the means of two groups. If $p<0.05$, this suggests that the difference is statistically significant and that any difference between the groups is *not* due to random chance.
(Level 3) Value Added	A measure of progress used by the Department for Education. A student's (Level 3) Value Added score indicates how well they performed against their expected outcome. For example, a positive score of 0.5 indicates that a student surpassed the expected outcome by 0.5 of a grade.

16. Quotes from Educators

"Up Learn gives students what they need and challenges them at the level they'll face in exams. It's clear, comprehensive, and incredibly effective. It's become part of our lesson planning. The videos are absolutely brilliant – really clear. It simplifies hard concepts and tests their understanding. That's the beauty of Up Learn."
– Jonny Foster, Macmillan Academy

"It is a different group of students than I expected would be engaged - the ones that need the support are doing well. We are now able to reward those students for their commitment."
– Charlotte Burton, Tupton Hall School

"Mercia scholars always speak so highly of Up Learn. They have found it absolutely essential to their confidence so that they feel prepared for the exam. For many of the cohort, half of their independent study time is spent on the platform. Up Learn has allowed them to revisit, consolidate, understand, go in their own time, watch again, repeat. That recap and time on their own to work on the areas that they find challenging has been invaluable."
– Louise Heritage, Mercia School

"This is the future of education as far as I'm concerned. The product itself is brilliant. I have seen how effective it is first hand. If you do have a question, the customer service is excellent."
– Michael Rowlands, Mayfield Grammar School

"Students like the independent, challenging, exam-specific support that it provides. It's helped to reduce staff workload in setting and marking revision tasks."
– John Oswin, Beauchamp College

"Their pacing in exams is better. Their confidence in exams is better. They're able to pivot more quickly when they see questions they don't understand. There was a student who got an A who was on an E, it was just this huge shift. No other intervention had such a significant impact as Up Learn."
– Stanton Wertjes, Oasis Academy South Bank

17. Proud to Work with Schools including:

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United Learning The best in everyone
MICHAELA KNOWLEDGE IS POWER
ATHENA LEARNING TRUST
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EKC Canterbury College
KING EDWARD VI COLLEGE STOURBRIDGE
Hamstead Hall Academy
GOSPEL OAK
FUTURE ACADEMIES
HENLEY BANK HIGH SCHOOL
Kingsley Academy Find your remarkable
IFIELD COMMUNITY COLLEGE
Oasis
LANGLEY PARK SCHOOL FOR BOYS
Moseley School and Sixth Form
cst Community Schools Trust
school21 find your voice
Oaklands School
OAKS PARK HIGH SCHOOL
SANDBACH SCHOOL
LOXFORD SCHOOL
SHS Springwood High School
St Paul's Way Aspiration • Integrity • Community PART OF UNIVERSITY SCHOOLS TRUST
ST PAUL'S GIRLS SCHOOL
THE LANGLEY ACADEMY
Star
THE BLUE COAT SCHOOL
Woodkirk Academy & Sixth Form
THE Leys CAMBRIDGE
WELLINGTON COLLEGE
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