

The maths classroom tomorrow



“I hope learning will help me to solve problems creatively, use technology responsibly, and contribute positively to the world around me.”
– School Student

As we prepare for changes to curriculum and assessment, we asked 1,000+ secondary maths teachers in England for their views in the *Pearson School & College Report 2026*.
Here’s their perspective on **what’s ahead**:

The ‘unknowns’ of education reform

Secondary maths teachers (like many secondary educators) are unclear about the benefits of the **proposed education reforms** following the **Curriculum and Assessment Review**.



Secondary maths teachers are more unsure about what the forthcoming education reforms **will improve** for students (**63%**) and teachers (**61%**) than those from any other secondary subject.

22% say they will have **no impact** for teachers.



Whilst **26%** of secondary science teachers expect the proposed changes to improve things for teachers by **reducing curriculum volume**, only **8%** of secondary maths teachers share this optimism.

Embracing AI

Secondary maths educators are the most cautious group when it comes to adopting and embedding advancing technologies such as AI into their teaching.

Where teachers are today



- **20%** don’t currently use AI in their role.
The highest across all disciplines and **8 pp** higher than the secondary teacher average.
- **32%** say **AI saves them time in their role** (**16 pp** lower than the secondary teacher average).
- **23%** say they **use AI to support teaching and learning** (**17 pp** lower than the secondary teacher average).

Despite this, secondary maths teachers think that **AI could be utilised more** for:



Administration tasks (61%)



Providing insights and data analysis (57%)



Creating assessments and revision support for home learning (both 45%)



Only **13%** of secondary maths teachers feel confident teaching their students about AI.

To drive forward change in this area, maths teachers identified a number of things that could assist them in supporting students to effectively use AI for learning:

CPD for teachers on using AI (48%)

Tried-and-tested, age-appropriate AI resources (38%)

Case studies sharing best practice on using AI effectively (28%)

Looking ahead

Secondary maths teachers predict that technology will continue to impact teaching and learning.

By 2031, they expect to see:



51%

Increased use of AI tools



42%

Automated data and insights on student performance.
The highest percentage across all subject teachers.



38%

More devices in class

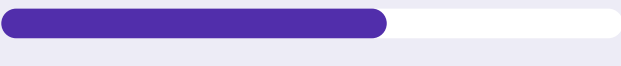
Supporting future readiness

Secondary maths teachers express strong confidence in their ability to equip the next generation with essential knowledge and skills for an ever-changing world.

“I feel I am currently preparing my students to...”



67% Be ready for further study or training



62% Be well-rounded individuals



53% Be responsible citizens

Want to know more?

Explore secondary math teachers’ views on the classroom today and find out more about how we’re helping schools and colleges [navigate curriculum and assessment reform with confidence](#).

Discover what 50,000+ educators, students and sector representatives think about education today and its future in the [Pearson School & College Report](#).



About the research

Surveys of primary and secondary classroom teachers, middle leaders, school leaders and headteachers working in schools in England were conducted by Teacher Tapp between 9 January 2026 and 28 January 2026. Depending on the question, there were between 1,538 and 9,611 respondents. Results were weighted to reflect national teacher and school demographics.