



## Feedback from LKS2 children about Mathematics (June 2023)

### General questions about Mathematics

*Children from Reception, Key Stage 1 and Key Stage 2 have feedback on Mathematics. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages.*

<b>What is Mathematics about?</b>
<ul style="list-style-type: none"> <li>It's all about numbers.</li> <li>It's using the different signs and working out answers.</li> <li>It's doing problems and knowing how to do it.</li> </ul>
<b>Why is Mathematics important?</b>
<ul style="list-style-type: none"> <li>It helps you in school when you go up a year group.</li> <li>You need it to know about numbers.</li> <li>You can't not read like you can't not know maths.</li> </ul>
<b>Tell me about your favourite piece of work in Mathematics and tell me why you enjoyed learning about this</b>
<ul style="list-style-type: none"> <li>I like Times Table Rockstars and on the computer and on the IPAD.</li> <li>The times table competition was really good this year and we came second.</li> <li>I liked doing about time because I know more time now.</li> </ul>
<b>Are there any areas in Mathematics that you are still unsure about?</b>
<ul style="list-style-type: none"> <li>I find fractions hard if it's not just half and quarter.</li> <li>Time is still hard for me.</li> </ul>
<b>How do you know if you are doing well in Mathematics?</b>
<ul style="list-style-type: none"> <li>You get the teacher to tell you.</li> <li>Books have lots of ticks.</li> <li>You can answer things quicker.</li> </ul>
<b>What happens if you are finding work difficult in Mathematics?</b>
<ul style="list-style-type: none"> <li>Ask the teacher or a friend.</li> <li>Do homework.</li> <li>Listen more in class.</li> <li>Sometimes, you can use resources. We use them in lessons and sometimes you can ask for them.</li> </ul>
<b>What do you need to do to improve your learning in Mathematics?</b>
<ul style="list-style-type: none"> <li>Get more questions right.</li> <li>Ask a friend because they might know what to do.</li> <li>Watch the teacher and see what they do on the whiteboard.</li> </ul>
<b>Over summer term, you completed some work on time on angles, what can you tell me about it?</b>
<ul style="list-style-type: none"> <li>We measured angles and looked at different angles like right angles.</li> <li>We looked at angles in shapes.</li> <li>We played a game on the internet where you had to guess what the angles were.</li> </ul>
<b>If you were to complete this work again, what would you do differently?</b>
<ul style="list-style-type: none"> <li>I would know the different angles so it would be easier.</li> <li>Make better guesses by looking at angles closely.</li> </ul>
<b>Can you explain what some of this Mathematics vocabulary means?</b>
<ul style="list-style-type: none"> <li>Hundredth – it's like in fractions and decimals with 100 pieces.</li> <li>Weight – measuring how heavy like in kilograms.</li> <li>Reflection – like using a mirror and drawing the other side.</li> <li>Proportion – not sure.</li> <li>Integer – something to do with numbers and we did it in class. (whole numbers)</li> <li>Unit – we used units I think when we looked at shapes</li> </ul>

***'Never settle for less than your best'***

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



## Feedback from LKS2 children about Mathematics (June 2023)

### Subject specific questions about Mathematics

*Children from Reception, Key Stage 1 and Key Stage 2 have feedback on Mathematics. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages.*

#### **What do I mean when I say fluency, reasoning and problem solving?**

- Not sure.
- Problem solving is where you answer problems in your books and you read the question and underline information.
- We cut out questions for our books.
- Reasoning is talking about your answers.

#### **Why might I use times tables in real life?**

- Like when you give books out or if you have to go in groups for PE.
- Or groups for sitting on the table.
- The times table test and the competition.

#### **Show me a bar model. How might you use it?**

Children needed clarification on bar models but used them to show additions and subtractions and were able to link these to fractions when supported.

#### **Explain how I might work out fractions of a shape/ amount.**

- Draw lines to put it into different parts (we talked about equal parts)
- A half or a quarter.
- Count the shapes like split it into two or it is one out of two.

#### **What do you have in class that helps you in maths?**

- The teacher and our friends.
- The teaching assistant.
- We have words on the wall that we need to use.

### Action to take as a result of Pupil Feedback on Mathematics

Children struggled with some of the vocabulary discussed – they were familiar with words but could not recall full definitions. Children need to be more aware and ready to talk about the different aspects of maths, including reasoning and problem solving; particularly in relation to problem solving not just involving word problems. Ensuring that children are aware of the support that they are able to access in class maths areas, and having the correct resources to support learning, would further enhance learning.

**Next Pupil Feedback review: Summer Term 2024**

***'Never settle for less than your best'***

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12