



Feedback from UKS2 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.

What is Mathematics about?
• Learning multiplication and division. • Knowing your times tables. • Knowing facts like BODMAS.
Why is Mathematics important?
• A lot of jobs rely on maths, like scientists or police officer. • Things like shopping need maths.
Tell me about your favourite piece of work in Mathematics and tell me why you enjoyed learning about this
• I liked learning about BODMAS because it was a brand new thing that I hadn't done before. • Column multiplication is an easy way to do long times tables. • The problem solving lesson about Rupert, the dog.
Are there any areas in Mathematics that you are still unsure about?
• Fractions sometimes – especially when putting them into decimals or percentages. • Measuring angles can be difficult.
How do you know if you are doing well in Mathematics?
• You get quite a lot of answers right (but not all of them). • You can get team points in books. • Not struggling with work too much and knowing what to do.
What happens if you are finding work difficult in Mathematics?
• Teachers or adults will help. • Practise more often. You can ask other friends if you're allowed. • Maths homework or resource sheets with times tables on. • The display board can help with things. Times tables grids too. • We have resources that you can get if you're really stuck.
What do you need to do to improve your learning in Mathematics?
• Listening to the teachers carefully when they explain new methods. • Ask for support if you need it. • Try hard in your lessons. • Make sure you keep practising what you have already done and do some revision or homework.
Over summer term, you completed some work on time on angles, what can you tell me about it?
• It was quite tricky at first but then we got a lot better at it. • We learned about reflex angles as well as acute and obtuse (the children defined these). • You measure an angle using a protractor. We got taught how to use these. • Triangles have 180 degrees in them. So has a straight line. You can find missing angles.
If you were to complete this work again, what would you do differently?
• Make sure you know the steps with a protractor.
Can you explain what some of this Mathematics vocabulary means?
• Descending – from largest to smallest. • Cubed – times a number by itself and then itself again. • Simplify – $\frac{6}{10}$ can be simplified to $\frac{3}{5}$. Keep going to the smallest answer. • Imperial measurement - inches or something that doesn't follow cm or m. • Net – children could not answer without prompting. • Prime factor – A factor is a division so like 24 has 3 and 8 as factors. Children needed prompting about prime, though they were aware of prime numbers.

'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



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Subject specific questions about Mathematics

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

- Fluency is like times tables. Or adding.
- Reasoning is giving reasons and saying if it is right or not. Like explaining if the turtle is right (White Rose Maths)
- Problem solving is solving maths problems and getting right answers.

Why might I use times tables in real life?

- Going to a shop.
- Earning money when you work and knowing what to spend.

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

Children were able to use bar models and related this to fractions.

Make an array.

Children needed reminding what an array was but were familiar with them and had used them in class.

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

- The numerator and denominator tell you.
- Find halves by dividing by two in a bus stop.
- One child showed the calculation for working fractions of amounts.
- You can quarter by halving and halving again.

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

- We have different maths resources
- We have calculators that we can use in some lessons or to check answers.
- Counters and things we can use.
- Grids and place value grids and base tens for fractions.
- We have a maths wall that has help for us.

Action to take as a result of Pupil Feedback on Mathematics

Children made clear links with White Rose as well as Tara resources. Vocabulary answers were good but still showed some gaps. 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. Making more obvious connections with maths and real life uses would benefit the children.

Next Pupil Feedback review: Summer Term 2024

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