

Maths Pupil Voice

Friday 16th January

“Show me something that you are proud of in your books”

In all year groups pupils were able to identify something that they were proud of and when asked were able to explain how they had worked out the answers in that piece of work (pupils didn't necessarily choose a recent piece of work, some chose work as far back as September). Pupils were articulate and able to use key words to explain. Pupils' books were neat, regularly marked with green pen and pupils annotated with purple pen.

Reception – choose “one more”. They were able to tell me one more than 3 and 4 etc. Another pupil choose counting a pattern, I gave him a pattern – green sheep, black sheep, green sheep etc and he was able to explain

Year 1 – Showed me how to bond to 20 and explained part- whole models (explaining we split into tens and ones)

Year 2 – choose 2D and 3D shapes and were able to explain the difference between 2d and 3d. They could name their shapes. Another pupil choose an investigation on adding odd and even numbers. He was really articulate at explaining how he knew odd + odd etc made even

Year 3 – choose bonding to 100 as she felt this was something she was weak at, but after a good input from Miss Riley was able to complete the work confidently. Another pupil chose adding and explained how they split up numbers to make adding something they could do in their heads ($250 + 80 = 250 + 50 + 30$ etc)

Year 4 – talked about enjoying learning their times tables as what they were proud of. See below for more detail.

Year 5 – chose adding money and when asked could emphasise that you need to work right to left, line up numbers, carry tens etc. Another pupil chose rounding and repeated the key rule and knew what columns to look in,

Year 6 – chose percentages and both girls could articulated to explain finding percentages using a non calculator, with very difficult questions such as 71% of 3476

Do you enjoy maths?

All pupils said they enjoyed maths, with lots saying it was their favourite subject.

Tell me about how you learn your times tables?

Mr Nixon asked me to ask about how pupils were enjoying/finding useful the new times table strategy.

Year 4 enjoyed their times tables, they completed times table in order, jumbled and then with different parts of the question missing. When asked about talking their times tables as they write them (part of the strategy) one pupil said they enjoyed, but another said they didn't like it.

Year 5 also used these times tables strategy as above and it helped strengthen their 6 and 7 times table. They also said they did a multiplication grid once a week.

Year 6 they practised times tables once a week as part of a test.

Year 3 said they knew their 2,5 and 10s but hadn't practised them much this year.

Year 2 were starting to use the multiplication symbols but were brilliant at explaining the terms array, commutative law ($4 \times 3 = 3 \times 4$) and that multiplication was lots of adding together.

Pupils were brilliant. Thank you for letting me speak to them.