



Maths Faculty – Pupil Voice

	Strengths	AFI's	SLT Next Steps
Year 1	<ul style="list-style-type: none">• Children could see a clear change in the way maths is taught compared to Foundation• Children felt they are doing more maths than they did last year – impact of daily maths• Children reported finding maths hard but enjoying it – they felt they always get support they need from adults within their rooms	<ul style="list-style-type: none">• Children reported stamina issues during the test	SLT to review testing arrangements
Year 2	<ul style="list-style-type: none">• Children could clearly articulate the routine and structure of daily maths – they reported they believe it will 'definitely make us better at maths.'• Children reported a step up in challenge between year 1 and 2• Children articulated there had been a big push on number and place value	<ul style="list-style-type: none">• Children reported stamina issues during the test	SLT to review testing arrangements



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Year 3	<ul style="list-style-type: none">• Children talked about a range of strategies being used including outside the classroom and using a range of physical prompts and supports. <p>Children loved active maths and could articulate what they have learnt within the sessions. - Active Maths is amazing – it’s like P.E but maths, its brilliant.</p> <ul style="list-style-type: none">• Children were keen to talk about the presentation expectations in Maths	<ul style="list-style-type: none">• The children felt the Year 3 test was much easier than the Year 2 one• There was some confusion about some setting and whether this takes place	<p>Clarity around setting</p> <p>SLT to review testing arrangements</p>
Year 4	<ul style="list-style-type: none">• TT Rockstars is really cool, it helps us with our Times Tables• Year 4 maths is different, we do more of it.• We do it every day and we do morning Maths.	<ul style="list-style-type: none">• There was some confusion about some setting and whether this takes place	<p>Clarity around setting</p>

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Year 5	<ul style="list-style-type: none"> • Active Maths is going to help loads, it's like you're actually doing maths not just writing about it. • The children reported a step up in the amount of maths they do from Year 4 " we do it more than once a day if you count daily maths and active maths" • The children could articulate the different forms of Maths eg Daily Maths, Active Maths and could identify different skills/styles used in each • The children said TT Rockstars was something they really enjoy and that they can see a clear impact ton their learning – children were keen to share their own success in this area 	<ul style="list-style-type: none"> • The children unanimously enjoyed active maths but some felt it was not challenging enough 	<p>Explain/ clarify the role of Active Maths in embedded exiting knowledge</p>
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Year 6	<ul style="list-style-type: none">• The children feel there is a clear change in expectations from Year 5 to 6• The children felt the pace of learning in Year 6 is much quicker• The children felt setting in Maths helped mean everyone got the support and challenge that they needed.• The children were keen to provide examples of how maths helps them in everyday life and how they enjoy sharing their mathematical knowledge at home.• Active Maths was unanimously praised by the children – “it’s great, because its different it helps me remember things easier”	Some children said they found the step up in pace from Y5 to Y6 a challenge	SLT to look at transition arrangements
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