



Maths Faculty – Pupil Voice Autumn 2

| | Strengths |
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| All children | <ul style="list-style-type: none">• All children were able to select a page in their book that were extremely proud of. All children could clearly articulate their reasons for choosing this selected page, referring to key mathematical concepts.• All children were proud of their presentation in Maths, across all of their books and found it tricky to choose a favourite piece, with some choosing one from each book.• All children could identify different strategies they used within their year group to support their learning, with some identifying similar strategies e.g. singing; use of a range of practical resources.• A wide range and consistency was seen and discussed by children in the Green for growths and Deepen the moments used.• Children expressed their love for maths, with a lot sharing that they have learned a lot and they like singing / chanting aspects especially when learning their timetables. |
| EYFS | <ul style="list-style-type: none">• Really enjoyed maths as they sang songs about numbers and paint the numbers to help them recognise and form their numbers correctly. Maths is popular in EYFS; children choose to do Maths independently within provision. |
| Year 1 | <ul style="list-style-type: none">• Children again really enjoyed maths and used Numicon to support their counting of 1 more / 1 less. They use the representation of Base ten to support their understanding and ability of place value. |
| Year 2 | <ul style="list-style-type: none">• Children could identify that Base ten was used to further support their understanding of place value but it was further developed by using it alongside number sentences, when adding and subtracting.• Number lines were also used to support their calculation understanding.• TT Rockstars and timetables were very popular with Year 2 children. |
| Year 3 | <ul style="list-style-type: none">• Children loved doing number problems and were confident in explaining the mathematics behind them. They also explained they solved 'right or wrong: prove it' questions linked to Bob.• Children loved receiving their 'Maths Whizz' stamp for their fantastic learning in their Maths jotters.• Timetables were also popular.• Children were able to say that they found Maths hard but the more they try and [practise in different ways they are more confident with their understanding. "At first I didn't know what to do but I try my best and |



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| Year 4 | <p>now I can do it and do more" (in reference to timetables).</p> <ul style="list-style-type: none"> • A further range of mathematical representations were shown (e.g. an abacus) in more complex word problems / reasoning questions. • Larger numbers with more complex steps were seen and confidently discussed and explained by pupils with lots of enthusiasm. | |
| Year 5 | <ul style="list-style-type: none"> • New learning was discussed, with a clear, mathematical explanation given and examples linked to numbers. • A clear focus was identified and discussed by children of non-negotiable aspects of maths deepened further through children having to apply their understanding of prime numbers – it's a number which is only divisible by 1 and itself. • I like TT Rockstars as I'm the quickest. I found my 7 timetable the hardest but now I know them really well, I'm proud! | |
| Year 6 | <ul style="list-style-type: none"> • Children were able to link the learning and work that has taken place in Maths to the learning and work that has taken place in Maths of the Day and Morning Maths – e.g. Problem solving to complete Magic Squares, which was clearly articulated and explained. I didn't get them at first but now I do. All rows, columns and diagonals have to equal the same number. Thinking helped and my maths lessons. • Give me an Easy / hard example... reasoning questions were discussed – I wrote down my ideas and thought about it then I wrote my explanation to say why it was an easy and hard example. | |
| AFI's: | | SLT Next Steps: |
| <ul style="list-style-type: none"> • Develop children's understanding and ability to clearly articulate what a Green for Growth / Deepen the moment question is. • The use of the marking policy linked to green for growths – is making a correction the next step in their learning? | | <p>To ensure staff clarity is given to the use of green for growths and Deepen the moments so children develop the same clarity.</p> <p>Review and clarify this with the Maths faculty and staff to ensure the continuation of consistency.</p> |
| Strengths: | | |
| The consistency of in the use of mathematical language across whole school. | | |



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The mathematical explanations and accuracy of these given by all children.

The use of Bob to address any misconceptions.

See above points also.