



Pupil Voice - Mathematics

Question	Responses
<p>Tell me about the piece of work you have chosen to bring. Why did you choose it? What is special about it?</p>	<p>proud of 3D shapes as was first to finish because I just know it was confident.</p> <p>coordinates – took a while but turned out well enjoyed doing it translation did it quickly and found it easy after the first one creating nets of 3D shapes because it was fun to do.</p> <p>coordinates because it was fun – confident</p> <p>reflection in 4 quadrants because it was easier used my knowledge of coordinates to help me</p> <p>it was hard but when you got used to it, it was easier – ordering money finding a fraction of an amount – only got one question wrong – I'm getting good at maths</p> <p>find a fraction of an amount – got all of it right – I'm a bit good at maths</p> <p>finding change because it was pretty hard to find out which change to do but I got everything right</p> <p>write halves and quarters as a decimal</p> <p>I did it and helped a few people to figure out question b.</p> <p>always sometimes never – it was hard but I finished it and I'm proud of myself</p> <p>it was tricky but I tried really hard and finished it.</p> <p>measuring was hard today because we had to explain a lot of things – half a centimetre is hard because I don't know it goes to the one behind or the next one.</p>
<p>Can you tell me about something new that you've learnt this term in mathematics that really made you think?</p>	<p>working out coordinates without the grid lines was hard!</p> <p>timetables filling in the blanks because I had to try and think what it would be but it wasn't right so I had to do it again</p> <p>mean because you had to do the adding and then the dividing</p> <p>matching numbers to time – we've only just started it so it's hard</p> <p>comparing decimals – at the start I really had to figure out what it was it was tricky because the hundredth kept getting me confused.</p> <p>work on time – days and months – it helped my brain be better at maths</p> <p>when we were ;learning about shapes it made me think when there are hexagons and I was trying to find the next one because I found it hard to count the sides.</p> <p>counting the sides of pentagons – they're tricky</p>
<p>Tell me about a typical maths lesson. How do you know what you're going to learn in a lesson? How do you know if you've been successful? How often do you get the opportunity for discussion in lessons? How often do you have the chance to work with others when you are tackling</p>	<p>objective sticker – board – Teacher tells us</p> <p>I have been successful when I get a tick – we mark ourselves and go through on the board and can go through it again if we get it wrong– I got it right</p> <p>talk about learning all the time apart from in tests</p> <p>If we're doing group work, some questions are about work with a partner – like playing battleships with a partner</p> <p>times table grid – protractor ruler mirror, compass, look at the walls, sometimes use cubes</p>

maths problems? What kind of resources do you use in maths?

Do you think you've got better at maths this year?

How do you know? What have you found most difficult?

How do you know how well you are doing in maths?

How does your teacher help you to improve your work?

What happens if you get stuck? What sort of feedback helps you to learn from your mistakes?

How much do you enjoy maths? What particularly do you like? What do you dislike?

The sticker is related to the lesson before. Y4 watch what the Y3 do and then they build on what Y3 do. Sometimes Y3 sit on the carpet and Mr P works us through the questions

Mr P gives us a tick but can give 2 and a smiley face if we've done well. Staff mark or teacher goes through it and we mark it.

Quite a lot – with the teacher and with a partner

2 lessons on your own and then one where you work with a partner but your partner can always help or your table

Resources – TT charts, number lines, people around us, coins sometimes my TT knowledge – I ask for help or do it myself

We know because of what it is in the book and the teacher tells us. They tell us the day before what we will do tomorrow – they explain it to us. If we don't remember they explain it to us again.

Done well – Miss Platt tells us that we've done well.

Sometimes we get to talk about what we're learning

Sometimes we work with other people – most of the time we do

Yes – in year 5 I couldn't do half the stuff I can do now. We've been through things again and I understand it more and find it easier.

Most difficult – angles, 3d shapes – remembering all the names, triangles, area

How well doing – if I'm getting more answers correct compared to the last piece of work.

Help improve – show us what we've done wrong and help us rework it ourselves, teachers help me by making me understand the question – read to me explain it to me and go through it with me.

Decimals – because I thought they were hard

£ and p because I know how to give change. better at maths because we do harder work every day and because when I look back, I know how to answer some of the questions I got wrong. In my first maths book I got a lot of q wrong but in book 2 I have got a lot of questions right. Last year I only did easier maths but this year it is harder. I look at my working out and can do it in my head now.

If we're stuck they'll help us work it out and go through how to do it again

Yes – because I have learned more – because I don't find it as tricky and I know more – I normally do my hardest and HP says all done but I didn't use to finish – on TTRS I have a higher studio score – It was hard but I got better and I use my fingers to help me count.

Help – I know more answers in my sats tests – they give you sheets and it helps you learn so you know if

put your hand up and ask for help, go over and do it again, look at the walls, check you've used the right times tables for long division, ask a partner.

Teachers telling me where I have gone wrong and how to get it right

They ask us to try it again, work with partner or people on the table. but if we're really stuck then we can ask a teacher to help us. SNOT – self neighbour, other teacher.

If stuck the teacher will help you – use your fingers to count on. in y1 there is a wall by the carpet you can look at for your number bonds

It depends on what we're doing – liked the coordinates and drawing butterfly and Bart Simpson like the more practical parts.

lots because it's easy and sometimes it's a bit hard. I like it when it's really hard. I do it but it's not my favourite. I like it when the questions challenge me a lot. Not much sometimes it's just too hard.

Like – I like the hard questions I have to work out and that challenge you and that take you a long time because I feel you learn more. I like getting through them quick.

Don't like – not always having a lot to do. I don't like it when it's easy.

Do you use maths in other lessons?

a lot like – ttrs – working with Mrs H – we always have more work we never stop
don't like - there are lots of similar questions, it's the same thing over and over again. You can get mad if the answer is not right – I don't like when it is tricky

Yes – drawing graphs – temperature and rainfall in London and Manaus. We do maths in a lot of things like topic and science in experiments in measuring and in DT and computing for 3D modelling. Sometimes in computing – in coding we had to work out numbers to put in there. not as much in DT yes we use it in science quite a lot like measuring and making a table to measure shadows.
in English sometimes because in Y1 you can write in your maths book – in maths in science. There is loads of maths in computing with coding and with tally charts