



Feedback from Key Stage 1 children about Mathematics (June 2022)

General questions about Mathematics

Children from Key Stage 1 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?
<ul style="list-style-type: none">• You can do your times tables and divisions.• It's to do with numbers and lines and temperature and liquid. It's about shapes, and things like addition and division and subtraction.• It can help you work things out with numbers.
Why is Mathematics important?
<ul style="list-style-type: none">• There is lots to learn and it can help you out.• You need to write things down and it will help you with money.• You need to do things in head. When you older and can't do numbers and won't know things if you don't know maths.• It can help you with recipes when you make things.
Tell me about your favourite piece of work in Mathematics and tell me why you enjoyed learning about this
<ul style="list-style-type: none">• I liked doing about division and splitting things up.• It was good when we put things into equal groups.
Are there any areas in Mathematics that you are still unsure about?
<ul style="list-style-type: none">• I think I'm good at maths but sometimes I find it hard when I do time.• Sometimes division questions can be hard.
How do you know if you are doing well in Mathematics?
<ul style="list-style-type: none">• You get more questions right in your books.• You can do all the questions and might not need help.• The teachers says good things to you and you get good marks in your books.
What happens if you are finding work difficult in Mathematics?
<ul style="list-style-type: none">• You ask the teacher and then you can get help.• You need to keep trying and never give up.• Try to work things out in your head or on paper.
What do you need to do to improve your learning in Mathematics?
<ul style="list-style-type: none">• Practice times tables and you can practice at home too.• You need to get better at working things out and doing adding and taking away.
Over summer term, you completed some work on time in Mathematics, what can you tell me about it?
<ul style="list-style-type: none">• The clock is split into twelve and there is a minute hand and an hour hand. They are different. The minute hand is thin.• The minute hand is quarter past if it is on the three.• The hour hand is different and it moves slower and points to the numbers.
If you were to complete this work again, what would you do differently?
<ul style="list-style-type: none">• Try to get better at it faster.• I would tell the time quicker and know what half past and quarter past is.
Can you explain what some of this Mathematics vocabulary means?
<ul style="list-style-type: none">• Multiple – it's to do with times tables I think.• Number bond – when to things add up to ten or to a number. Like 6 and 4 make ten.• Difference – when numbers are different because they might be bigger or smaller.• Quarter – when something is in 4 pieces. The 4 pieces are the same.• Analogue – don't know.
Can you think where this learning link to things that you have learned before in Mathematics with a different teacher?
<ul style="list-style-type: none">• We have done some adding and taking away and number bonds before but sometimes we do bigger numbers.• We look at halves and quarters and things like that.

'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?

- Reasoning is kind of talking about maths and saying sentences. And why you know things.
- You have to do problem solving to work things out.

Why might I use times tables in real life?

- You might have to go to a shop and work things out.
- You might get asked by someone or might have to count in tens or something.

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

Children were unsure at first but I gave them a blank model of a bar model and they were able to use it to show me number bonds and additions. I modelled using bar models to show subtractions and the children understood and said they had seen them before.

Make an array

I showed the children an array and they used it to count in fours. They talked about how it can show equal groups and be used for times tables.

Explain what this is and how you might use it (5/10 frame)

Children were confident with the tens frame and gave some well-reasoned answers about its uses. They were able to talk about addition bonds and subtraction calculations. They also talked about the difference between numbers and used the frame to prove their answers.

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

- The teacher will help you the most if you are stuck.
- You can ask your friends for help.
- Sometimes we might work with things like counters to help us and we share things out.

Action to take as a result of Key Stage 1 Pupil Feedback on Mathematics

As with other areas of school, we need to ensure that children are confident with the vocabulary that is expected of them. When children have a clear understanding of vocab, they can focus more on the maths at hand. Working walls are a good place to display vocab – I will work on this with staff next year.

Children need to make more use of working walls to support their learning. In terms of resources, allow children to use a range of manipulatives to support their learning but direct children to the best resources to learn for each lesson. Children can have access to a range of resources, but do not let this hinder learning. It is perhaps best if resources are stored together in a 'maths area' which could be near the working wall. Could this link in with continuous provision?

Next Pupil Feedback review: Spring Term 2023

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