



Feedback from Upper Key Stage 2 children about Mathematics (June 2022)

General questions about Mathematics

Children from Upper Key Stage 2 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?

- Maths is about addition, subtraction, multiplication and division and knowing how to do things.
- Knowing the order of how things are done, especially with numbers.
- Knowing how to do fractions, decimals and percentages (like simplifying fractions).
- Sometimes, when you have a job, pie charts might come up so knowing fractions helps this.

Why is Mathematics important?

- To know how to calculate things for when you get a job.
- You might need it to count things like money.
- If you work in somewhere like a bar or restaurant, you know what a litre or millilitres are.

Tell me about your favourite piece of work in Mathematics and tell me why you enjoyed learning about this

- Fractions, decimals and percentages and knowing how they link together and being able to change them.
- Adding fractions together and finding the answer.
- Learning about angles because then you are able to read specific things in degrees.
- Working out the cost of owning a dog and having to guess all the clues before working it out.

Are there any areas in Mathematics that you are still unsure about?

- Fractions, decimals and percentages.
- Learning about angles and angles in a shape.
- Being confident with division because sometimes these take me a bit longer than other questions.

How do you know if you are doing well in Mathematics?

- Teachers congratulate you and if you are not getting things right then they will correct you.
- You get constructive criticism but if you are doing well then you can do more things by yourself.
- If a teacher says 'Well Done' and that you have worked well in a lesson.
- It becomes easier to do in your head and putting your hands up in lessons.
- Your scores will go up and you get higher marks in your tests.

What happens if you are finding work difficult in Mathematics?

- You might get some questions wrong so your teacher will help you with them.
- It can be a bit frustrating if you are stuck.
- Asking for help from the teacher or teaching assistant helps it get easier.
- Friends can walk you through things and they help you understand it.

What do you need to do to improve your learning in Mathematics?

- Keep practicing at home – especially things like times tables and fraction work.
- Start concentrating more and listen to the teacher because this is sometimes when I get stuck.
- Persevere with things because at first they will be tricky but should get easier.

Over summer term, you completed some work on time in Mathematics, what can you tell me about it?

- The minute hand is the long hand, the short hand is the hour hand.
- On an analogue clock, the 'hour numbers' represent five minutes.
- On analogue clocks, you cannot tell whether something is AM/PM. You can look outside or on a digital clock and these can be 12 or 24 hour.
- A minute is 60 seconds, an hour is 60 minutes, a day is 24 hours, a week is 7 days, a year is 365 days.

'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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If you were to complete this work again, what would you do differently?

- I want to get better and understanding the difference in the hands, especially when drawing them.
- I want to understand the area in between intervals more, like when you have to work out time difference and it might be in hours or minutes or both.
- I need to get better at estimating with time – knowing what the answer should be close to.

Can you explain what some of this Mathematics vocabulary means?

- Descending – going from largest to smallest or going down.
- Cubed – a number that is times by itself three times.
- Simplify – to make something the smaller version, like the divided version. Children could tell me how to simplify/ cancel down a fraction but I had to ask specifically what to do.
- Imperial - something to do with shapes – Children were not aware of metric and imperial measurement.
- Net – the 'undmade' version of a shape like when you unfold the faces of a 3D shape.
- Prime factor – when numbers have 2 factors/ numbers that will go into another number or division facts – children were comfortable with prime and factor but could not link the two.

Subject specific questions about Mathematics

What do I mean when I say fluency, reasoning and problem solving?

- Fluency is knowing all of how to do something and being good at it. If you can do something fluently you can do it fast.
- Reasoning is explaining what it means and what you are doing. Like if something is correct or incorrect.
- Problem solving is solving maths problems. Questions that you have to work out. *Children gave examples of work problems.*
- The ability to solve something and know the right answer is problem solving.

Why might I use times tables in real life?

- It links with money if you have to work out how many times more you need something.
- Working in an office and using spreadsheets, multiplying in spreadsheets might work out profit.
- Pay rises then you might need to know if your money has tripled or work out what amount you are getting.

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

Children all drew bar models of various types. Some were one layer, others showed multiple rows. One example showed a scaling problem, another showed a fraction wall. One was putting numbers in and adding them together.

Make an array

2/3 children were able to make one independently – 1 showed square number arrays, the other was showing times tables and showed the answers. The third child was not sure on the vocabulary but had seen arrays before and linked them to times tables.

Explain how I might work out fractions of a shape/ amount

- If it was a quarter then you would work out 0.25 or divide it by 4. You could half and half again.
- To find a third then you divide by three.
- Sometimes you have to times the number by the numerator (child showed method for fractions of amounts in policy)
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Explain what this is and how you might use it (5/10 frame)

- It shows tenths, you can work tenths out.
- Children could not name it as a tens frame.

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

- We have protractors and rulers.
- We have calculators that we can use in some lessons or to check answers.
- Counters and things we can use.
- Grids and place value grids and base tens for fractions.
- We have a maths wall that has correct vocabulary and methods – other people agreed but had not mentioned independently!

Action to take as a result of Upper Key Stage 2 Pupil Feedback on Mathematics

It was great that children discussed that maths should be tricky and children mentioned perseverance. I also loved how some children discussed real life applications of maths. More emphasis should be placed on the everyday use of maths and why this is important. Reasoning and problem solving tasks should reflect this – showing how maths can be used in everyday life.

Problem solving on a whole is an area for improvement – ensure children are given a breadth of problem solving questions, such as finding all possibilities, spotting patterns, logic and starting point puzzles as well as word problems.

The classroom environment is an area I will be monitoring over the next year. Working walls are fantastic tools for modelling examples of questions and displaying vocabulary (I will give some good activities for this during Autumn Term). Resources must also be considered carefully – it might be best to have an area accessible to the children, but with resources being directed to children more often to ensure they are not wasting time with manipulatives that will not efficiently assist their learning.

Next Pupil Feedback review: Spring Term 2023

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