

## Report: - Maths – Pupil Voice

### Purpose of Report: -

On the 11<sup>th</sup> June 2019 at the request of Miss Tara Hewett and Mrs Sarah Taylor a questionnaire was undertaken specifically to provide feedback in respect of Mathematics, its perceived delivery, concerns, likes and dislikes by the pupils in All Year Groups. The details of the results are provided within the body of this Report together with a Summary for ease of evaluation.

This Report in no way discusses nor reflects on the quality of the teaching of Maths and is limited to the responses/information provided by the students themselves during their interviews.

### Summary

Three pupils were chosen per Year Group to undertake the questionnaire as a sample. Overall students stated that they learn best when the task to be undertaken is fully explained and noise levels were at a minimum. Pupils like most when learning new 'things' fully explained and a quiet environment and appear to learn least when the latter is non effectual. The favoured types of maths was as dynamic as the pupils themselves. All Years had an understanding as to the process of attaining support if they required it. No student voiced a dislike of Maths as a subject which must reflect on the enjoyment level provided, knowledge and capability of the Teachers, HLTAs and TAs.

### Detail.

Three pupils were chosen per Year Group to undertake the questionnaire as a sample. It is understood that children do discuss 'how things are' in their class and it is assumed that their views would also contain some of their peers thoughts.

The Lower Years (1,2,&3) provided their collective thoughts re Questions 1 to 6 which have been recorded by year whereas Year4 to Year6 have provided answers to all questions individually. Year 3 also answered questions 7 to 20 individually.

All children appear to enjoy Maths whether it be a specific topic that has attracted their attention or perhaps a range of topics throughout their school career. There were no clear dissenters to Maths i.e. no one within the sample taken gave a clear indication that they disliked the subject. Indeed it might be taken that their enjoyment in the lessons was only marred by the level of disruption caused by noise both within and outside of the class.

Noise interruption was mentioned continuously throughout the replies and as such I would not expect this to be based on a single incident but perhaps a continuous issue of varying levels that may need further investigation and evaluation.

Explanation as to the work being explained/set did feature a number of times across the Year Groups. This may be that a particular case of struggling to understand a certain concept stuck in a pupils mind but there did appear to be a theme going through the replies as to 'how well' a type of maths might have been explained at inception. This may need wider holistic discussion as to credence. Maths Mastery has delivered huge benefits across the school and whilst not mentioned as an interface by the children it may be assumed as to its value in providing a basis for delivering Maths as a subject.

Homework/Homelearning although mentioned in brief a couple of times did not feature highly in the replies given. This may be that there is not an issue or it may be that students in the main are able to cope with the level of homelearning set and revert back to parents for support.

On the whole as the pupils enjoy Maths as a subject it must therefore reflect positively on the teachers as a whole putting aside the point above.

## Questions – Brief Appraisal

I learn most in maths when...	Years R to Year 2 answered more of their immediate environment and the topic One child made reference to homework. Years 3 – 6 replied as to whether or not it was noisy and the explanation of the topic. One student made reference to be hungry or not. (There may be need for further questioning here.)
I enjoy maths most when...	Years R to Year 2 again answered of the topic and again the remaining years spoke of challenging, harder maths and being more engaging.
I don't like maths when...	Year R to 2 made reference to always liking maths providing it didn't impact on the 'play time'. The other years again made reference to 'quality' of explanation of the task and their ability to understand it / struggling. Also reference was made to such as 'silly noises', loud noise interruptions impacting on their concentration.
I don't learn as much when...	All Years mentioned that they didn't learn as much when they were distracted by noise (in class and external) or others. Others referred to the impact of late nights or when they had other things on their mind. There was one reference to a 'Teacher shouting'.
My favourite types of activities are...	The favourite types of activities within Maths were varied and wide spread across Years. This would appear to be an indication that most children do find pleasure in particular types of maths at all stages throughout their schooling at Shorne.
If I need help I...	At every Year level students have in their mind as to whom they need to go and ask for assistance. Some mention was also made of the procedure of who to go to first for help and then next and so on. Mention was also made of who to approach outside of school.

Core Data

Years	I learn most in maths when...	I enjoy maths most when...	I don't like maths when...	I don't learn as much when...	My favourite types of activities are...	If I need help I...
R	Playing estimating sizes/ Full/ Nearly full. Writing numbers On my own at home 8/2/5	Doing letters writing on our own numbers. writing in book at home. writing numbers at home.	always like numbers. hands tired	run out of time	numbers	ask (presumably any teacher/TA)
1	Homework. Sums / subtractions. Numbers adding	I am told what to do. Topic	always want to do it. Coins	Shouting	Difference in numbers taking away/adding Times tables.	friends/hand up teacher. Friend - teacher.
2	Mornings / afternoon	When you do it.	Outside of break time			no body
3	Not noisy. Calm - not stressed out. Stand up too tall legs	I can concentrate. Hard/challenging. Need new things to learn	Silly noises. Loud. Too easy.	Late nights, sleepy. Not well. Skip days at school.	Column addition. Scales and measuring. Forest School to look for right angles.	Think. Friend. Sequence is Brain - Book - Buddy - Boss (teacher).
4	When it is quite / concentrate.	When it is a challenge	When it is raining or it is noisy	When it's very hard	Times table. Data	Friends - family - teacher.
4	I am concentrating.	It is fun but challenging.	I don't understand	I'm not concentrating.	Bar charts, histograms and Pictograms.	Put my hand up or ask a friend in school or at home ask your family.
4	When it is quiet.	When it is different.	When you are struggling.	When it is really really noisy.	I like it when you have your own freedom.	Ask the teacher or friend.
5	In Groups.	Hard Maths. Brain academy.	Loud. Easy. Something else on my mind	When it is not exemplified very well.	Problem solving objects. Try and error.	Ask people on my table. Teacher.
5	My table is quiet and I've got a lot of questions.	I have lots of questions and it's something new.	When I can't concentrate and it's loud.	I have something else on my mind.	When it's reasoning. Trial & error. Physical and we use objects.	I ask the teacher or someone who's doing the same work.
5	When it's quiet and I'm not hungry because then I'm not thinking about food.	It's physical learning because I like moving.	It's loud and easy.	When someone is distracting me and it's not explained.	Physical and in Groups	I would go to the teacher.
6	They explain it more in detail.	We do activities to engage us and make maths fun.	When maths paper is put in front of me.	When it's noisy.	Arithmetic. Reasoning. Story Based.	Put my hand up and ask or my shoulder partner/face partner.
6	When someone has explained it to me.	We use the (unreadable).	When someone hasn't explained it.	When it's noisy and other classes are as well.	Reasoning.	My partners and my teacher
6	The teacher explains it on the board.	I use manipulatives to work out sums.	A test paper is in front of me and no working out.	It is loud and other classes are noisy,	Is reasoning and story based.	Shoulder partner then teacher.

Q. No.	Question	Year			Year			Year			Year			Year			Year			Total			
		R	R	R	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5		6	6	6
7)	I learn a lot from homework.	4	4	4	4	4	4	2	3	0	5	4	5	5	3	3	2	3	3	3	5	4	74
8)	It is important I know my level.	4	4	4	4	4	4	2	3	0	5	4	5	5	3	3	2	3	3	3	5	4	74
9)	It is important to know how to improve my work	4	4	4	4	4	4	0	0	5	5	5	5	4	5	5	5	5	4	4	4	4	84
10)	It is useful to talk about maths.	4	4	4	4	4	4	0	0	0	3	4	3	5	3	3	4	3	5	5	3	4	69
11)	I need to work in silence.	0	0	0	5	5	5	5	5	4	5	5	5	5	5	4	3	3	5	3	5	3	80
12)	I learn from demonstrations.	4	4	4	0	0	0	3	3	4	3	3	5	4	5	4	5	4	3	2	4	5	69
13)	I learn from my friends.	0	0	0	5	5	5	4	3	2	3	3	3	4	2	2	3	2	2	3	3	4	58
14)	It is important to getting written comments	2	2	2	5	5	5	3	3	3	5	4	3	5	3	5	2	4	3	4	2	5	75
15)	Maths is an important subject.	4	4	4	5	5	5	0	0	0	5	5	5	4	5	5	5	5	5	5	5	5	86
16)	Maths is an interesting subject.	0	0	0	3	3	3	0	0	0	4	4	4	4	4	4	4	5	3	5	3	4	57
17)	I learn from working as a group.	4	4	4	5	5	5	0	0	0	3	3	5	3	2	2	5	3	3	3	4	4	67
18)	It is important to know why I am learning topics.	4	4	4	0	0	0	0	0	0	4	4	5	5	4	3	4	3	4	4	5	5	62
19)	Maths is difficult.	4	4	4	3	3	3	2	1	3	2	1	5	2	3	2	3	3	3	3	3	4	61
20)	I want to do well in maths.	0	0	0	4	4	4	4	4	4	5	5	5	5	5	5	5	5	4	5	4	5	82

		Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Average	Maximum	Minimum	Total
		R	R	R	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	
SUMMARY																							
7)	I learn a lot from homework.	4.0	4	4	4.0	4	4	1.7	3	0	4.7	5	4	3.7	5	3	2.7	3	2	4.0	5	3	3.5
8)	It is important I know my level.	4.0	4	4	4.0	4	4	1.7	3	0	4.7	5	4	3.7	5	3	2.7	3	2	4.0	5	3	3.5
9)	It is important to know how to improve my work	4.0	4	4	4.0	4	4	1.7	5	0	5.0	5	5	4.7	5	4	4.7	5	4	4.0	4	4	4.0
10)	It is useful to talk about maths.	4.0	4	4	4.0	4	4	0.0	0	0	3.3	4	3	3.7	5	3	4.0	5	3	4.0	5	3	3.3
11)	I need to work in silence.	0.0	4	4	5.0	4	4	4.7	5	4	5.0	5	5	4.7	5	4	3.7	5	3	3.7	5	3	3.8
12)	I learn from demonstrations.	4.0	4	4	0.0	4	4	3.3	4	3	3.7	5	3	4.3	5	4	4.0	5	3	3.7	5	2	3.3
13)	I learn from my friends.	0.0	4	4	5.0	4	4	3.0	4	2	2.3	3	1	2.7	4	2	2.3	3	2	3.3	4	3	2.7
14)	It is important to getting written comments	2.0	4	4	5.0	4	4	3.0	3	3	4.0	5	3	4.3	5	3	3.0	4	2	3.7	5	2	3.6
15)	Maths is an important subject.	4.0	4	4	5.0	4	4	0.0	0	0	5.0	5	5	4.7	5	4	5.0	5	5	5.0	5	5	4.1
16)	Maths is an interesting subject.	0.0	4	4	3.0	4	4	0.0	0	0	4.0	4	4	4.0	4	4	4.0	5	3	4.0	5	3	2.7
17)	I learn from working as a group.	4.0	4	4	5.0	4	4	0.0	0	0	3.7	5	3	2.3	3	2	3.7	5	3	3.7	4	3	3.2
18)	It is important to know why I am learning topics.	4.0	4	4	0.0	4	4	0.0	0	0	4.3	5	4	4.0	5	3	3.7	4	3	4.7	5	4	3.0
19)	Maths is difficult.	4.0	4	4	3.0	4	4	2.0	3	1	2.7	5	1	2.3	3	2	3.0	3	3	3.3	4	3	2.9
20)	I want to do well in maths.	0.0	4	4	4.0	4	4	4.0	4	4	5.0	5	5	5.0	5	5	4.7	5	4	4.7	5	4	3.9

## Pupil Voice – Maths Survey 11-06-2019

To review the data in further detail open the following Excel Spreadsheet: -



Maths Survey  
11-06-2019.xlsx

End Report