

Maths Pupil Voice Outcomes – Autumn 2025

Maths Lessons

- 100% said they do maths most days/every day
- 100% were able to talk about activities that they do in their maths lessons

How You Feel About Maths

- 75% said that they either **like or love** maths lessons
- Those that were more neutral or didn't like them said that they **found maths difficult**
- Favourite things about maths lessons include:
 - Getting things **right**
 - **Working together** to solve problems
 - **Times tables** practise (especially KS2)
 - **Hot & Cold** tasks "I can see the progress I've made."
 - Tiny (tortoise)
- Things that they don't like include:
 - When things are **tricky**
 - Giving **reasons / explaining** answers
 - 50% said there was **nothing** that they didn't like

Your Learning

- 100% were able to **confidently talk about new learning** this term and were able to give examples which included:
 - Shape (KS1)
 - Multiplication and Division
 - Times Tables (and which ones they were working on)
 - Fractions & Percentages
- 100% were able to **identify the skills** that they think they are good at (including those who either don't like maths or who find it challenging)
- 50% said that the level of **challenge was 'just right'**
- 25% said that the level of **challenge was 'a bit hard'**
- 10% said that the level of **challenge was either 'very hard' or 'too hard'**
- 15% said that the level of **challenge was 'easy'**

Independent Learning / Resources

- 100% of children were able to **describe the resources** that are available in the classroom and how they can use them to **support their learning**
- 25% of children had **no preference** about how they **completed independent learning**
- 55% said that they preferred working on **their own**
- 20% said that they preferred working either with a **partner or in a small group**

Knowing How Well You Are Doing / Next Steps

- The vast majority of children said that they knew how well they were doing because they were able to **do things by themselves** and their **teacher told them** – getting feedback (either verbally or in books)
- Some mentioned **feeling proud** about knowing that they were doing well
- Support in lessons included:
 - Teacher
 - Other adults
 - My friends
- Many (mainly KS2) identified knowing what their **next steps** are and knew these because:
 - It is what they find **challenging**
 - It is something that my friends can do but '**I can't yet**'
 - Maths **Working Wall**

Final thoughts

- When discussing the things that they are proud of in maths, responses included:
 - Completing the answers and moving onto '**Greater Depth**' questions
 - Getting '**Greater Depth**' questions correct
 - Completing **lots of work**
 - **Helping** my friends to get better
 - **Understanding** things that felt challenging