# KS1 Mathematics Pupil Voice Analysis

*September 2026*

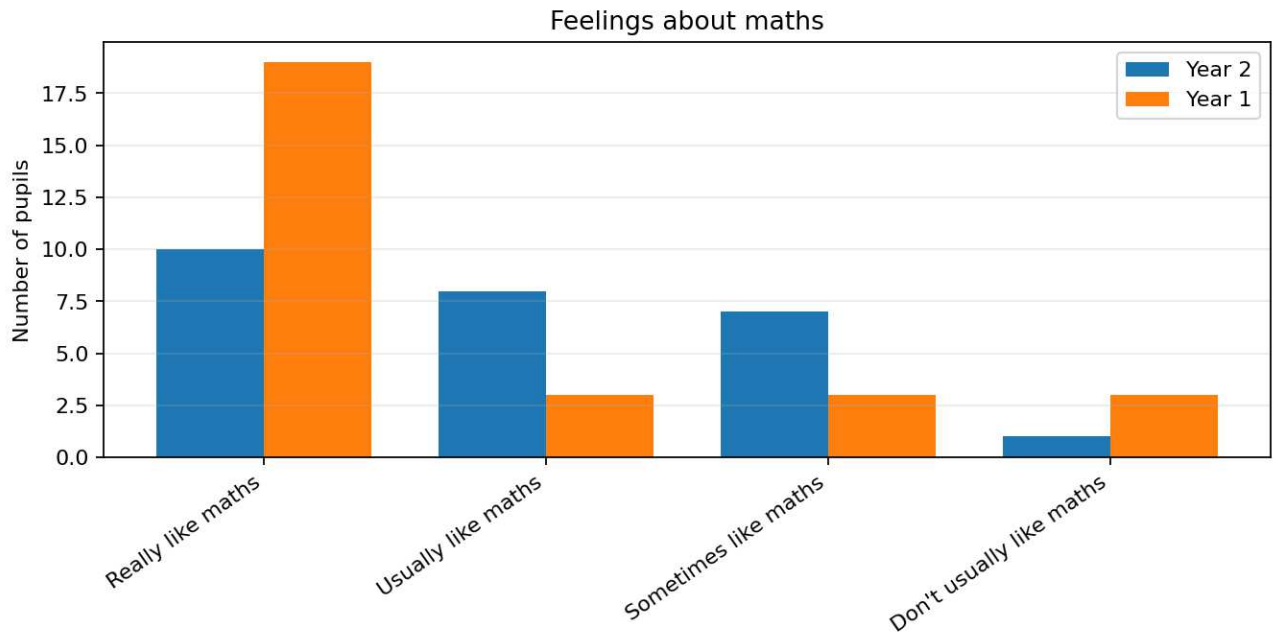
Recorded pupil numbers: Year 1 = 29; Year 2 = 27.

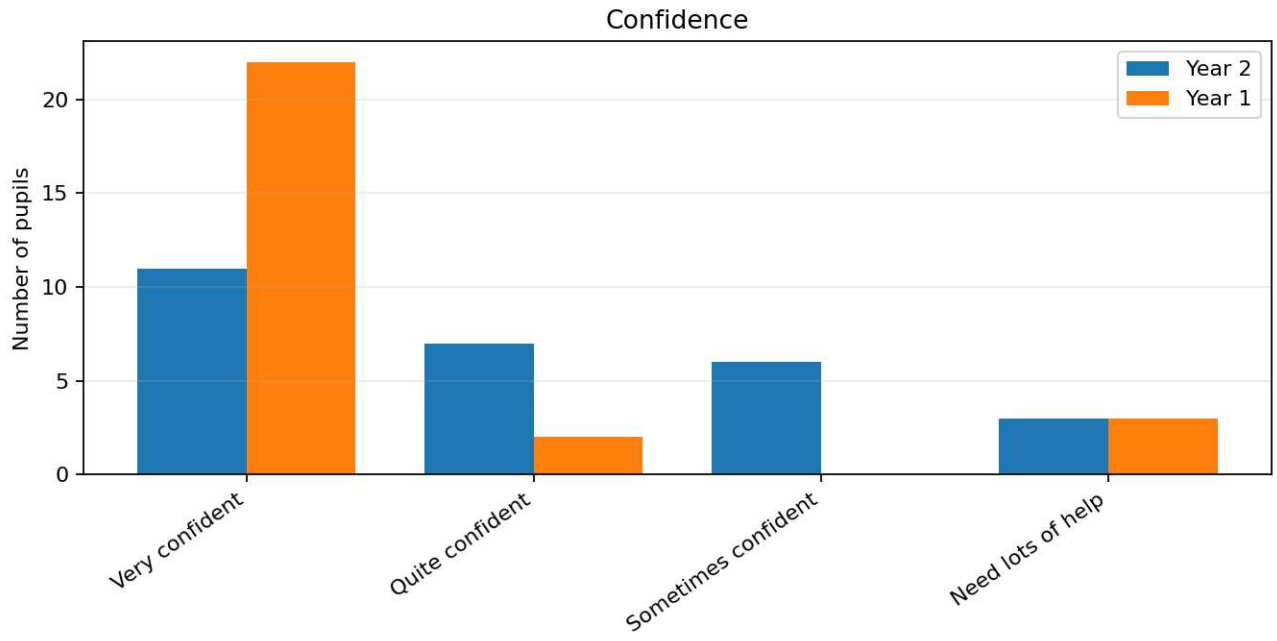
## Executive summary

Overall, the pupil voice indicates positive engagement with mathematics across KS1. Pupils identify teacher modelling, drawing, practical equipment, partner talk, practice and games as helpful. Most pupils report confidence and constructive responses to mistakes. Development themes are maintaining appropriate challenge and opportunities to think hard, strengthening independence when pupils are unsure, using representations purposefully, and sustaining regular fluency practice.

## 1. Attitudes and confidence

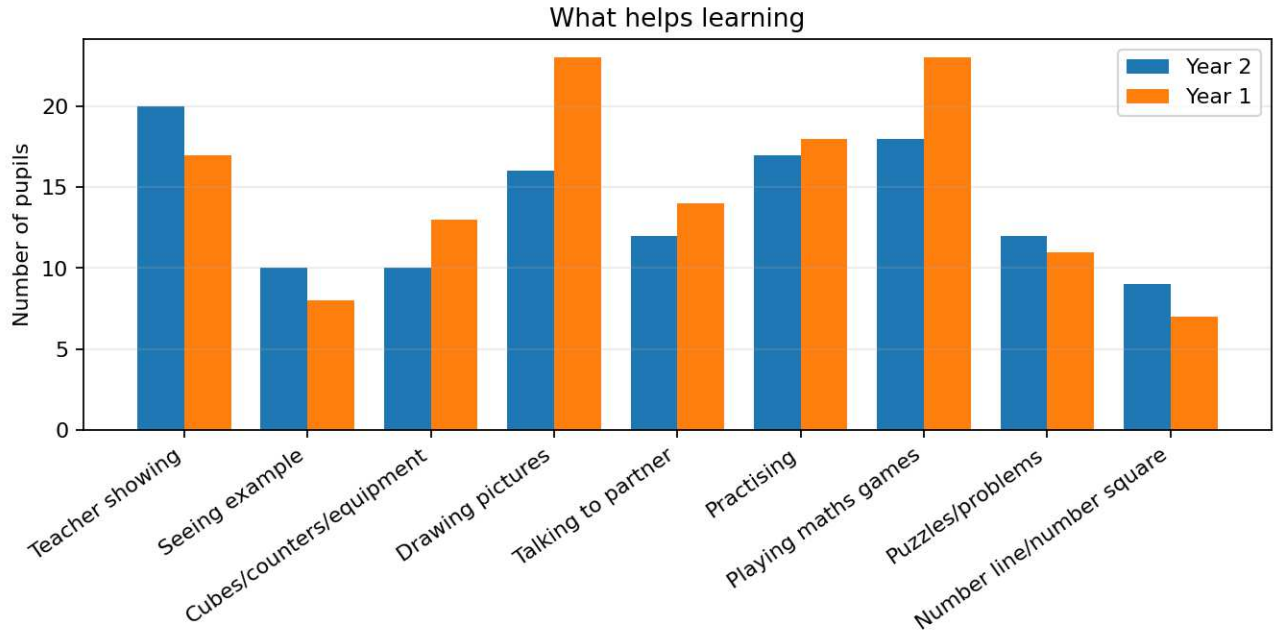
In Year 2, 18 of 27 pupils (67%) selected 'Really like maths' or 'Usually like maths'. In Year 1, 22 of 29 (76%) did so. For confidence, 18 of 27 Year 2 pupils (67%) selected 'Very confident' or 'Quite confident', compared with 24 of 29 Year 1 pupils (83%). The questionnaire also recorded friends, whiteboards, working walls and the teacher as supports for confidence.





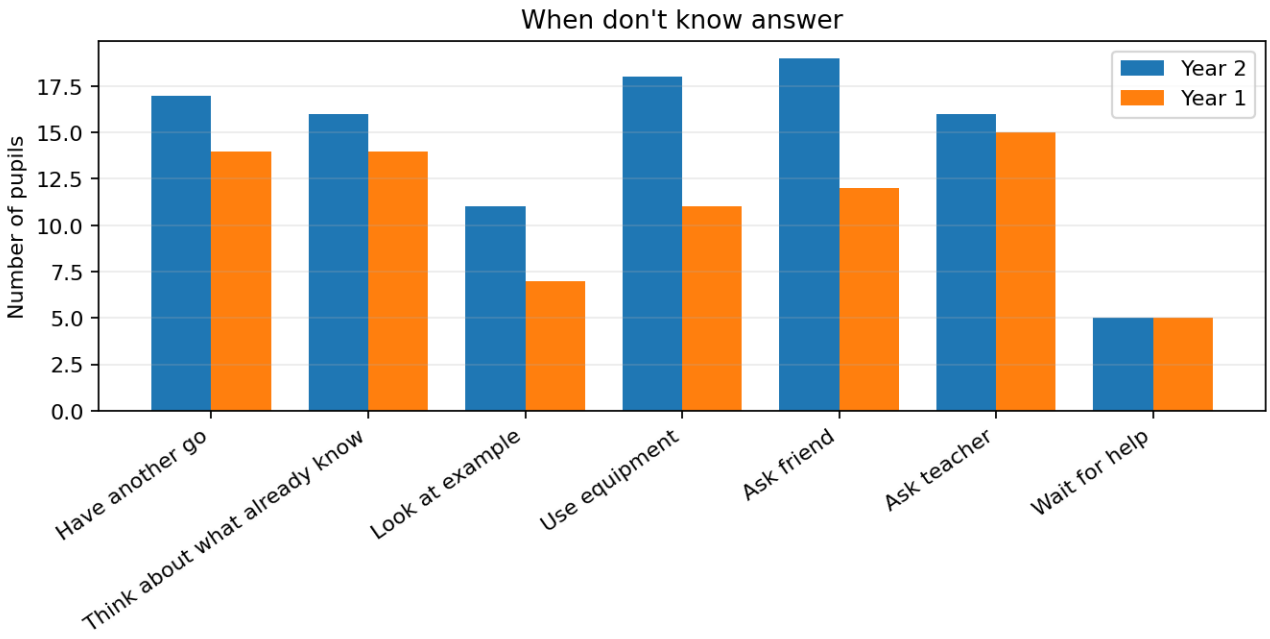

## 2. What helps pupils learn

Teacher demonstration is prominent (20 Year 2; 17 Year 1). Drawing pictures is also strongly represented (16; 23), alongside practice (17; 18), games (18; 23), partner talk (12; 14) and practical equipment (10; 13).



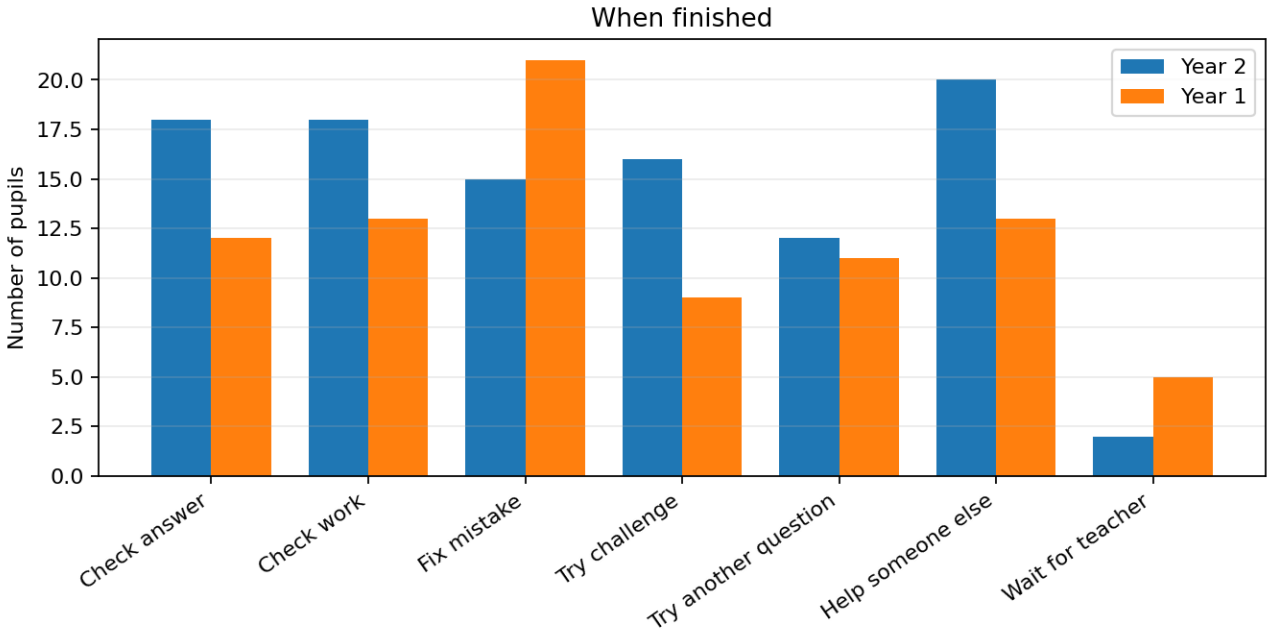

## 3. Independence when stuck

When pupils do not know an answer, common responses include having another go, thinking about what they already know, using equipment, asking a friend and asking the teacher. Waiting for help is less common, with 5 pupils in each year group selecting it.



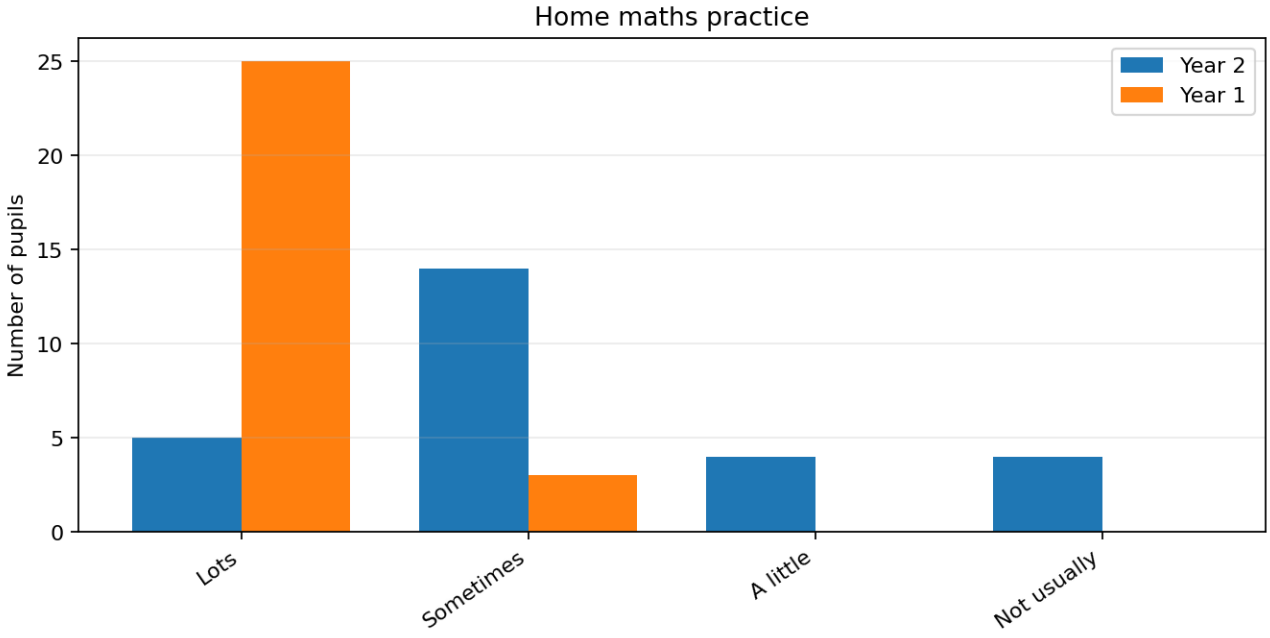

## 4. What pupils do when they finish

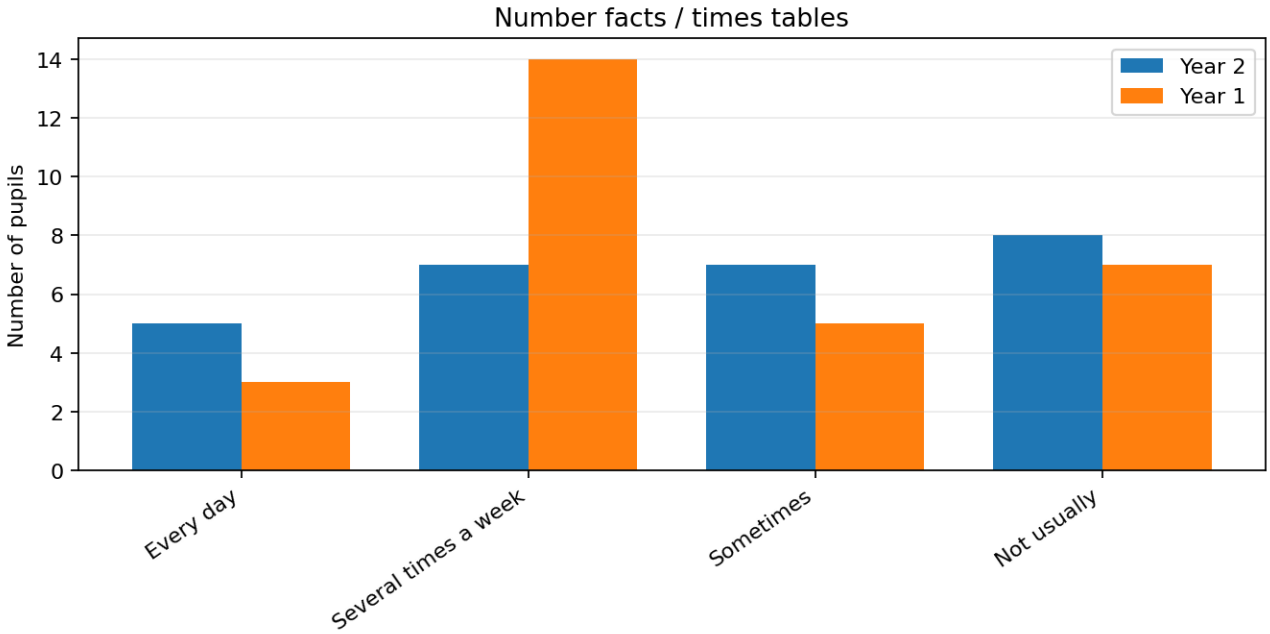
Checking answers and work, fixing mistakes, trying a challenge and helping someone else are all represented. Year 2 pupils selected 'Try challenge' more often (16) than Year 1 pupils (9), while 'Fix mistake' was selected by 21 Year 1 pupils and 15 Year 2 pupils. A small number reported waiting for the teacher.




## 5. Home maths practice and fluency

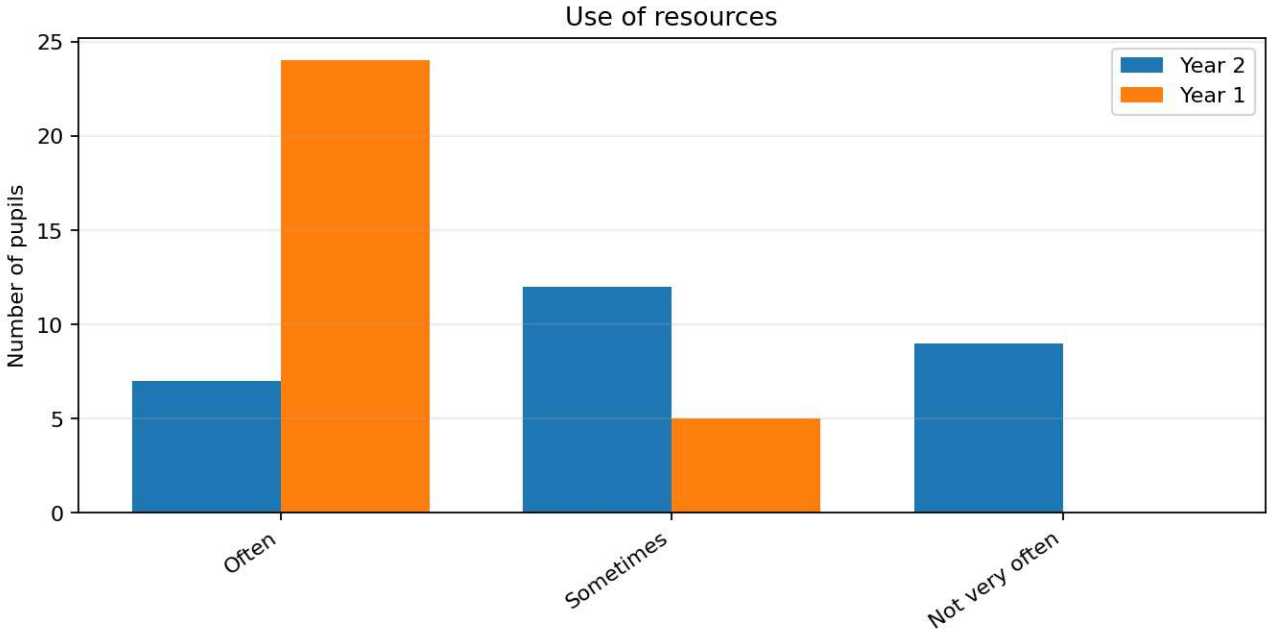
Reported home practice differs between the year groups: 25 Year 1 pupils selected 'Lots', compared with 5 Year 2 pupils. Maths homework was selected by 23 Year 2 pupils and 25 Year 1 pupils. Number-fact/times-table practice is more varied, with 'Several times a week' selected by 7 Year 2 and 14 Year 1 pupils.

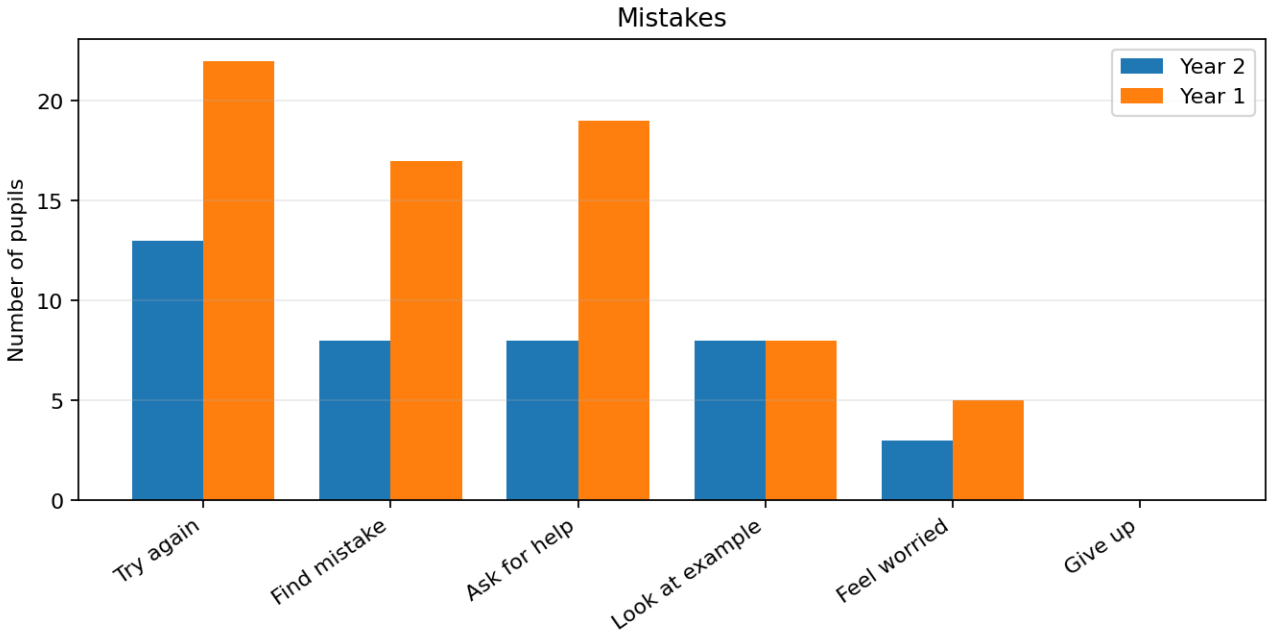


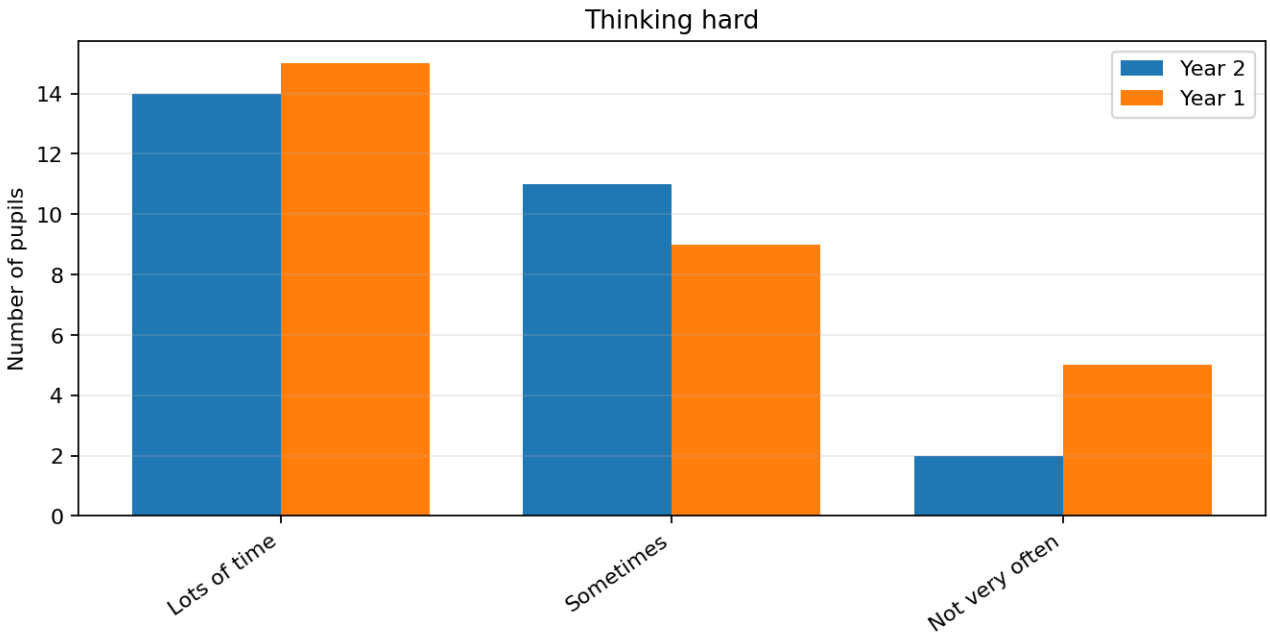




## 6. Resources, mistakes and mathematical thinking

Resource use is reported as frequent in Year 1 (24 pupils selecting 'Often') and more mixed in Year 2. When pupils make mistakes, 'Try again' is common in both year groups and no pupil selected 'Give up'. Most pupils report having lots of time or sometimes having time to think hard, although a smaller group report that this does not happen very often.

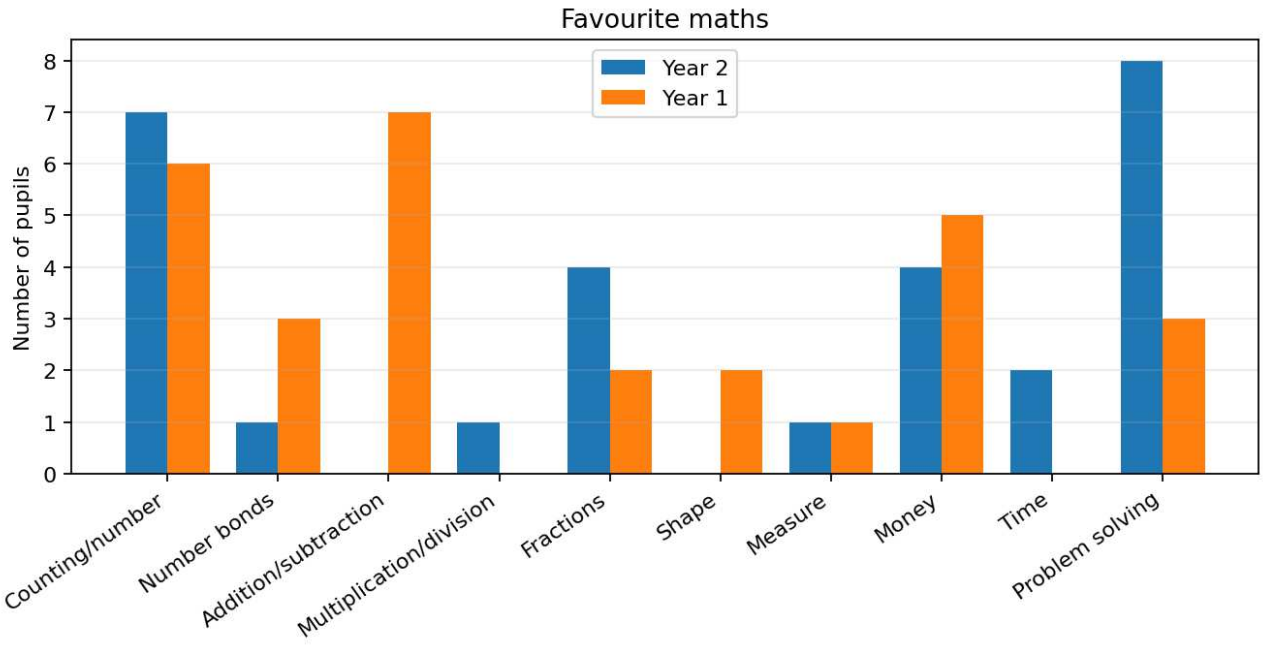

Use of resources
Year 2
Year 1
Number of pupils
25
20
15
10
5
0
Often
Sometimes
Not very often


Mistakes
Year 2
Year 1
Number of pupils
20
15
10
5
0
Try again
Find mistake
Ask for help
Look at example
Feel worried
Give up




## 7. Favourite areas and requested changes

Favourite areas vary between year groups. Year 2's most selected areas include problem solving (8), counting/number (7), fractions (4) and money (4). Year 1's most selected areas include addition/subtraction (7), counting/number (6) and money (5).




Pupils requested: 'Make it harder', 'more whiteboard work', 'more games (IWB)' and 'more practical'.

## 8. Next steps

| Priority | Evidence from pupil voice | Specific next step | How impact could be checked |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Independence | Pupils use several strategies when stuck, but some still ask peers/adults or wait for help. | Establish a consistent "what can I try before I ask?" routine and model strategy choice. | Pupil explanations, learning walks and work scrutiny. |
| Fluency | Home practice and number-fact routines vary between year groups. | Use short, regular fluency practice through oral rehearsal, quizzes, songs and games.<br>Provide a poster for home outlining importance of fluency in maths. | Monitor participation, recall and confidence over time.<br>Follow-up pupil voice. |
| Home-school consistency | Reported home maths activity differs between year groups. | Provide a simple, research-backed poster outlining the importance of practising maths at home. | Pupil/family feedback and engagement monitoring. |

## Leadership evaluation

Pupil voice presents a positive picture of mathematics in KS1. Pupils identify teaching approaches, representations and routines that help them learn, and responses to mistakes are generally constructive. The next phase should focus on consistency in independence and regular fluency practice at school and home. Impact can be evaluated through repeat pupil voice alongside lesson visits, work scrutiny and relevant attainment information.