KS2 Mathematics Pupil Voice Analysis

September 2026

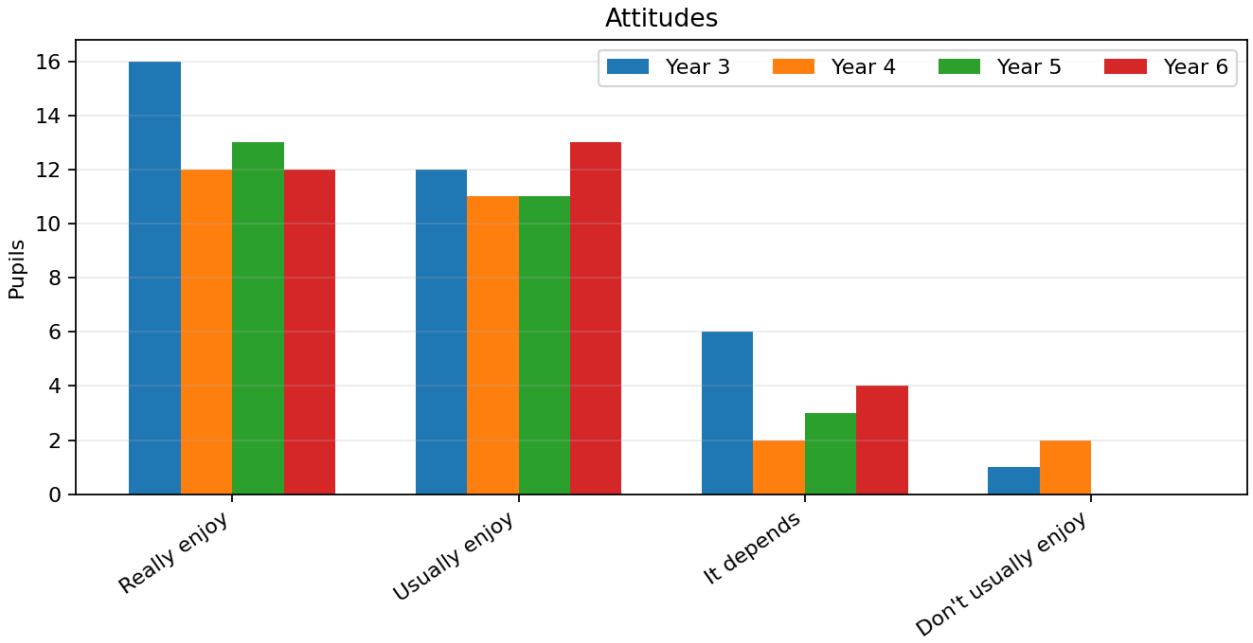
Recorded pupil numbers: Year 3 = 25; Years 4–6 = 29 each.

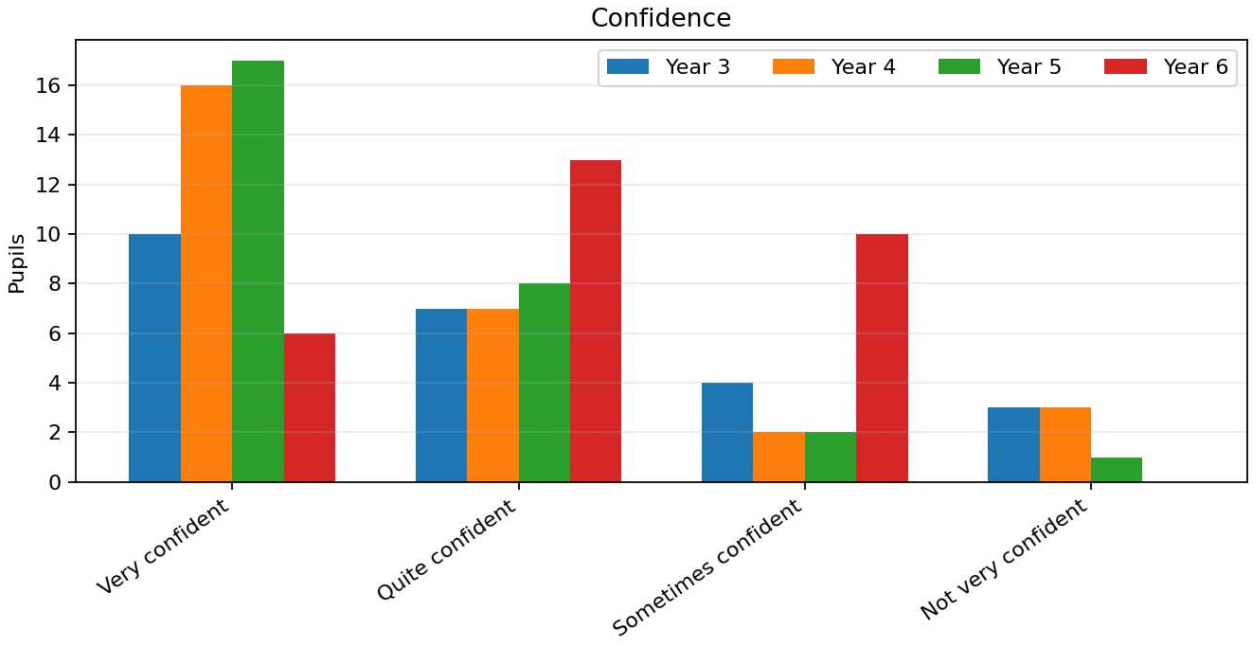
Executive summary

Pupil voice across KS2 is broadly positive. Pupils identify teacher explanation, examples, practice, problem solving, partner discussion, practical resources and independent work as helpful. Perseverance when stuck is a strong theme, and several year groups report frequent opportunities to think hard and explain mathematical thinking. The main development themes are consistency of challenge, checking and explaining methods, independence before seeking adult help, purposeful Knowledge Organiser use, and consistency in fluency/home practice.

1. Attitudes and confidence

Enjoyment is generally positive. Years 4, 5 and 6 each have at least 23 pupils selecting either 'Really enjoy' or 'Usually enjoy'. Year 3 also shows strong positive selections, although the four enjoyment tallies total 35 against 25 recorded pupils, so the source does not support a reliable percentage for that item. Confidence is strongest in Years 4 and 5; Year 6 has 10 pupils selecting 'Sometimes confident'.

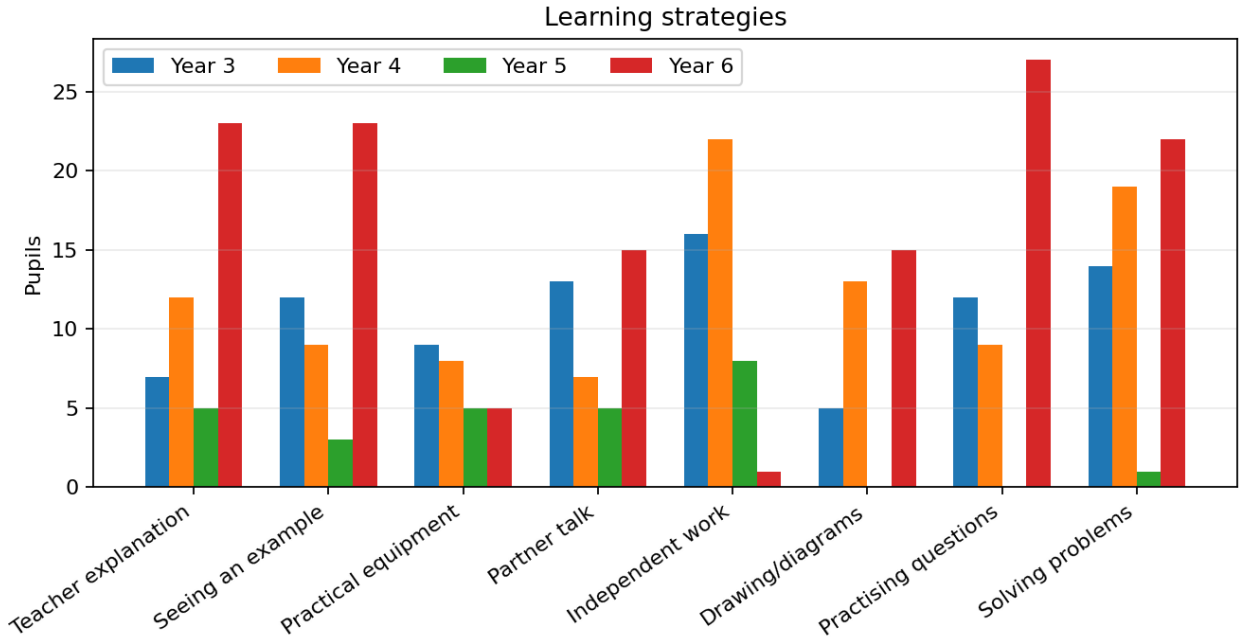




Confidence comments include challenge and practice (Y3), teacher explanation and whiteboard practice (Y4), feedback and learning from mistakes (Y5), and untimed practice/knowing the method (Y6).

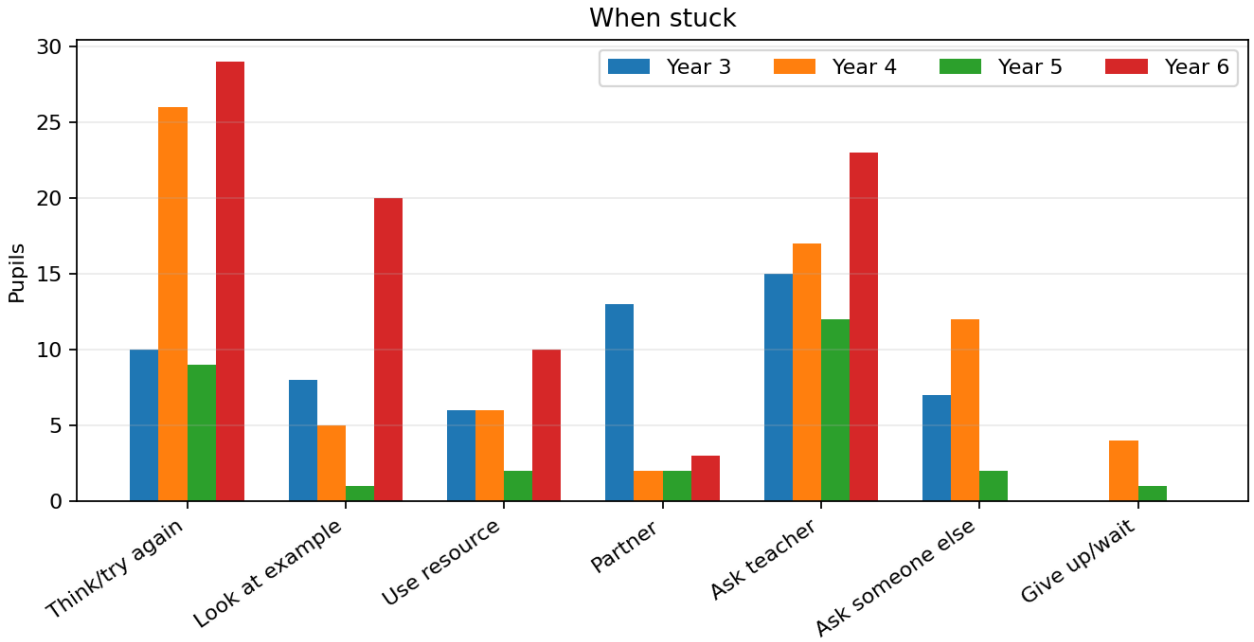
2. What helps pupils learn

The strongest preferences vary by year. Year 6 pupils strongly select teacher explanation (23), seeing an example (23), practising questions (27) and solving problems (22). Year 4 strongly selects working independently (22) and solving problems (19). Year 3 selects independent work (16), problem solving (14), partner talk (13) and seeing examples/practice (12 each). Year 5's responses are more evenly spread.



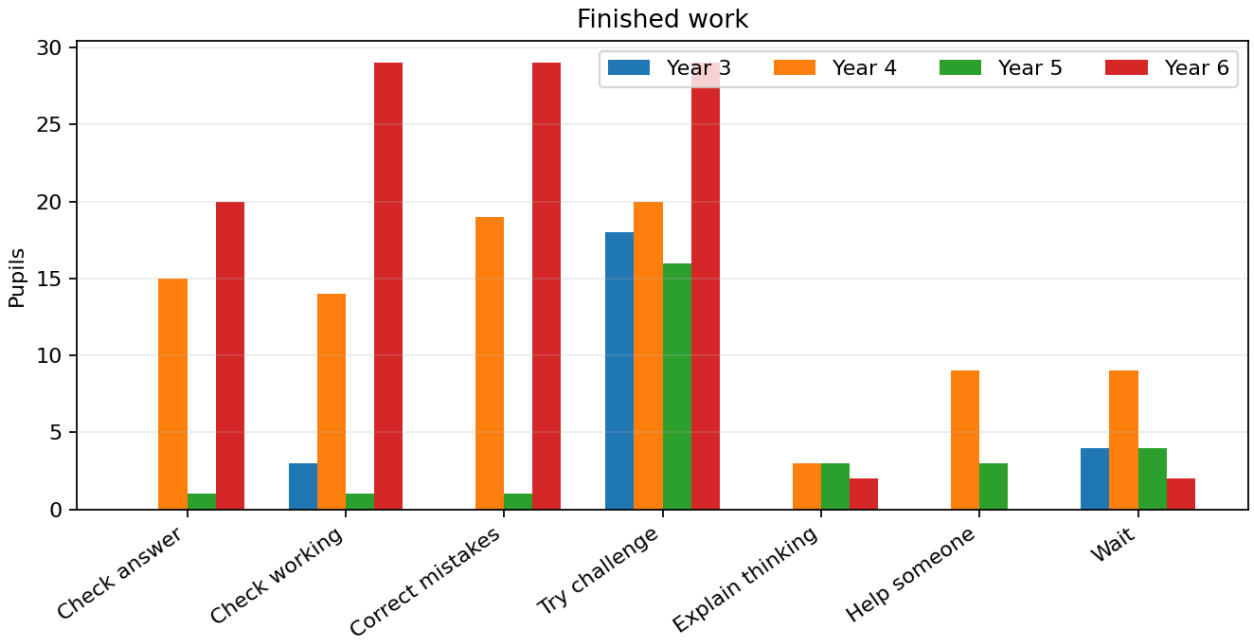
3. Independence when stuck

Perseverance is a strong feature: 'Think/try again' is selected by 10 Year 3, 26 Year 4, 9 Year 5 and all 29 Year 6 pupils. Asking the teacher is also common (15, 17, 12 and 23). Year 4 has 4 pupils selecting 'Give up/wait for help' and Year 5 has 1.



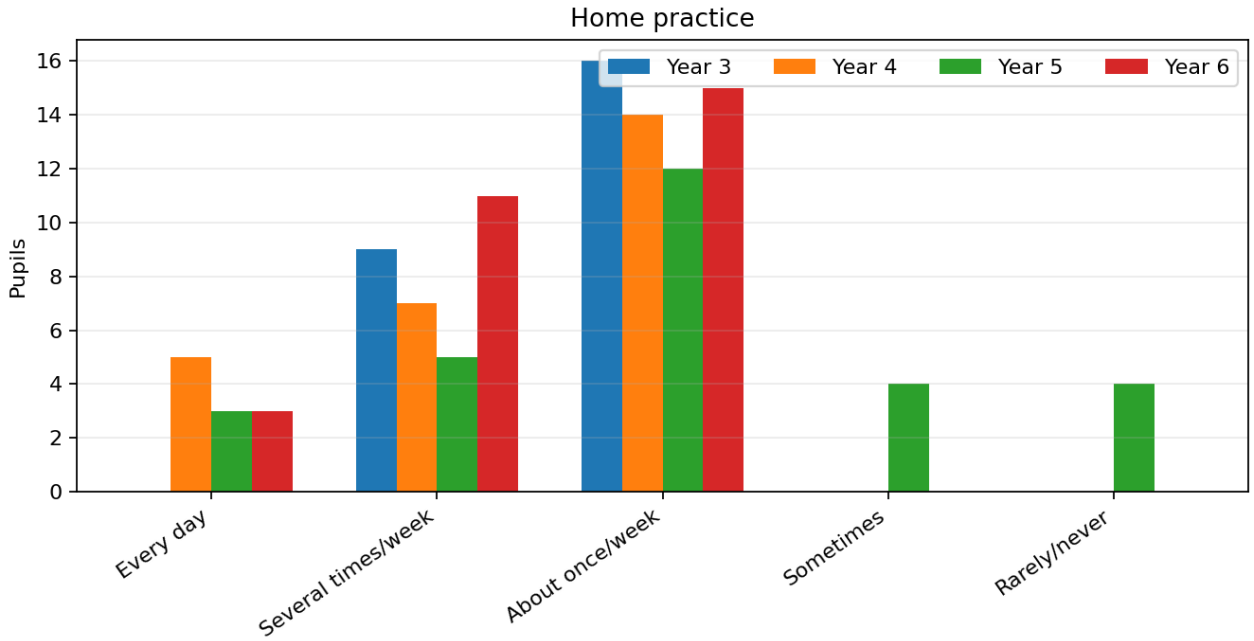
4. What pupils do when they finish

Trying a challenge is consistently reported: 18 Year 3, 20 Year 4, 16 Year 5 and 29 Year 6. Checking and correcting are much less consistent in Years 3 and 5, while Year 6 reports checking working and correcting mistakes at 29 each.



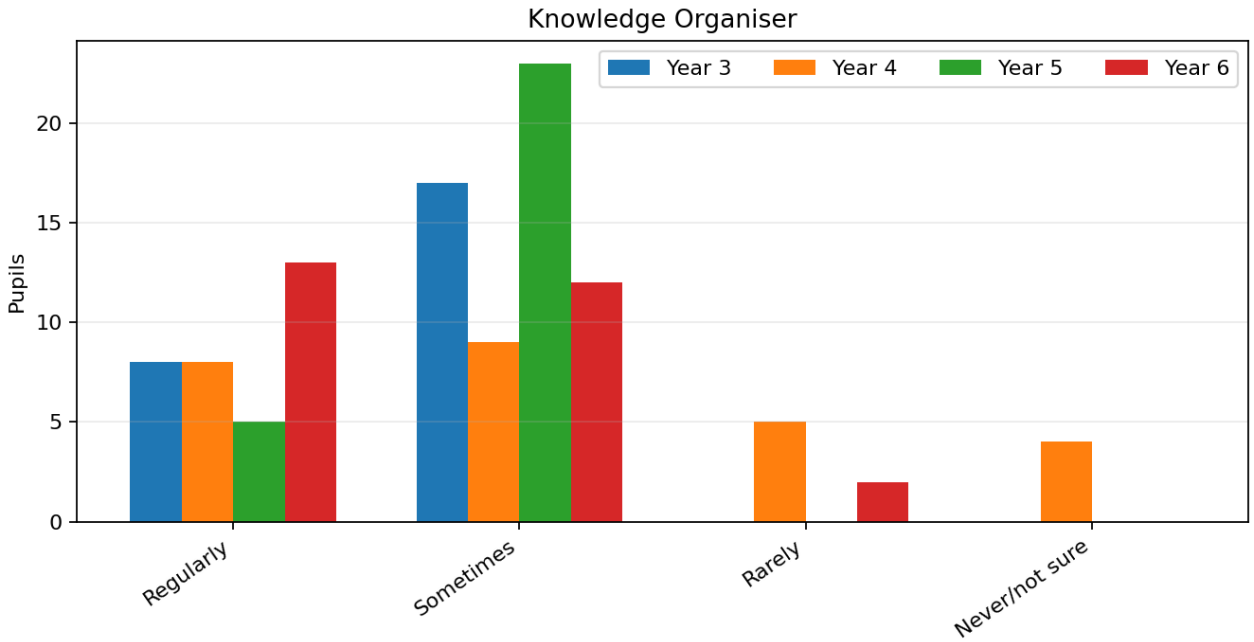
5. Home practice and fluency

Home practice varies. Years 3 and 4 mainly report practice about once a week; Year 6 reports 11 several times a week and 15 once a week; Year 5 has the widest spread, including 4 pupils reporting rarely/never. Times-table practice also varies.



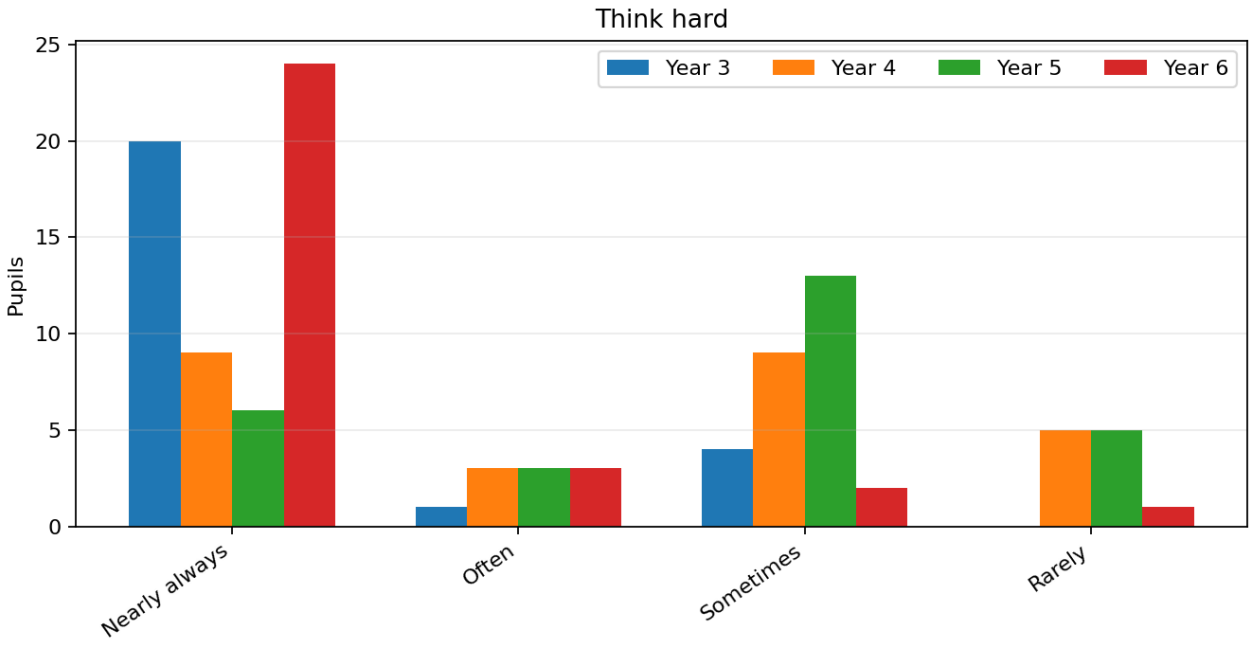
6. Knowledge Organiser use

Knowledge Organiser use is mostly 'Regularly' or 'Sometimes'. Year 4 has 9 pupils selecting rarely or never/not sure how to use it; Year 5 has 23 selecting sometimes. Pupils commonly say they use it when unsure or stuck, while Year 6 also refers to teacher quizzes.

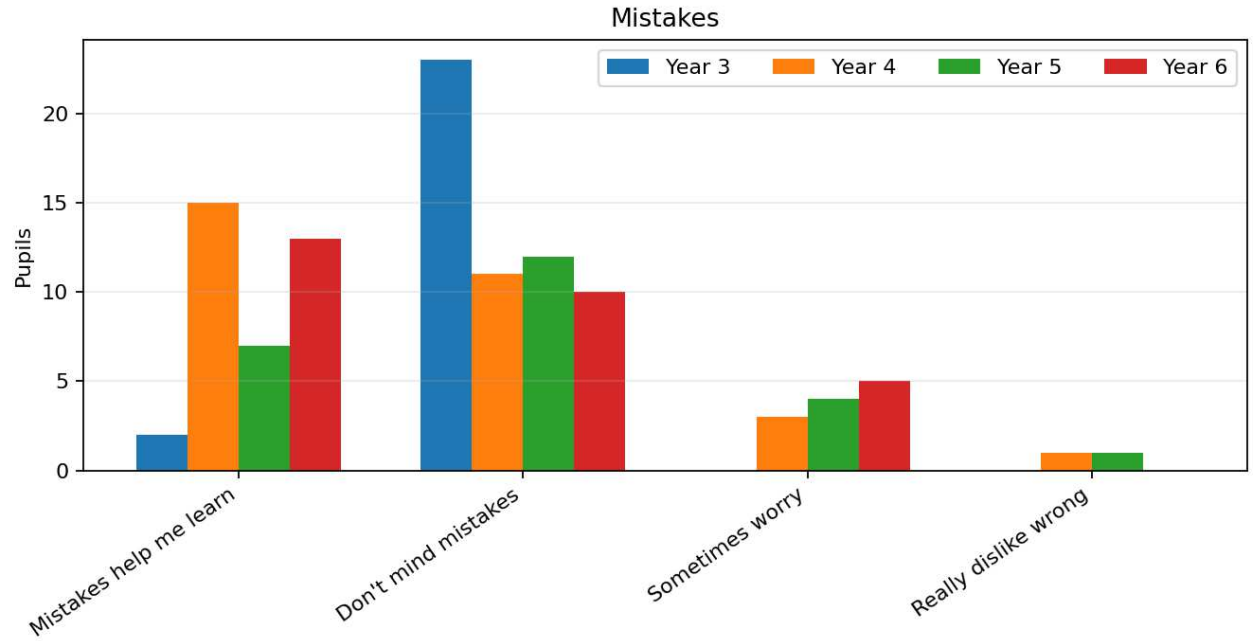


7. Thinking hard, mistakes and mathematical talk

Year 3 and Year 6 report particularly high levels of perceived cognitive demand, with 20 and 24 pupils respectively selecting 'Nearly always'. Year 4 and especially Year 5 are more mixed; Year 5 has 13 selecting 'Sometimes' and 5 'Rarely'. Pupils identify challenges, reasoning, long division/multiplication, arithmetic and problem solving as activities that make them think hard.

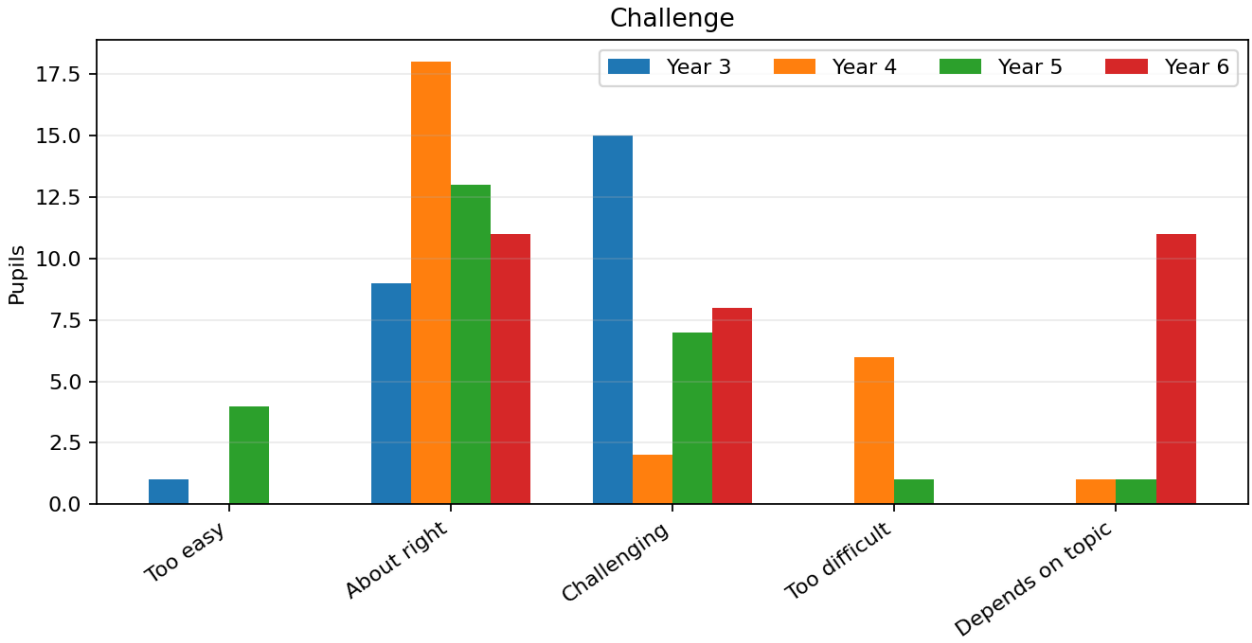


Attitudes to mistakes are generally constructive. However, 4 Year 5 and 5 Year 6 pupils report sometimes worrying about mistakes.



8. Perceived level of challenge

Challenge is not experienced uniformly. Year 3 records 15 pupils as 'Usually challenging'; Year 4 has 18 'About right' and 6 'Too difficult'; Year 5 has 4 'Too easy' and 7 'Challenging'; Year 6 has 11 'Depends on the topic' and 8 'Challenging'. This points towards responsive challenge rather than one fixed level.



9. Pupil suggestions

Year 4 requests more challenges, less challenge for pupils who struggle and different topics. Year 5 suggests stopping PV charts, doing more maths, more equipment/counters and fewer questions. Year 6 requests more practical work. Year 3's open-response field contains a recording/process note rather than a pupil suggestion.

10. Next steps

Priority	Evidence	Action	Impact check
Responsive challenge	Challenge varies by year/topic Year 4 includes 6 'too difficult' Year 5 includes 4 'too easy' Year 6 has 11 'depends on topic'.	Review appropriate stretch and challenge with KS2 staff.	Learning walks, work scrutiny and repeat pupil voice.
Knowledge Organiser	Many pupils use it mainly when unsure Year 4 has 9 rarely/never/not sure.	Clarify its purpose for retrieval, vocabulary, examples and self-support with KS2 staff.	Book scrutiny and retrieval checks.
Fluency/home practice	Home and times-table practice varies, particularly in Year 5.	Review consistent, accessible in-school fluency and home expectations.	Monitor participation and fluency alongside pupil feedback.
Practical/representation	Year 6 explicitly requests more practical work;	Audit purposeful use of concrete, pictorial and practical approaches.	Pupil explanations and book scrutiny.

	pupils value resources and diagrams.	Audit resources available in classrooms.	

Leadership evaluation

KS2 pupil voice presents a generally positive picture of mathematics. Pupils identify strong features including teacher explanation, examples, practice, problem solving, perseverance and opportunities to work independently. The key leadership consideration is consistency: pupils' experiences of challenge, Knowledge Organiser use and home/fluency practice vary between year groups. Next steps involve reviewing key information with staff, and then measuring the impact across learning walks, book scrutinies and follow-up pupil voice.