

## **Pupil Voice/Check on retention of Mathematical Vocabulary June 2024**

### **Summary of findings**

**Context:** The children chosen were children who could usually be relied upon to recall learning, not anybody who might struggle with recall and cognition.

They were asked how vocabulary is discussed in their maths lessons and in the use of Power Maths, then given maths vocabulary that was new learning in the previous year group. It was more of an assessment of vocabulary recall and understanding, rather than a pupil voice to ascertain their opinions, on this occasion.

### **Overall findings:**

It was pleasing that there was good recall overall, especially for vocabulary associated with the key areas of number & calculation, fractions and measures. The weakest areas were not part of these key areas and were mostly to do with shape and space the further they went up the school. The conclusion and next steps for this is discussed below.

### **Vocabulary that children were less confident with recalling and explaining in each Year Group:**

**Year 2:** Difference

Year 3: Quadrilateral, vertex/vertices, lines of symmetry, partition

Year 4: Axis/vertical axis, scale, mixed number, equivalent fraction, acute angle, obtuse angle

Year 5: Regular and irregular shapes, isosceles and scalene triangles

Year 6: Factor, Milli

### **Overall Conclusions & Next steps**

The weakest recall was with vocabulary associated with shape and properties of shape in KS2. This is the area taught less frequently in the curriculum. But, all classes could improve this by ensuring there is discussion around the vocabulary as they come across it through other units and in different contexts. The shape and space vocabulary could also be displayed in the classrooms.

**Not every year group is using the unit starter in the Power Maths text books as a discussion and clarification before and through the unit. This should be done, and the children made aware that they can use it. Could this also be copied and displayed on the board as well?**