**Pupil Voice Summer – 1st half term: Debbie Rowlands**

**More able maths – TA deployment**

**Qu: School are responsible for making sure all children achieve their best. You are both very good at maths and the governors need to make sure you are given the chance to excel. Can you tell me how you think the teaching assistants help you to improve your maths?**

Year 6: Talked to Pupil 1 / Pupil 2 about their experience in a group of more able mathematicians. Both spoke enthusiastically about the sessions with the TA. They felt the work was not easy but was very enjoyable. They said they were presented with complex problems and expected to investigate their own solution. If they struggled they were supported to find their way through the problem with a variety of questions, not just given an answer. If they all struggled then various methods were modelled. If their own solution was different they were given the opportunity to explain it to the group. They were expected to show their reasoning for whatever they did. They looked forward to these sessions very much. They enjoyed the opportunity to discuss mathematics and explore a variety of problems in the small group setting.

**Qu: When you don’t understand something in a lesson do you know what to do to help yourself?**

**Lower ability literacy – response to support**

Year 5: Pupil 1/Pupil 2. Both children struggle with various aspects of literacy, including sounds and spelling. They described sessions where adults presented the work in a variety of ways. They said that adults will often realise a strategy is not working for them and offer an alternative, including games and puzzles. They felt confident to ask for help from adults if needed. They enjoyed the fact that they were encouraged to discuss problems within the group and that the adults encouraged this and guided the process. They liked being asked to tell adults how they felt about their work and encouraged to see what was good, as well as being asked how they felt they might improve something.

**Classroom experience of learning**

Year 3/4: Pupil 1/ Pupil 2. Found the support they were given in their groups in class sessions helpful. Felt they could ask the adults in the class for help and that they were given explanations which were useful and given time to work their way through the solutions suggested. They used the examples of ‘the bus stop method’ and times table column addition method in maths as things they has received help with and which were now easier for them to use. They said that they had both had help in their writing by being encouraged to look for better word choices when describing things. When spelling and writing they said they were shown how to use the dictionary and thesaurus rather than just given the answers.