

ATTITUDES TO MATHS

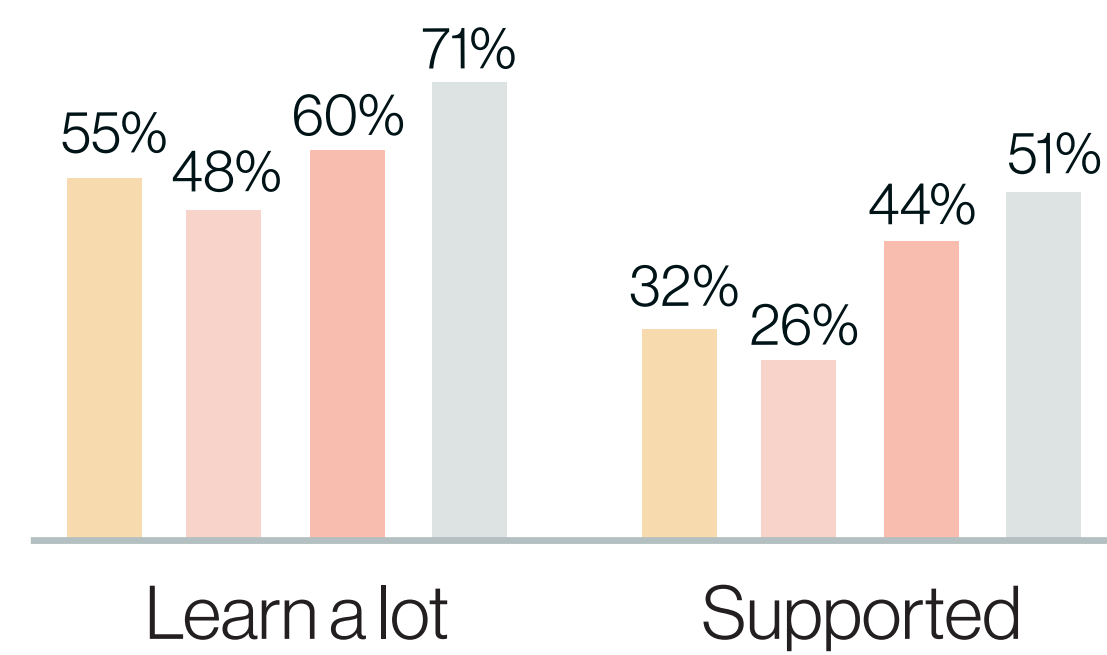
Pupils

Negative transitions: There is a strong relationship between pupils' attitudes and their mathematical attainment.

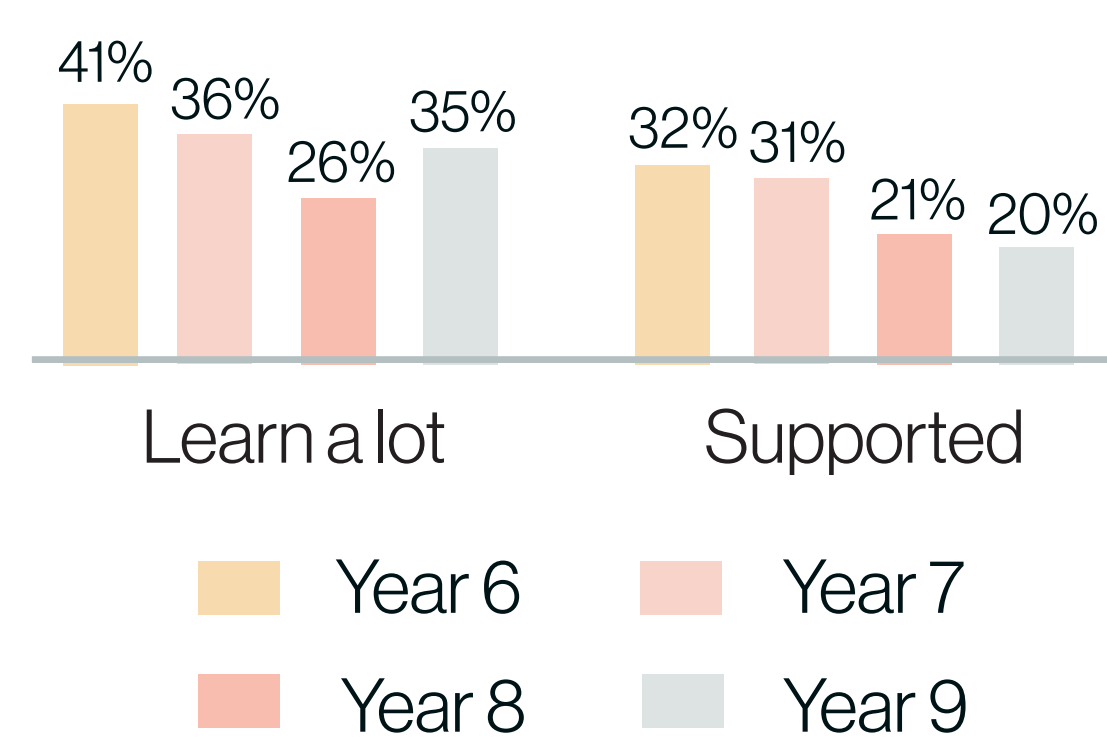
Responses from pupils indicated that high prior attainers have more positive attitudes to maths than low prior attainers. Pupils who were high attaining in year 6 were more likely to value their learning, expressing a stronger feeling that they 'learn a lot'.

The trajectory of high and low prior attainers is also different. High prior attainers appear more likely to 'bounce back' from year 8, with an increase in those feeling like they 'learn a lot' and 'are supported'. In contrast, low prior attainers show more of a downward trend throughout key stage 3.

Perceptions of pupils who were high attaining in year 6



Perceptions of pupils who were low attaining in year 6

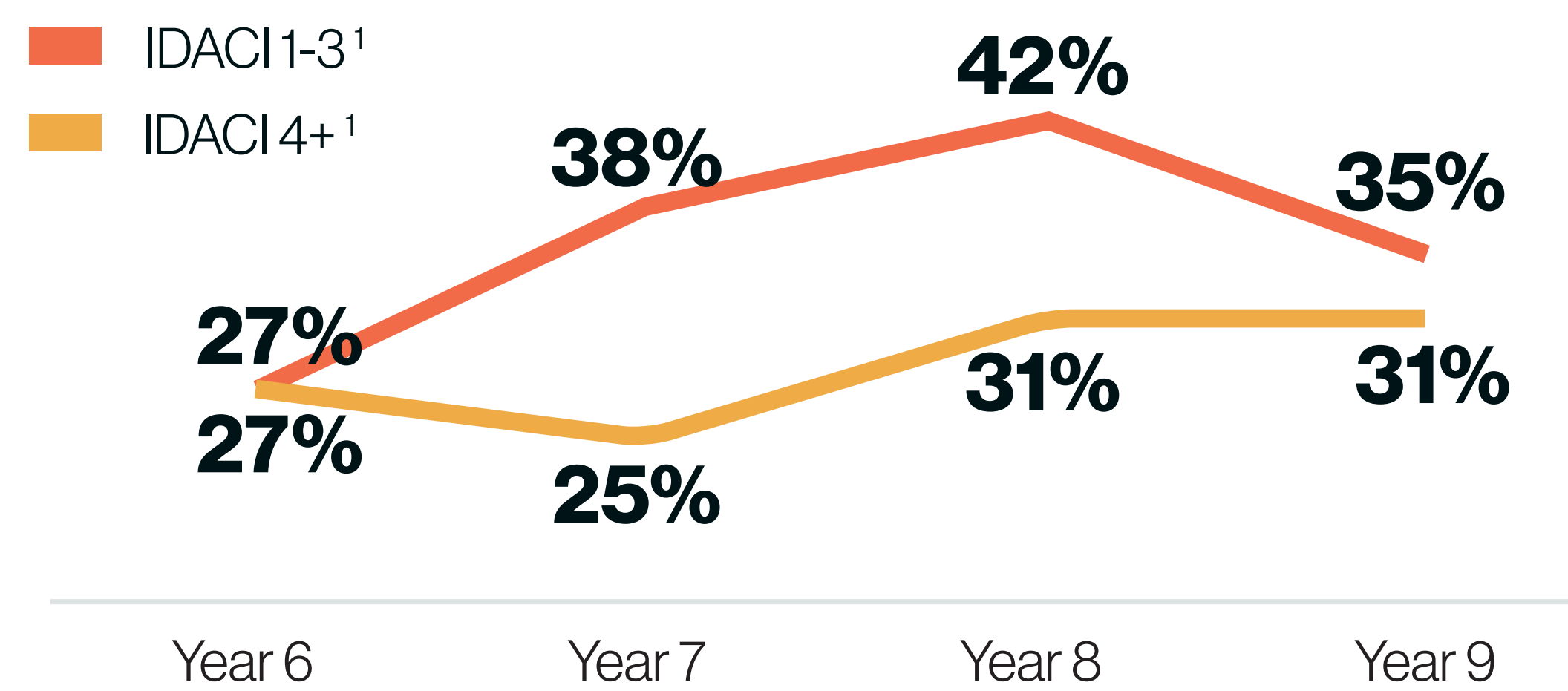


Source: Kantar

Friends matter: There is a strong relationship between pupils' friendship groups and their mathematical attainment.

Having a 'studious' friendship group is a good predictor of a positive attitude towards maths, which is in turn a predictor of higher attainment.

Percentage of pupils with non-studious friendship groups

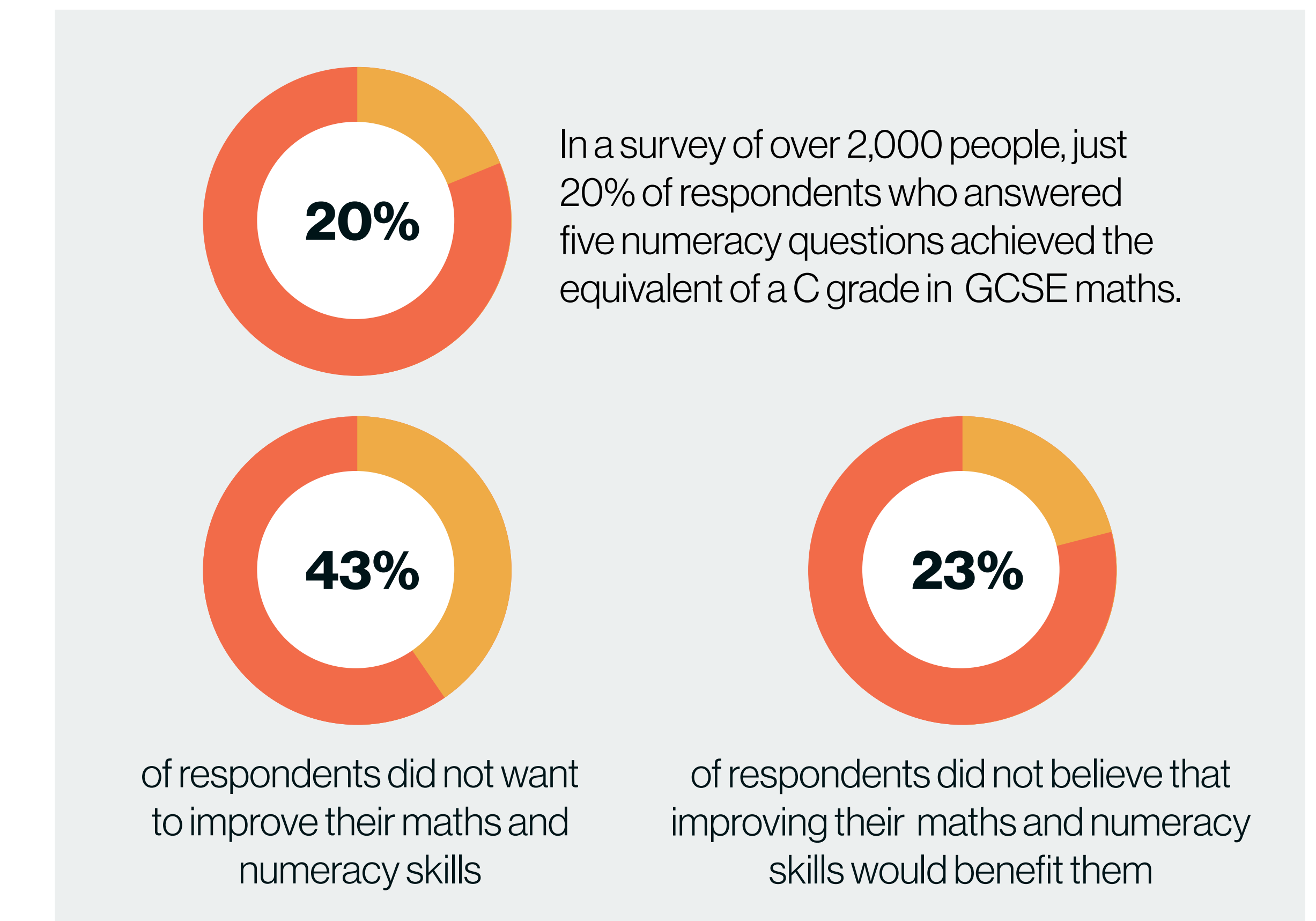


There is a gap between disadvantaged and non-disadvantaged pupils in terms of having 'non-studious' friendship groups. This gap begins to emerge as pupils move from primary to secondary school.

Source: Axiom Maths

Public

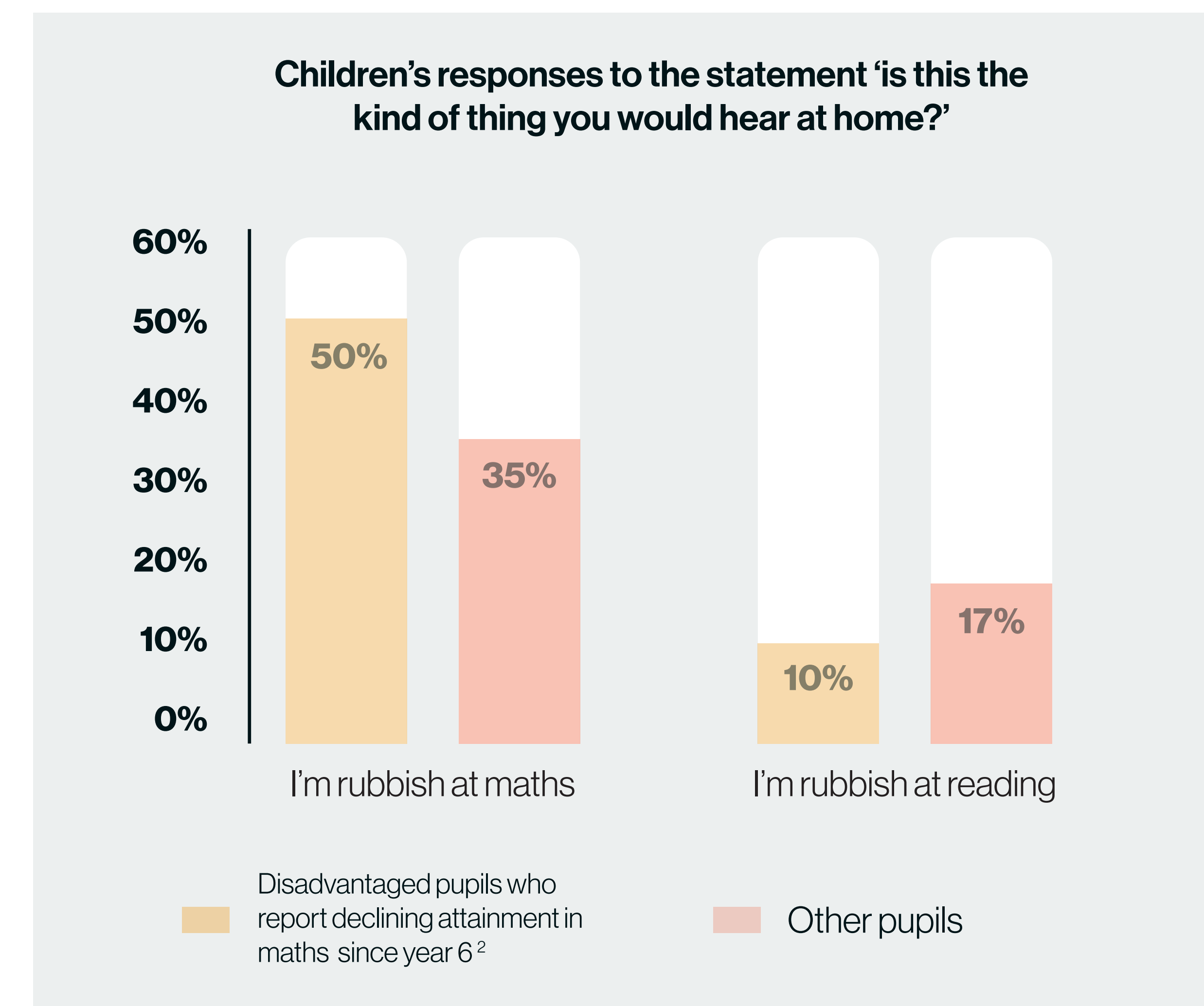
Missing motivation: A significant proportion of people said that they are not interested in improving their maths and numeracy skills because they could not see how it would benefit them.



Source: National Numeracy

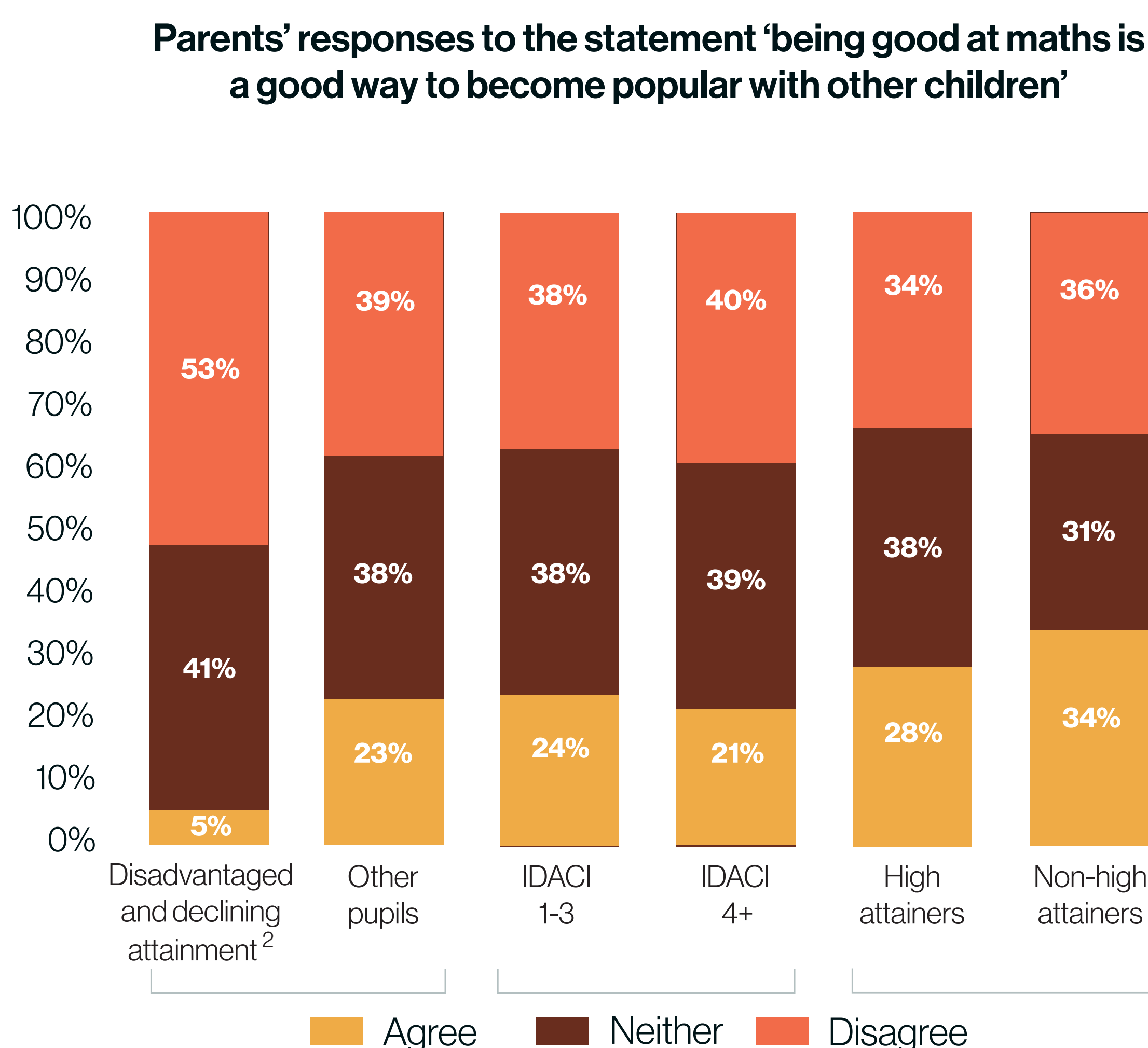
Parents

Hearsay: All children are more likely to hear at home 'I'm rubbish at maths' than 'I'm rubbish at reading,' and deprived low attaining children are especially likely to hear this.



Source: Kantar

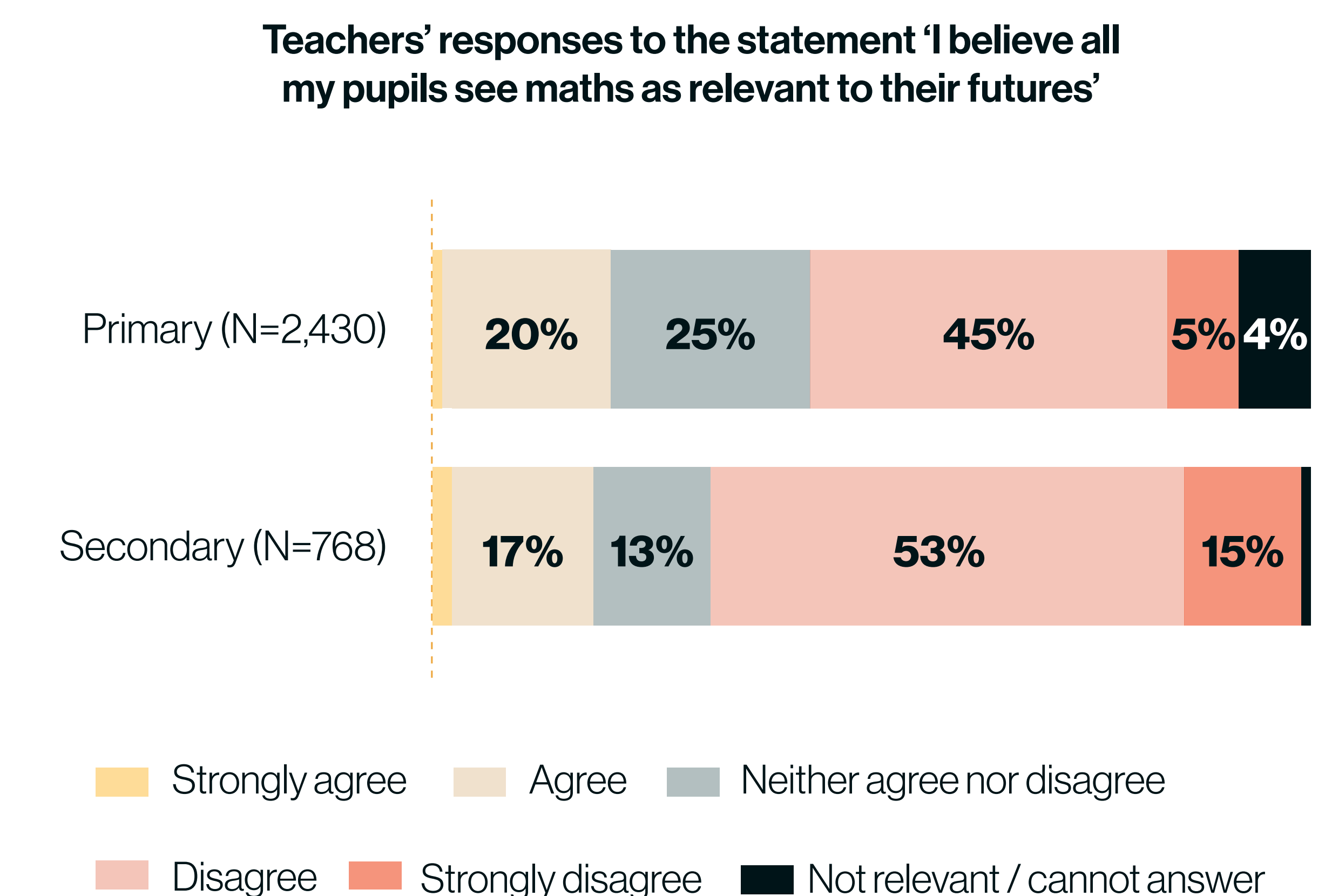
Social status: Parents of deprived low attaining children were less likely than other parents to agree that being good at maths is a good way to become popular with other children.



Source: Kantar

Teachers

Growth mindset: Only one in 10 teachers believe that a pupil's maths ability is fixed. However, many teachers struggle to convey the relevance of maths to pupils.



Source: TeacherTapp

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