

Finding the Right Maths Support: A Practical Question Guide

Five questions to help you filter the options and choose with evidence

HOW TO USE THIS GUIDE

These questions come from moments I pay attention to in my own Maths Investigation Rooms. Choose any three to ask during an initial conversation. After each answer, circle the number of stars that best reflects the practical detail you heard. Use the notes to record what mattered to you or what you still want to ask.

1 STAR
Mostly general.

3 STARS
Some practical detail.

5 STARS
Clear details.

QUESTION 01 - RESTLESSNESS + FREEZE

The "Shut-Down"

Fidgeting, sighing or staring at the page can signal that the participant has mentally left the room.

ASK THE TUTOR:

"When a participant gets fidgety, sighs or just stares at the page in silence, which approaches have proved useful for bringing them back into the learning?"

Circle the number of stars that best reflects the answer: ☆ ☆ ☆ ☆ ☆

NOTES: _____

QUESTION 02 - ONLY "YES" OR "NO"

The "YES-NO Loop"

A quick "YES", "NO" or silence may not show what the participant understands.

ASK THE TUTOR:

"When a participant answers only YES, NO or stays silent, which questions or prompts have proved useful for moving them out of the YES-NO loop?"

Circle the number of stars that best reflects the answer: ☆ ☆ ☆ ☆ ☆

NOTES: _____

QUESTION 03 - UNDERSTANDING STILL UNCLEAR

The "Missing Connection"

An explanation may be heard without forming a usable connection.

ASK THE TUTOR:

"When a participant still looks unsure after an explanation, which alternative ways of checking understanding have proved useful without repeating the same explanation?"

Circle the number of stars that best reflects the answer: ☆ ☆ ☆ ☆ ☆

NOTES: _____

QUESTION 04 - RECURRING MEMORY BLANKS

The "Memory Wipe"

Learning may seem accessible in one session and disappear in another.

ASK THE TUTOR:

"Which techniques have proved useful when a participant repeatedly forgets steps or ideas they appeared to understand in previous sessions?"

Circle the number of stars that best reflects the answer: ☆ ☆ ☆ ☆ ☆

NOTES: _____

QUESTION 05 - MAKING ERRORS PRODUCTIVE

The "Golden Mistake"

A mistake can become material for strengthening understanding.

ASK THE TUTOR:

"When a participant makes a mistake, how can that mistake be used to strengthen understanding and identify what to check next time?"

Circle the number of stars that best reflects the answer: ☆ ☆ ☆ ☆ ☆

NOTES: _____

YOUR EVIDENCE CHECK

Questions asked: _____

Evidence noted: _____

Something I still need to ask: _____

CREATOR'S NOTE

This guide was created to support parents and participants making a personal decision about Maths support. Its five questions come from moments I pay attention to in my own Maths Investigation Rooms.

I am sharing them as one practical lens for noticing detail in a conversation and recording what matters to you. The stars are a reflection aid for each answer, not a rating or certification of a person.

This guide supports personal decision-making and cannot guarantee a particular learning outcome.

Created by Iulia Iuliana from two perspectives: as a maths tutor and as a mother choosing support for her own children.

You are welcome to ask these questions of me too. Visit Maths Investigation Rooms or email contact@iuliaiuliana.com.

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