



ALEC REED ACADEMY

PROUD TO LEARN

Times Tables policy



Times Tables are at the heart of mental arithmetic, which in itself helps form the basis of a child's understanding and ability when working with number. Once the children have learnt the times tables and related divisions by heart, they are able to work far more confidently and efficiently through a wide range of more advanced calculations. At Alec Reed Academy, we believe that through a variety of interactive, visual, engaging and rote learning techniques, most children can achieve the full times table knowledge required by the end of Year 4.

Aims

1. To raise the profile of the teaching of times tables and to raise overall knowledge of the times table and related division facts across the school.
2. To explain the expected practises and progression in times tables.
3. To ensure continuity in practises and progression in times tables.
4. To ensure there is successful teaching and learning of times tables and related divisions within our school.
5. To develop our knowledge of language associated with times tables: **'times'**, **'lots of'**, **'multiplied by'**, and **'group of'**, **'multiplier'**, **'multiplicand'**, **'product'**.

Progression of times tables throughout the school

Below is the expected progression throughout the school but children who are ready may progress into higher year group expectations once they have a secure knowledge of the times tables facts (and related divisions) and can recall them accurately.

Requirements for satisfying the year group expectations are as follows:

- To be able to count in steps, the children are required to count on in quick succession. If the child has to count on in 1's to reach the next 5, the child is unable to count on in 5's.
- To be able to recall, the child must be able to recall the times tables and related division facts instantly.



- If the child needs to count on/count up in 7's to reach 4×7 , they do not know their 7 times table. They are able to count on in 7's.

Year group	Timetable expectation
Year 1	0 and 1s
Year 2	0, 1, 2, 5 and 10s
Year 3	0, 1, 2, 3, 4, 5, 8 and 10s
Year 4	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12s
Year 5	recall multiplication and division facts for multiplication tables up to 12×12
Year 6	recall multiplication and division facts for multiplication tables up to 12×12

Differentiation

It is expected that children will be at varying stages in their times table journey. In KS1 it is very important that less children have extra support in developing an understanding of the concept of 'lots of' and 'groups of' before moving on to rote learning of any times tables. If children are confident in times tables allocated for their year group, they must be moved on to the times tables from the years above. If they have not yet achieved the target tables for their year groups, they must work of the tables for the year group below.

Once children are able to recall all their times table facts, they need to be extended through related number facts and real life problem solving/problems in context.

Displays

Times tables should be on display at the front of the classrooms. Times tables should be on display in all classrooms, for children to use as support and reference – although these must be covered during the short weekly assessment session. In KS1 the 2,5, 10, 3 & 4 times tables need to be displayed. In KS2 the 4-12 times



tables need to be displayed. Teachers may display other times table if they wish. The display must be large enough for all children to see throughout the room or availability of top table resources if the display is not accessible to all.

Application of times tables calculation

A child's growing understanding of times tables is only relevant if they are aware of their application in calculations and real life. In order to do this, children should be using recall of times tables and related divisions when needed in calculations.

This awareness can be created in several ways:

- Highlighting when times tables are being used during modelling
- Discussion of how they are being applied during problem solving
- Inclusion of real-life examples of times table application
- Practising times table on a daily basis
- Marking – identifying where errors have been made, due to incorrect calculating.

Times table awards

In order to achieve a times tables award it is important that the child is secure in recalling the relevant time tables related division facts.

As noted in the assessment section of the policy: Teachers are to keep a log of the children's weekly assessments to ensure the progress of the children is recorded and also to ensure awards are given out.