



ALEC REED ACADEMY

PROUD TO LEARN

Times Tables policy

2021-2022

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 tables 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 tables and related division facts across the school.
2. To explain the expected practices, to ensure children learn their times tables.
3. To ensure continuity in practices 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.

Foundation Stage and Key Stage 1 Key Stage 2	Foundation Stage and Key Stage 1 Key Stage 2
<p style="text-align: center;"><u>Reception</u></p> <p>To be able to count in steps of 10 To be able to count in steps of 5 To be able to count in steps of 2</p> <p style="text-align: center;"><u>Year 1</u></p> <p>To be able to recall the 10 times table To be able to recall the 5 times table To be able to count in steps of 2</p> <p style="text-align: center;"><u>Year 2</u></p> <p>To be able to recall the 10 times table To be able to recall the 5 times table To be able to recall the 2 times table To be able to count in steps of 3</p>	<p style="text-align: center;"><u>Year 3</u></p> <p>To be able to recall the 3 times table To be able to recall the 4 times table To be able to recall the 8 times table</p> <p style="text-align: center;"><u>Year 4</u></p> <p>To be able to recall the 6 times table To be able to recall the 7 times table To be able to recall the 9 times table To be able to recall the 11 times table To be able to recall the 12 times table</p> <p style="text-align: center;"><u>Year 5 & Year 6</u></p> <p>To be able to recall all of times tables facts and related divisions through regular consolidation of all.</p>

Our whole school approach takes on board the 'Chanting' method for learning times tables, step counting and using funky maths timetables prompts

Assessment

To ensure that children are secure in the recall of the times table and related division facts the children need to be regularly assessed.

In Reception and Year 1 this assessment can be broadly teacher assessment through carpet recall sessions – ensuring that the children can recall facts in a random order.

From Year 2 onwards the children should be assessed weekly on their ability to recall times tables and related division facts. These assessments should take place during maths times tables slot and focus on instant, fast recall of facts. These assessments may be given verbally by the teacher/TA or can be a printed out set of questions.

Year 2 = 10 questions (5 times tables and 5 divisions)

Year 3 & 4 = 20 questions (10 times tables and 10 divisions)

Year 5 & 6 = 20 – 100 questions (even amount of multiplications and divisions to recall)

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 only given out when just.

The Academy will also be using Times Tables rock star to assess children on their times tables knowledge in Years 3 to 6. It is a quick, easy and accurate way of collating children's times tables knowledge, which supports teacher assessment in this area. Children will complete a times table test online, using the programme, during the early morning slot twice a half term.

A gap analysis of children's results should be used by the teacher to inform planning so that gaps in knowledge can be addressed and target children identified.

Differentiation

It is expected that children will be at varying stages in their times table journey. In KS1 it is very important that less able 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 the 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 on the tables for the year group below.

Once children are able to recall all their times tables 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 all 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 tables if they wish. The display must be large enough for all children to see throughout the room or availability of table top resources if the display is not accessible to all.

Home Learning

Children need to be sent home times table homework on a regular basis. This can be in the form of times table 'challenges', identifying times table patterns, practising with parents or listening to times tables songs.

Times Table Rock Stars is a home learning tool to which all pupils from Year 1 to 6 have access. It is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. Teachers can access and set learning tasks for pupils and children are expected to be actively encouraged to access this platform from home.

Application of times tables in 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
- Practicing times tables on a daily basis
- Marking – identifying where errors have been made, due to incorrect calculating.

Times tables awards

In order to achieve a times tables award it is important that the child is secure in recalling the relevant times tables and 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 only given out when just.