Times Table Policy

March 2019

To be reviewed August 2020

Times tables

Introduction

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 children have learnt their times tables by heart, they are then able to work far more confidently through a wide range of more advanced calculations. At the Viridis Federation, we believe that through a variety of interactive, visual, engaging and rote learning techniques, most children can achieve the full times table knowledge by the time they enter Year 5.

Aims

- To raise the profile of the teaching of times tables and to raise the overall knowledge of times table facts across the school
- To explain the expected practices, to ensure children learn their times tables
- To ensure continuity in practices and progression in times tables
- To ensure the successful times table teaching and learning within Orchard, Southwold and Hoxton Garden Schools
- To develop our language in maths and replace 'times' with 'lots of'

National Curriculum Times Tables Expectations

Year 1	• Count in multiples of 2, 5 and 10. • Recall and use all doubles to 10 and corresponding halves.
Year 2	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	• Recall and use multiplication and division facts for multiplication tables up to 12x12.
Year 5	• Revision of all times tables and division facts up to 12x12.
Year 6	• Revision of all times tables and division facts up to 12x12.

Viridis School Times Tables Teaching Progression

Foundation Stage and Key Stage 1	Key Stage 2
In Reception: I can count in steps of 2 I can count in steps of 10 I can count in steps of 5 **In Year 1:** I can count in steps of 5 I know my 2 times table I know my 10 times table **In Year 2:** I know my 5 times table I know my 3 times table I know my 4 times table	**In Year 3:** I know my 6 times table I know my 8 times table I know my 11 times table **In Year 4:** I know 9 times table I know my 7 times table I know my 12 times table **In Year 5 and 6:** **Regular** consolidation of **all** times tables

Testing

The Federation will be using the programme, IPrimary to test children on their times tables knowledge in Years 3 to 6. It is a quick, easy and accurate way of collating children's timestables knowledge, which supports teacher assessment in this area.

Children will complete a times table test online, using the programme, during an allocated early morning work slot twice a half term.

Children will answer a total of 40 questions; they have 5 seconds to respond to each question. If child is absent for the test, they must take the test upon return. If the tests are not all completed, the analysis will not be accurate. Children who are working at a level which does not allow them to access the test in a meaningful way will receive a differentiated provision focussed on ensuring a rapid gain in knowledge.

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.

Analysis

Each half term, data will be complied by the Maths Subject Leader, providing a clear picture of where the children are working at in each year group and identifying the number of pupils who are performing below age related expectations.

Teaching Time Tables

On **Mondays,** times tables should be taught explicitly at the start of the mathematics lesson for approximately 10 minutes. This is likely to be planned from the most recent gap analysis. This should include strategies and techniques to help children to understand the concept of times tables.

- Arrays
- Findings patterns
- Making links between known times tables where relevant.

It is expected that at a minimum a **two minute times tables starter** to rehearse knowledge takes place before every maths lesson.

A range of activities need to be used to support learning
e.g.

- Counting sticks
- Chanting
- Times table grids
- Games and challenges

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' 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 of 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.

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 on Mathletics.

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

Children's growing understanding of times tables are 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 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 tables on a daily basis
- Marking that identifies where errors have been made, due to incorrect calculating

Times tables on Display

Times tables should be on display at the front of all classrooms, for children to use as support and reference. In KS1, 2,5,10,3 and 4 should be display. In KS2, the 4-12 times tables should be available for children. The display must be large enough for all children to see and on table top resources where used.

Related Documents

- School Curriculum Guidance
- The National Curriculum
- Assessment Policy
- Homework Policy
- Mathematics Policy
- Classroom Organisation & Display Policy
- Inclusion Policy
- Marking & Feedback Policy
- Inclusion Policy
- Equality Policy