

Deeping St James Community Primary School



A whole school approach:

Times Tables Policy

April 2018



About our 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 Deeping St James Community Primary School, 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', 'product', 'multiplied by'

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.
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Reception

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

Year 1

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



Year 2

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

Year 3

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

Year 4

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

Year 5 & Year 6

To be able to recall all of times tables facts and related divisions through regular consolidation of all.

Teaching of times tables throughout the school

It is expected that times tables are visited on a daily basis throughout the school. A range of teaching and learning strategies need to be used to provide a suitable learning style for all children.

Counting Stick

All year groups use the whole school approach of using the counting stick to support times tables and related division knowledge. This approach should be used consistently and regularly throughout the school with visual coloured cards used.

Coloured cards are used to support the children's understanding of the links between specific times tables in a group.

Blue Cards = the doubles; 1x's, 2x's, 4x's and 8x's

Yellow Cards = 'The Easy One' – 10x's and 'Half Way' – 5x's

Red Cards = 'The Key' – 3x's, then double the key – 6x's, and treble the key – 9x's

Orange Card = 'The One We Always Forget' – 7x's

11x's and 12x's must be included as part of the counting stick method, however, there are no coloured cards for these specifically, they are just included off the end of the counting stick.



Activate Times Tables

Children will be involved 'Activate Times Tables' sessions in order to promote recall of times tables facts. Our whole school approach takes on board the 'Chanting' method for learning times tables facts alongside actions specific to each times table. The actions for each times table are fixed to ensure continuity throughout the school.

KS1 children will complete 'Activate Times Tables' 4 times a week, Monday-Thursday as a whole Key Stage with reception joining once a week for the 10 times table once the children are settled into school after starting in September.

KS2 children will complete 'Activate Times Tables' daily, Monday-Friday morning as a whole Key Stage.

KS1 Activate Times Tables

2x's – tapping hands on knees to the beat

3x's – clapping to the beat

5x's – tapping hands on shoulders to the beat

10x's – crossing hands to the beat – 'Whap Hands'

KS2 Activate Times Tables

4x's – knee, clap, click to the beat

6x's – mash potato, scissors to the beat

7x's – crossing shoulder taps, hands up to the beat

8x's – windscreen wiper hands to the beat

9x's – finger aerobics, for the 9 times table

To keep with the beat staff lead the chanting using the following wording – 'one four is four', 'eight sevens are fifty-six' etc.

Games/Challenges

As part of the mathematics curriculum teachers will also give the children other opportunities to practise their times tables and related division facts when appropriate in mathematical learning journeys. They are expected to use a variety of methods to take into account Visual, Kinaesthetic and Auditory learners.

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' to support their understanding of multiplication. 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 times tables for their year groups they must continue to work on the times tables from the year group below until they are secure.

Once children are able to recall all their times tables facts, they need to be extended through place value, related number facts and real-life problem solving in context.



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 in the starter of a mathematics lesson 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.

Displays

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.

Teachers may use visual displays showing layered targets for each individual and their progress in their ability to recall specific time's tables and related division facts as an incentive to encourage progress.

Homework

Children need to be sent home times table homework on a regular basis. This homework can take many different forms: times table challenges – using the school Keystone resource, identifying patterns, listening to times table songs, instant recall using Apps or interactive games.



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 bronze, silver or gold badge 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.

Bronze, Silver and Gold Status

Times tables badges can be achieved in relation to the weekly times tables assessments which are completed in each class. Once the children achieve 90% (9/10 or 18/20) consistently over a period of at least 6 weeks consecutively they can achieve their bronze, silver, gold badge related to the specific test they are sitting.

Year 1: There will be no formal weekly assessment for Year 1 children; their special certificate will be awarded after sufficient opportunities for the teacher to assess that the child can recall the 5xs and 10xs and count in 2's.

Platinum Status

To obtain platinum status the children need to have completed Bronze, Silver and Gold in all of their times tables. Children have to show that they are using and applying their times tables skills in their weekly assessments, arithmetic session and mathematics lessons.

Children are consistently scoring at least 90% in a 2 minute time's table and related division challenge with 40 questions and have progressed onto the application of times tables challenge too scoring 90% in 3 minutes. When a child receives platinum status they will receive a special certificate and a platinum badge that can be worn daily on the school jumper. This shows that other children can approach this child for support with times tables as they are a times tables ambassador.



Award system requirements

Year Group Expectations	** Although these are year group expectations children will not automatically work on the year group badge. For example a child who does not have a bronze badge needs work on achieving their bronze in the weekly assessment tests. **
Year 1 Special Certificate	Children can recall their 5 and 10 times table out of order fluently at pace. Children are competent at counting in 2's.
Year 2 Bronze Badge	Children can recall their 2, 5 and 10 times table including all related division facts out of order. Children are competent at counting in 3's.
Year 3 Silver Badge	Children can recall their 3, 4 and 8 times table including all related division facts out of order.
Year 4 Gold Badge	Children can recall their 6, 7, 9, 11 and 12 times table including all related division facts out of order.
Platinum	
Year 5 & 6 Platinum Status (All steps need to be achieved in order to be awarded platinum status)	Children can recall all the times table including all related division facts out of order, fluently and at speed. Children can competently use times tables facts to recall related facts based on various place value and decimals. Children competently uses recall of times tables facts in calculations and problem solving. Children consistently score 90% or more in a 2 minute time tables and related division challenge of 40 questions. (3 minutes in the application test).

This policy will be reviewed by all staff and governors on

The policy was agreed at the meeting of the Governing Body held on:

Signed:

Headteacher

Chair of Governors

