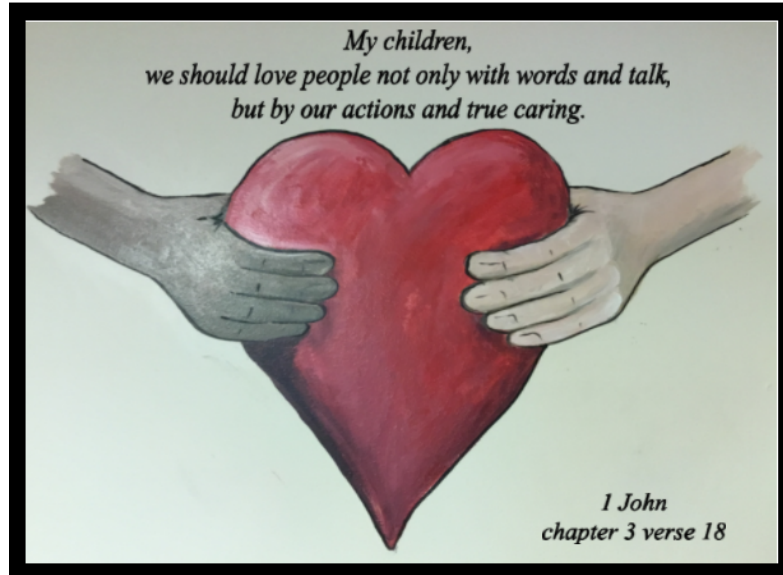




TIMES TABLES POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



Purpose

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's Primary School, a Church of England Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

Audience

This document is intended to give a clear outline of the school's approach to teaching times tables to all staff, Governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

Intent

At St. Luke and St. Philip's Primary School, we believe that through a variety of interactive, visual, engaging and rote learning techniques, most children can achieve full time table knowledge by the time they leave Year 4. This times table policy will ensure consistency in the teaching of times tables across the school. 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 their times tables by heart, they are then able to work far more confidently- and efficiently- through a wide range of more advanced calculations.

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 our school.

Progression in times tables across our school:

Reception

- *Understand that doubling is adding the same number to itself and that it is multiplying by 2*
- *Know doubles of numbers to 5 and corresponding halves*

Year 1

- Count in multiples of twos, fives and tens
- *Recall and use doubles of all numbers to 10 and corresponding halves*

Year 2

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- *Understand the connection between the 10 multiplication table and place value*
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Year 3

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Year 4

- Count in multiples of 6, 7, 9, 25 and 1000
- Recall multiplication and division facts for multiplication tables up to 12×12

Year 5

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Regular consolidation and application of all times tables

Year 6

- Regular consolidation and application of all times tables

Teaching Time tables

It is expected that times tables are visited on a daily basis throughout the school, during both Arithmetic Maths sessions and, where appropriate or planned for, during daily Maths lessons, as well as being woven throughout the school day through quick retrieval tasks. Times tables are taught using daily Fluency Bee and Number sense sessions and as small steps within the White Rose Maths scheme of work, following the progression identified above.

A range of activities need to be used, to provide a suitable learning style for all children. Children are also encouraged to use the Times Table Rockstars website both in and out of school and a weekly Purple Mash test is set in Key Stage 2.

- Counting sticks
- Chanting Games – dice rolling, pass the ball/bag,
- Times table board games

- Times table grids
- IWB games/challenge
- Songs and videos

Assessment

Regular times table tests should be given to children in Years 2 up to Year 6, including at the start of the academic year and during assessment weeks with misconceptions being addressed and data inputted into the school tracking grid. Purple Mash multiplication check tests should be given weekly for children in Key Stage 2.

Pupils in Year 4 and those pupils in Years 5 and 6 who scored below 20 on the multiplication tables check will be tested half termly using the Purple Mash multiplication tables check. The results will be analysed by the class teacher and Maths subject lead before a series of actions will be planned and implemented to address misconceptions and build progress.

Children in Year 4 will take part in the Statutory Government Multiplication Times table Check (MTC) in June. The multiplication tables check (MTC) is statutory for primary schools from the 2021/22 academic year. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. Results from the MTC will be shared with parents during Parents' meetings in the Summer term and as part of their child's report. Results will also be shared with staff within the school and governors. Actions from the results will be passed onto the Year 5 teacher to support the continued development and retention of times tables.

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 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 place value, related number facts and real life problem solving/problems in context.

Homework

Children need to be practising their times tables at home 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, links are provided on our school website, to name a few. Children will have access to Times Tables Rockstars to support their learning at home and certificates will be given in assembly.

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 –identifying where errors have been made, due to incorrect calculating.

Times Tables on Display

Times tables should be on display on the working wall of all classrooms, for children to use as support and reference. In KS1, 2, 5 and 10 should be displayed, with the 3 times table displayed where necessary in Year 2 for greater depth children. In KS2 every classroom must display a multiplication square. The display must be large enough for all children to see and on table top resources where necessary.

The Role Of The Maths Subject Lead

- Take the lead in policy development;
- Monitor the effectiveness of the times tables curriculum through regular quality assurance checks, feeding back to Subject Leads and class teachers;
- Ensure progression, continuity and consistency throughout the school;
- Support colleagues in their development of planning, implementing and assessing the curriculum;
- Keep up-to-date with developments in curriculum education and disseminate information to colleagues as appropriate;

Responsibilities

- All relevant staff will ensure that the school curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

Inclusion And Equality

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to subjects are planned to ensure they are inclusive for all.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Spiritual, Moral, Social, Cultural Development And British Values

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

Legislation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations

Policy reviewed by: Carolynne Holden

Policy review date: March 2025

Next review date: March 2027