



The Winterton Federation Times Table 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 The Winterton Federation, 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.

Our whole school approach takes on board the 'Chanting' method for rapid recall.

- Chant twice a day to support rote learning. This can be done in a variety of ways to engage the learners. e.g., using exercise, different voices etc.
- Chant in small sound bites, e.g. instead of chanting four times 8 is 32, say four eights are 32.

When marking times tables, chant the calculation, starting with the answer -

E.g., $3 \times 7 = 21$ would be 21 because 3 7s are 21.

$21 \div 3 = 7$ would be 21 because 7 3s are 21.

Children to tick or correct with green pen.

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 1s to reach the next 5, the child is unable to count on in 5s.



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- 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 7s to reach 4×7 , they do not know their 7 times table. They are able to count on in 7s.
- zero times tables should be explicitly taught in year 2 and 4

When introducing a new times table:

Introduce times tables by chanting multiples and the full calculation e.g. 21 because 7 3s are 21.

See attached times table timetable for year group expectations. While children are practising and learning their times tables, the calculations should be left on the board for children to use if they are unsure on a calculation.

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.

Children should be assessed at the end of each unit 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.

Teachers are to keep a log of the children's assessments on SharePoint to ensure the progress of the children is recorded and also to ensure awards are only given out when just.

Times Tables rock stars can also be used 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.

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.

Adaptive Teaching

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.

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

Times Table Rock Stars is a home learning tool to which all pupils from Year 3 to 6 have access. It is a carefully sequenced programme of daily times tables practice. 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:



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- 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.

Policy reviewed by Helena Kennedy and Naomi Downs Autumn 2024

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