



Intent

- To ensure consistency in the order in which children learn their times tables at LJS
- To clarify expectations related to how children will be taught (techniques and frequency) times tables at LJS
- To ensure that children become fluent (defined here as: *able to accurately (90%) answer $n1xn2=n$, up to $12xn$, within 6 seconds*) with times tables up to $12x$.

Implementation

Year 3 and 4 to have the following times tables as their focus (discussed and agreed upon in staff meeting):

Year 3: 2, 4, 5, 8, 10, 11,

Year 4: 3, 6, 7, 9, 12

All teachers to teach times tables during a minimum of one 20 minute lesson per week (outside of the 'standard' maths lessons) using things like counting sticks, relationships, worksheets, inverse operations.

Due to the interactive and fast paced nature of times tables sessions, we do not expect to see any written outcomes. However, where work is completed on times tables (other than tests) to be stuck in/completed in the front of books, forming part of their current maths journey. In this case, the times table should be added onto the steps for the journey.

All teachers to test children on a specific times table/s they have been teaching and that the children have been practising. There should be one test each week. Tests to be timed and scores recorded with test sheets stuck into the back of their current maths book. This test will ask questions out of order in the form of a grid. (I need to produce some examples to attach)

All students to be expected to use TT Rockstars at home as part of their maths homework. Teachers to check that they have been logging on as part of the checking of homework. Teachers must review the times tables they set children to learn on times tables rock stars regularly, ensuring that it matches the times table in focus for that child.

As part of RAPs, staff to identify specific children who have specific need for additional to or different from times tables provision. For lower school children, this will be particularly focused on those at risk of not passing the end of year 4 national test. For upper school children this will be any children who are not sufficiently fluent. Intervention could include monitored use of TT Rock stars and additional actively taught sessions.

School will provide opportunities for any student to log on to TT Rock stars during school hours, should they not be accessing this routinely at home for any reason, including those linked to disadvantage.

Where relevant, times tables will form part of pupil progress reviews and staff must be able to identify which times tables they are teaching which children, what they are doing to address those

children struggling with times tables fluency (learning or speed) and be ready to evidence how they know how children are doing with their times tables. The evidence for this will usually come from: tests outcomes; TT rock stars achievements; in lesson AfL. Teachers can record this information however they choose but a simple to use format is provided below.

Upper school students are not expected to complete any of the above **if it is not relevant to them** with the exception of the use of times tables rock stars as an extra homework.

Impact

The impact of this policy will be evaluated by the school's maths leader through:

Pupil progress meetings: Accurate identification of target children on related RAPs

Progress tests: Improvement in attainment standard displayed in unit assessment; Times Tables rockstars and, ultimately, end of Year 4 assessment.

Child conferencing: Children are able to accurately identify which times tables they are fluent in and which they are focussing on.

Wider mathematical progress: Work in books and achievement in termly tests demonstrate show children's understanding of concepts/procedures underpinned by fluent times tables knowledge

Policy adopted on: 22nd October 2019

Review date: October 2020

Appendix 1:

Maths timestables test templates

The first page below is the template for your normal weekly timestables tests. You can see that on the top there are four timestables to test. Each week this should include the focus timestables and then three others. All you will need to do each week is make one grid for each timestable group in your class. Mix up the order of the timestables on the left column each so children do not learn a pattern. You can then provide a filled in sheet so children can score themselves and a clock on the board so they can record their time.

The next template is for when you want to test their division facts and test to see if they really know their timestables. The questions are in a variety of forms so you may decide to start with just basic division before introducing different types of questions. Complete these tests around twice a half term or when you feel that you really want to see if your student has mastered their timestable.

Name: _____				
Date: _____				
Time finished: _____				
Score(out of 40): _____				
x	3	2	5	10
7				
4				
11				
8				
12				
9				
6				
3				
9				
5				

Name: _____
Date: _____
Time finished: _____
Score(out of 10): _____
1) $21 \div 7 =$ <input type="text"/>
2) $49 \div 7 =$ <input type="text"/>
3) $77 \div 7 =$ <input type="text"/>
4) <input type="text"/> $\div 7 = 1$
5) <input type="text"/> $\div 7 = 4$
6) $56 =$ <input type="text"/> $\times 7$
7) $84 = 7 \times$ <input type="text"/>
8) <input type="text"/> $\div 7 = 10$
9) $35 \div 7 =$ <input type="text"/>
10) $7 \times$ <input type="text"/> $= 42$

