

Multiplication Check (MTC) Parents' Meeting



At West Lodge each child finds the spark within them. The light continues to grow, igniting the spark in others ~creating ripples throughout the world. It all starts with understanding and acceptance....

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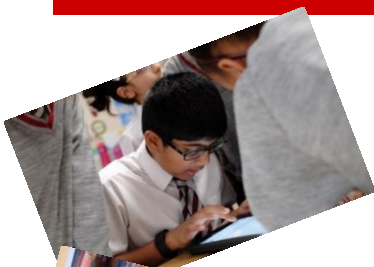




Link for government video

<https://www.youtube.com/watch?v=GhAJMJUsAac>

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1.1 Purpose of the MTC assessment

The purpose of the MTC is to determine whether year 4 pupils can fluently recall¹ their multiplication tables. Although the check will help schools to identify pupils who require additional support, it is not intended as a diagnostic tool.

1.1.1 Use of data

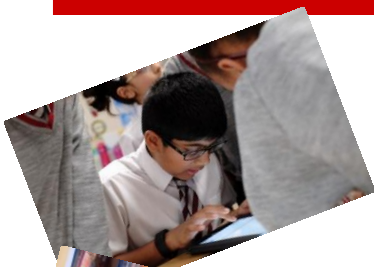
Once the assessment is statutory, the data will be used in the following different ways:

- school-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it
- as is the case with the Phonics Check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system²
- national results will be reported by the Department for Education (DfE) to track standards over time
- national and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils

School level results will not be published in performance tables.

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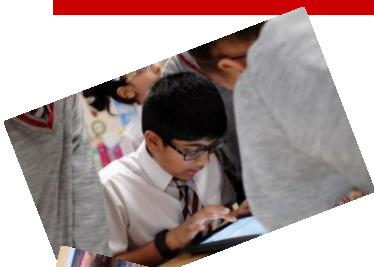
Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3
5	1	3
6	2	4
7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4

Table 1 shows the upper and lower limits for the number of items from each multiplication table that can be included in each check form.

There is an emphasis on the 6, 7, 8, 9 and 12 multiplication tables because these have been determined to be the most difficult multiplication tables.

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Pupils should not take the check if any of the following apply:

- they are absent during the entire check period
- they are unable to access the check, even when using the range of access arrangements
- they are considered unable to answer the easiest questions or are working below the national curriculum expectation for [year 2 in multiplication tables](#)⁶
- they have just arrived in school during the check window, with English as an additional language (EAL), and there is not enough time to establish the standard at which they are working

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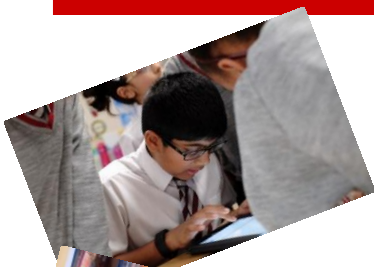


Access Arrangements

Access arrangements may be appropriate for pupils:

- with an Education, Health and Care plan
- for whom provision is being made in school using the SEN support system, or whose learning difficulty or disability significantly affects their ability to access the check
- who have behavioural, emotional or social difficulties
- with EAL and who have limited fluency in English

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What are we doing at school?

Fluency activities each week

Morning activities

Making links – repeated addition,
inverse to division

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Times Tables Challenge

X	2	5	10
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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Times Tables Challenge

X	2	4	3	6	5	10
10						
8						
11						
3						
12						
4						
1						
5						
9						
6						
2						
7						

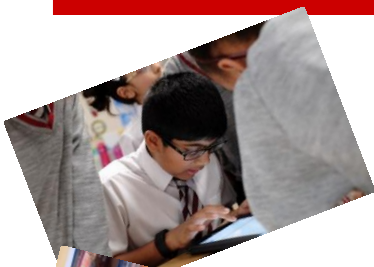
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Times Tables Challenge

X	2	3	4	5	6	7	8	9	10	11	12
7											
2											
6											
9											
5											
1											
4											
12											
3											
11											
8											
10											

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Activities to do at home

1. Get them familiar with multiplication concepts



The first step with multiplication is to make sure your child is familiar with what the numbers in multiplications really represent. Before they can cope with multiplication they need to be confident with sequences of numbers.

You can start when your child is quite young by practising counting in twos and threes, making number patterns and solving simple mathematical problems. Counting objects, making sets of similar objects and using blocks, LEGO or [snap cubes](#) can all help to increase your child's confidence with [number bonds](#) and multiplication facts.

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Activities to do at home

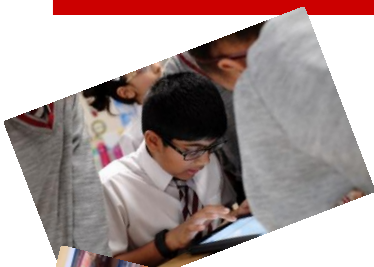
2. Double your numbers

If your child learns how to double numbers this will help them to make connections between different times tables, for example the 2, 4, and 8 times tables.

3. Practise tables as a time-filler

When you're sitting at traffic lights or waiting in the doctor's surgery it is the perfect opportunity for a bit of times table practice! It's always better (for both your child and you!) to just spend a few minutes reciting or testing times tables rather than going into overdrive and spending too long practising them.

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Activities to do at home

4. Use the right vocabulary

Make sure you are using the right language to talk about multiplication.

Take a simple multiplication sum, such as $3 \times 5 = 15$. The 3 and the 5 are what we call factors of 15 and that 15 is a multiple of 3 and 5.

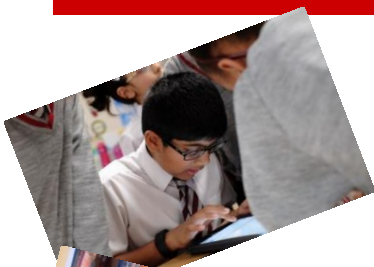
You can also demonstrate this by looking at the whole 3 times table written out in a list. Point out that each answer is a number that is a multiple of 3.

Finally, you can give your child a few sums to solve that use multiples of 3.

5. Help them with the ones they find tricky

There are usually one or two multiplication facts in each times table that are more difficult. When you notice that your child is stumbling over the same fact each time, try to give them extra practice. You could even get your child to write the fact out in a fun way on a piece of card and then stick it somewhere prominent (like on the fridge) so that they have an extra reminder!

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Activities to do at home

6. Use a number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Printing off a simple 10 x 10 number grid can be a great way to demonstrate how times tables relate to number sequences. You can get your child to colour in multiples of different numbers on different number squares so that they can clearly see the number patterns.

7. Divide and conquer

As well as learning the times tables, your child should also know the division facts for each times table. (For example, if 3 times 5 is 15, 15 divided by 5 is 3, and 15 divided by 3 is 5.)

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Activities to do at home

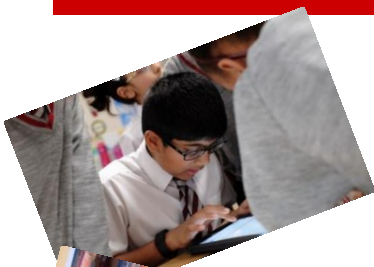
8. Make it real

The danger with too much rote learning of times tables is that children can fail to see the use of times tables in real life. Try to take opportunities to get your child to use multiplication in problem solving, for example working out quantities for scaling up a recipe, or calculating the price of more than one item of shopping.

9. Create a challenge

Make it fun by turning times table practice into a competition or challenge for your child, by timing them and keeping a record of their scores. You could even join in yourself and set a challenge to learn a more difficult times table, such as the 13 times table and get your child to test you at the end of the week in exchange for testing them...

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Any questions?

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