



Maths Meeting & Timestable Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Jan 2022
Other related policies:	Maths Policy, Calculation Policy, Teaching and Learning Policy, SEND, Equalities
Policy owner:	Victoria Higgins
Policy model:	SMFA
Review:	
Version number:	1

Maths Meetings and Timestables are a vital part of learning at Sir Martin Frobisher Academy. They are in addition to Mathematics lessons. Their purpose is to provide regular opportunities for our children to practise and consolidate skills of arithmetic and develop mental fluency.

Timestables Intent

At Sir Martin Frobisher Academy, we believe that it is important to ensure children have a deep understanding of timestables, not just rote learn them. Therefore, our Maths Meetings cover the following concepts to support children's understanding and confidence:

- **Repeated addition**

3×4 is the same as $4 + 4 + 4$

Children need to understand that multiplication can also be represented as repeated addition.

- **Multiplication is commutative**

3×4 is the same as 4×3

- **Multiplication is the inverse of division**

$3 \times 4 = 12$ can be used to work out $12 \div 4 = 3$

- **Number families**

Once children have commutative understanding they should be exposed to whole number families. This is something that will need to be explicitly pointed out to children but is incredibly useful for children working out missing number problems.

Why do we teach timestables at Sir Martin Frobisher?

- Multiplication tables are fundamental to many Maths topics.
- Knowing timestables frees up working memory and improves children's confidence when accessing other areas of Mathematics.
- Multiplication and division feature highly on KS2 SATs reasoning papers and fluency of tables is vital to confidently accessing much of the arithmetic paper.
- Learning them fluently is a fundamental life skill – we use them every day in the real world.

Implementation

Timestables are taught explicitly weekly and practised daily. Timestables have been allocated across the year to ensure that there is a clear focus for each half term and staff and children do not rush through timestables but instead deepen knowledge and understanding.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	2	2	3	6, 7	ALL*	ALL*
Autumn 2	2	2	3, 4	6, 7, 9	ALL*	ALL*
Spring 1	2, 10	2, 10	3, 4	6, 7, 9, 11	ALL*	ALL*
Spring 2	2, 10	2, 5, 10	3, 4, 8	6, 7, 9, 11, 12	ALL*	ALL*
Summer 1	2, 5, 10	2, 5, 10	3, 4, 8	ALL	ALL*	ALL*
Summer 2	2, 5, 10	2, 5, 10, 3	3, 4, 8, 6	ALL	ALL*	ALL*

In Key Stage 1, timestables are practised daily as part of the beginning of a maths lesson. This may be through songs, games, chanting etc. to embed the timestables for the term. In Key Stage 2, children are taught timestables as a broken-down structure across the half term (see below).

Introduction of 1x, 2x, 5x and 10x (teaching of calculations with visuals and resources)	Practice of these 4 calculations using resources and pictorials Develop onto inclusion of division facts	Introduce 3x and 4x (teaching of calculations with visuals and resources)	Practice of 3x and 4x calculations (include calculation from previous weeks depending on competence) using resources and pictorials Developing onto inclusion of division facts	Drilling of calculations with division facts
Introduce 6x, 7x and 8x (teaching of calculations with visuals and resources) Also link to doubles (6x is double 3x and 8x is double 4x)	Practice of 6x, 7x and 8x calculations (include calculation from previous weeks depending on competence) using resources and pictorials Develop onto inclusion of division facts	Introduce 9x, 11x and 12x (teaching of calculations with visuals and resources)	Practice of 9x, 11x and 12x (include calculation from previous weeks depending on competence) Develop onto inclusion of division facts	Drilling of calculations with division facts

Alongside the weekly timestables lesson, children in KS2 are also expected to practise their timestables daily. To ensure children are practising the correct timestables for their understanding, they are assessed at the beginning of a 3-week cycle using a timestables quiz. Children will then spend the next 3 weeks focusing on either Pattern 1, 2, 3 or 4 (see below). At the end of the 3 weeks, they are assessed on their progress and move to the relevant pattern for their confidence.

	Monday	Tuesday	Wednesday	Thursday	Friday
Pattern 1	2	2	10	10	5
	5	2	2	10	10
	5	5	2	10	5
Pattern 2	2	2	10	10	5
	5	3	3	4	4
	8	8	3	4	8
Pattern 3	3	4	3,4,5	3,4,5	8
	8	6	6	7	7
	3	4	8	5, 6, 7	5,6,7
Pattern 4	6	6	7	7	8
	8	9	9	10, 11	10, 11
	12	12	8, 9, 11	8, 9, 11	ALL

Maths Meetings

Intent

At Sir Martin Frobisher Academy, Maths Meetings are taught to provide regular opportunities for our children to practise and consolidate skills of arithmetic and develop mental fluency. This additional Mathematics learning is slimmed down allowing for greater time to be spent developing and deepening the learning of key constructs. They are aligned with the DfE's Ready to Progress criteria.

Maths Meetings across the school also allow opportunities for our teachers to act immediately upon their formative assessment. These sessions enable either the class teacher or an additional adult to provide prompt and timely 'corrective teaching' for those children not yet secure with key constructs.

Targets should be worked on in each term. Any child who has gaps in their learning should be picked up by precision teaching or through planning. If children are secure with the basic concept, they should be extended in each strand through practical examples or different examples to embed knowledge.

Implementation

In Key Stage 1, children take part in the daily NCETM "Mastering Number" programme. Mastering Number aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Children are provided with a "Rekenrek" which exposes the children to mathematical structure, highlighting the numbers 5 and 10. The aim of using the Rekenreks is for children to "see" the relationships between numbers and become mathematically observant.

In Key Stage 2, teachers use the Maths Meeting Overview to create a short weekly session for the children based on the DfE Ready to Progress Criteria. Teachers use a mix of practical and abstract resources to develop children's fluency.