

GOLDINGTON GREEN ACADEMY



Times Tables Policy

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. Our policy includes the whole school community: all teaching and non-teaching staff, governors, parents and volunteers working in our school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Rationale

Effective understanding and recall of times tables is the foundation of most of the maths that children will do at primary school and the curriculum puts a huge emphasis on knowing them early (Year 4 times tables test). In order to help ensure this happens, we will use the following certificate reward system:

- BATMAN- 2x, 5x, 10x (By the end of year 3)
- HAWK-GIRL- 3X, 4X, 6X, 8X (By the end of year 3)
- THOR, 7X, 8X
- BLACK WIDOW- 9X, 11X, 12X
- SUPERMAN- All with division (By the end of year 4)
- CATWOMAN- All with place value- THU and tenths (By the end of year 5)*
- IRONMAN- 2 digits X 1 digit (e.g. 74 X 7)
- WONDEROWMAN- Fractions, decimals and percentages of quantities (e.g. 20% of 25, $\frac{1}{4}$ of 50)

To pass Hawk-Girl, Thor and Black Widow, multiplication facts from previous certificates need to be retained as they will be tested. There will be a 5 second time limit on each question up to and including Cat Woman level.

In order to help children understand that multiplication and division represents real-life situations, teaching of times tables in KS1 and lower KS2 will use concrete and pictorial methods, such as asking them to split groups of objects into a number of equal groups and find the total of groups of objects.

As well as practicing in class, children will have time to practice during registration time, in order to prepare for their certificate tests which will happen at the end of each term. If however, a child feels like they have prepared enough for the next certificate then there is nothing stopping them from trying to earn it and we would encourage this willingness to learn

* E.g. $6 \times 4 = 24$ is a known number fact so children could be asked questions including:

$60 \times 4 =$	$240 \div 40 =$	$0.4 \times 6 =$	$24 \div 0.4 =$	$2.4 \div 6 =$
$60 \times 40 =$	$600 \times 4 =$	$0.4 \times 0.6 =$	$40 \times 0.6 =$	$600 \times 0.4 =$
$240 \div 60 =$	$2400 \div 600 =$	etc		

Children will be given a times table to practice each week as part of their homework and children will be accessed and timed on this particular time table once a week. Scores will be logged on each week by the class teacher for their own teacher assessments.

Children also have access to TTRockstars and have their own log in which can be used at home or in school to practice their times tables. This supports the Year 4 multiplication table test which is taken in the Summer term. Classes in Year 3 and 4 should have a slot in their weekly timetable which allows children to practice their times tables each week.

Reviewed by T Nurse September 2022