

# Multiplication Tables Check

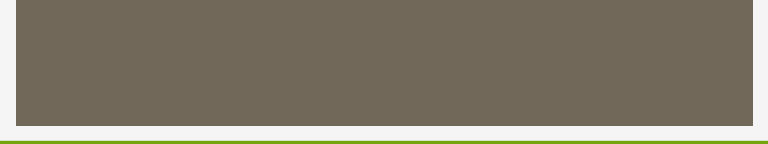
Information regarding the  
National end of Year Times  
Tables Assessment



*Inspiring a love of life-long learning*

## What is the MTC?

- From the 2019/20 academic year onwards, all state-funded maintained schools and academies (including free schools) in England are required to administer an online multiplication tables check (MTC) to year 4 pupils.
- The National Curriculum specifies that pupils should be taught to recall the multiplication tables up to and including **12 × 12 by the end of year 4**. Therefore, it is important for Year 4 pupils to continue to build upon their learning from Year 3 and 2, and develop fluency in their multiplication facts.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

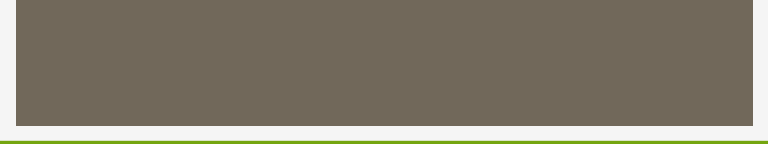
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- The MTC will be completed online via a tablet or computer.
  - Under standard administration the multiplication check will take less than 5 minutes per pupil.
  - Children will be presented with 25 questions. There will be a 3 second pause in between each question, before the next question appears on screen.
  - Children will get 6 seconds from the time the question appears to input their answer. This means that children must be able to read, recall and enter their response within 6 seconds.
  - Children will enter their answer using a keyboard or by pressing digits using a mouse or touchscreen on an on-screen number pad.
  - Each child will be randomly assigned a set of questions, which the STA refer to as a 'form'.
  - The child (or teacher) will not be shown the total score on screen at the end of the test. Scores will be reported to schools once the three- week test administration period has passed.

- The 6, 7, 8, 9 and 12 times tables are more likely to be asked than the 2, 3, 4, 5, 10 or 11 multiplication tables. The STA state that there is a focus on these as these are the 'most difficult' multiplication tables.
- There will always be questions from the 3, 4, 5, 6, 7, 8, 9, 11 and 12 multiplication tables in each test.
- There will be no questions from the 1 times table (i.e.  $1 \times 8$  or  $8 \times 1$ )
- There will only be a maximum of 7 questions from the 2, 5 and 10 times tables.

Reversal of questions using the commutative law will not feature in the same check. This means that, for example,  $8 \times 3$  and  $3 \times 8$  won't be asked to the same pupil.

This means that the following 11 multiplication questions (and their commutative equivalents) are more likely to be asked:

- $6 \times 6$ ,  $6 \times 7$ ,  $6 \times 8$ ,  $6 \times 9$ ,  $6 \times 12$
- $7 \times 8$ ,  $7 \times 9$ ,  $7 \times 12$
- $8 \times 9$ ,  $8 \times 12$
- $12 \times 12$

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- There is no expected pass rate or threshold. This means that, unlike the KS1 Phonics Screening check, children will not be expected to re-sit the check if they do not meet a set threshold in this KS2 Times Tables Test.
  - Results of the check will not be published in the publicly accessible school performance tables.
  - The results will also be available to OfSTED and local authorities.

## How can we help?

- We conceptually teach multiplication, and support the children to make, understand and use the relationships and links within multiplication. Through this understanding, they will gain the ability to rapidly recall their multiplication facts, and will be able to use them to help them calculate in other areas of maths as well.
- We teach the commutative property of multiplication so that children understand that  $8 \times 3$  (8, three times) is the same as  $3 \times 8$  (3, eight times.)
- When children have made this conceptual connection, it effectively reduces the number of unique facts children need to remember, and helps children answer questions such as  $8 \times 4$ , which if taken as an 8 times table question may cause more panic than  $4 \times 8$ .
- We consistently monitor and assess pupils' conceptual understanding of multiplication as well as their ability to recall multiplication facts efficiently.

## How can you help?

- Practise to ensure children are able to rapidly recall multiplication facts, and can do so 'out of sequence' (i.e. answer  $6 \times 7$  without having to count in 6's from 0).
- As the facts have to be read by the child (rather than being read to them), it is also important that children are used to answering multiplication questions in a written format, rather than only answering questions when they are read out to them.
- Practise by using free online tools which have been designed to look and feel like the actual test.



<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

[www.timestables.co.uk/multiplication-tables-check](http://www.timestables.co.uk/multiplication-tables-check)

TTRS - Sound check mode has been designed to imitate the MTC and other modes are excellent for building times tables knowledge

Parent Guidance from Gov

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>





Any questions please direct  
to Mr Maguire via Class  
Dojo.