Year 4 Multiplication Tables Check 2023 Information for Parents, Carers & Guardians



Important information about multiplication tables check (MTC)

- The MTC determines if Year 4 children can fluently recall their multiplication tables up to 12.
- They are deigned to help schools identify which children require more support to learn their times tables.
- There is no 'pass' rate or threshold which means that, unlike the Phonics Screening Check, children will not be expected to re-sit the check.
- The Department for Education (DfE) will create a report about the overall results across all schools in England, not individual schools.
- Further information can be found at

https://www.gov.uk/government/collections/multiplication-tables-check

When the check will take place

- There will be a 2 week window from Monday 5th June 2023 for schools to administer the check.
- There is no set day to administer the check and children are not expected to take the check at the same time.
- All eligible Year 4 children in England will be required to take the check.



How the check is carried out

- The check will be fully digital.
- Answers will be entered using a keyboard, by pressing digits using a mouse and keyboard or using an on-screen number pad.
- Usually, the check will take no longer than 5 minutes to complete for each child.
- The children will have 6 seconds from the time the question appears to input their answer.
- There will be a total of 25 questions with a 3 second pause in-between questions.
- There will be 3 practice questions before the check begins.

Specific arrangements for the check

There are several access arrangements available for the check, which can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

Some children will be eligible for specific arrangements:

- Colour contrast;
- Font size adjustment;
- 'Next' button (alternative to 3-second pause);
- Removing on-screen number pad;
- An adult to input answers;
- Audio version;
- Audible time alert.

A child can be assigned more than one access arrangement, if required. However, there is no opportunity for additional time.

Specific arrangements for the check

What if my child cannot access the check?

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about your child accessing the check, please contact the school to discuss this further.



The check questions

- Each child will be randomly assigned a set of questions
- There will only be multiplication questions in the check, not division facts.
- The 6, 7, 8, 9 and 12 times tables are more likely to be asked.
- There won't be questions from the 1 times tables (although they might be included in the 3 practice questions).
- There will be a maximum of 7 questions from the 2, 5 and 10 times tables.
- Reversal of questions (e.g. 8 x 6 and 6 x 8) will not be asked in the same check.
- Children will not see their individual results when they complete the check.

More information about the questions

The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number in the question. For example, 8 x 3 would fall within the 8 times table.

Multiplication Table	Minimum number of items in each form	Maximum number of items in each form Not applicable	
1	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	

5.2.1 Table 1 – Multiplication table limits in the MTC

The table shows the minimum/ maximum number of questions from each times table that will be asked.

How will the results be used?

Schools will have access to all their pupils' results. This will be used to monitor and support students in maths as they move through into Upper Key Stage 2 (Year 5 and 6)

Will I receive feedback on my child's check?

Yes. Your child's teacher will share your child's score with you, as they would with all national curriculum assessments. There is no pass mark for the check.



Ways to support and practise times table knowledge at home

Ways to support times table knowledge at home and practise with your child

- Count and look for patterns.
- Understand that multiplication is repeated addition.
- Remember that multiplication is commutative.
- Remember that multiplication is the inverse of division.
- Recall and utilise number families.

Use different representations to represent multiplication, such as:

- Concrete manipulatives suck as multilink cubes or counters.
- Create pictorial representations such as arrays.
- Children are allowed to practise before taking the check.
- https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check example showing how quick the questions are/ types of questions
- Schools will have unlimited access to a 'try it out' area from April. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required. 11

Games to try:

- Climb the stairs counting in multiples
- Play time tables games verbally.
- Listen and sing along to times tables songs.
- Take it in turns to say times tables in funny voices.
- Play maths games online
- <u>https://mathsframe.co.uk/en/resources/resource/477/Multiplication-</u>
 <u>Tables-Check</u>



Multiplication Tables Homework Grid

Write out the times table you are learning below: X Table	Tables Aloud! Chant or sing your times table to a rhythm or as the words to your favourite song!	Speed It Up! Have a times table speed challenge. How many questions can you answer correctly in one minute?	Picture it! Set out your times tables using buttons, sweets or pasta like this: 2 x 3 = 6	What's Your Game? Create a game to help you to practise your times tables. Write down the rules and play the game with someone at home.
	Look, Say, Cover, Write, Check! Look carefully at your times tables and say them to yourself. Now cover it up and try writing down as many calculations as you can. Check how many you have correct.	Roll the Dice! Write out all the answers to your times tables up to x 12. Take two dice and roll them. Add the two numbers you roll together, then multiply them by the number of the table you are learning. How quickly can you cross out all the answers?	Dinner for 2 (3, 4, 5 or 10!) Think about how we use multiplication tables facts in everyday life. For example, plan a menu for 2, 3, 4, 5 or 10 people. How many slices of pizza will you need if everyone wants two slices? How many strawberries will you need if everyone wants 5?	Bingo! Play times table bingo. Write multiplication questions on pieces of paper and place them in a bowl. Make a 4 by 3 square bingo card each and write 9 of the answer numbers onto it. Take it in turns to pick a question out, if the answer is on your card, cross it off. The winner is the first to cross off all their answers!

Counting and looking for patterns.

Example: Counting in 2s 2, 4, 6, 8, 10...

- Ensure children have a strong understanding of counting in groups first.
- When children are secure with counting, they can then look for patterns.





Children need experience of using concrete manipulatives such as counters or multilink cubes and pictorial representations of objects, forming arrays.

Knowing that 2×4 is the same as 2 + 2 + 2 + 2





2 + 2 + 2 + 2 = ?

Multiplication is commutative

 3×2 is the same as 2×3

Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.





2 lots of 3 = 6

Multiplication is the inverse of division - Even though division is not tested in the MTC, it is important that pupils have a strong understanding of the connection between multiplication and division.

$20 \div 5 = 4$ can be worked out because $5 \times 4 = 20$

Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.



Children need experience of pulling arrays apart into groups or sharing. After basic experience has been gained, the children should start to 'see' an array structure as 5 groups of 4 equal 20 and 20 can be split into 5 groups of 4.

Number families

4 x 5 = 20, 5 x 4 = 20, 20 ÷ 5 = 4, 20 ÷ 4 = 5

Due to their commutative understanding, children should also be able to see whole number families. For many children this will need to be pointed out and discussed.



From here it is only a short jump to understanding that any missing number can be worked out through knowledge of number families.

Using known facts

4 x 6 = ? I know 4 x 5 = 20 Therefore, 20 + 4 = 24

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed.

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How best to prepare your child for the check

- Remind them that the check should last no more than 5 minutes.
- If you want to go over times tables, make them fun.
- If you have any concerns, talk to your child's teacher.
- If your child has any concerns, encourage them to talk to a trusted adult (for example, yourself, their teacher).