

Clarice Cliff Guide to Times Tables

Intent - The Why

At Co-op Academy Clarice Cliff, we are committed to implementing rigorous and consistent strategies to improve times tables fluency. Developing automaticity will strengthen students' mathematical confidence, fluency, and ability to solve complex problems by reducing cognitive load. This vital foundation supports progression in division, fractions, algebra, and wider problem-solving, ultimately improving overall outcomes and preparing pupils with essential lifelong numeracy skills. To achieve this, we will use a varied and engaging range of approaches; regular practice; counting stick routines; interactive games; flashcards; targeted interventions; and technology-based tools such as Times Tables Rockstars. This will ensure that all learners build mastery in an inclusive and enjoyable way.

The aims of improving times tables automaticity are to:

1. Raise Standards in Mathematics: Secure strong foundations that lead to higher outcomes across year groups.
2. Enhance Student Confidence and Engagement: Promote self-assurance and positive attitudes towards mathematics.
3. Support Long-Term Learning and Application: Equip children with essential skills for future study and real-world problem-solving.
4. Promote Equity and Inclusivity: Ensure all pupils, regardless of background or ability, can achieve fluency through scaffolded and engaging teaching.
5. Improve Curriculum Progression: Strengthen conceptual understanding to allow smooth access to advanced mathematical topics.
6. Develop Lifelong Numeracy Skills: Build confidence to apply mathematics in everyday contexts, contributing to personal and academic success.

Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

Core Knowledge and times tables sessions within and beyond the maths curriculum are carefully designed to strengthen arithmetic skills and develop fluency in times tables, ensuring pupils secure a strong foundation in essential mathematical concepts. These sessions provide the building blocks children need to access the upcoming curriculum with confidence and competence. Core Knowledge and times tables are also structured to close gaps in learning through targeted support, helping all pupils reach expected standards and preparing them effectively for the end of KS1, the Multiplication Tables Check and the KS2 SATs.

Sessions in Core Knowledge are aligned with White Rose Maths objectives but are refined to emphasise arithmetic fluency and times tables mastery. A clear and robust system is in place for delivery and progress tracking, enabling teachers to monitor pupils closely and implement swift interventions where required.

Times Tables Approach:

In-class strategy: Whole-class daily counting stick method to build speed, accuracy, and confidence.

Low-level intervention: Daily flashcard practice for times tables (small group).

Targeted intervention: Daily, rapid catch-up through the structured 5-step intervention programme (Timestables.com).

This layered approach ensures that all children, regardless of starting point, make sustained progress and develop the fluency required for long-term success.

Daily

- Counting Stick approach to be delivered to the whole class
- Targeted intervention: Daily, rapid catch-up through the structured 5-step intervention programme (Timestables.com).

Weekly

- Core Knowledge sessions will run three times per week for 15 minutes in addition to the daily use of the counting stick.
- Low-level interventions will take place at least three times per week to identified children to accelerate catch-up.

Half termly/Termly

- Pupils in Years 3 and 4 will complete practice versions of the Multiplication Tables Check (MTC), enabling both teachers and children to review progress and identify learning gaps.
- Teachers will record mastery of individual times tables on a central spreadsheet tracker.
- Children in all Years 2 - 6 will complete Times Tables Rockstars soundchecks, with heatmaps used to identify strengths and target support effectively.

Assessment for Learning

Teachers meticulously track pupil progress through the Core Knowledge tracking sheet, identifying pupils' level of security in key arithmetic and times tables skills. This tracker, available on the Clarice Cliff Google Drive, is reviewed regularly to inform planning.

In addition, Times Tables Rockstars heatmaps and outcomes from MTC practice assessments provide teachers with detailed diagnostic information. These are combined with in-session Assessment for Learning (AFL) to ensure teaching is responsive and targeted, enabling staff to close gaps quickly and reinforce fundamental skills.

Where will you see and find evidence of our learning?

- Core Knowledge sessions will run three times per week.
- Times Tables sessions will run daily.
- All progress will be recorded through the Core Knowledge tracking sheet (Google Drive).
- Teachers will use TTRS heatmaps and MTC practice data to target support effectively.
- Children will move away from interventions once fluency is secured, ensuring provision is responsive and flexible.
- Data from MTC practice, TTRS, and KS1 and KS2 assessments will demonstrate that pupils are on track or making rapid progress at each assessment point.

Impact – The So What

The impact of Core Knowledge and Times Tables sessions will be significant in strengthening pupils' fluency and recall of multiplication facts. Regular practice through counting stick routines will build whole-class speed and confidence, while targeted flashcard practice and the 5-step intervention programme will accelerate progress for those needing additional support.

By embedding these approaches, pupils will secure rapid recall and a deep understanding of times tables, enabling them to tackle division, fractions, problem-solving, and wider mathematical concepts with confidence. This will directly support the development of conceptual understanding and pupil success in the Multiplication Tables Check, KS1 outcomes and KS2 SATs.

Cultural Capital and Enrichment

Core Knowledge and Times Tables sessions provide cultural capital and enrichment beyond mathematical fluency. By mastering arithmetic and times tables through approaches such as counting sticks, flashcards, TTRS, interactive games, and targeted interventions, pupils develop logical reasoning, resilience, problem-solving skills (key life skills valued both in education and in the workplace) and deeper conceptual understanding.

These sessions also nurture perseverance, confidence, and a positive mindset towards challenge, while enrichment opportunities such as cross-curricular links, real-life problem-solving tasks, and digital platforms ensure learning is engaging and relevant. Pupils are therefore equipped not only to succeed academically but also to apply mathematics meaningfully in everyday life and future careers.