

Multiplication Check
Parents' Information Meeting

What is the Multiplication Tables Check (MTC)?

The Multiplication Tables Check for Year 4 was due to roll out in 2020 after a 2019 pilot. However due to the school closures during the 2020 Covid-19 pandemic, the first year of the official roll out was cancelled.

The Multiplication Tables Check 2021 was an optional test for schools to participate in so the Multiplication Tables Check 2022 was the first compulsory Multiplication Tables Check for schools.

The MTC determines if Year 4 children can fluently recall their multiplication tables.

They are designed 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 Year 1 Phonics Screening Check, children will not be expected to re-sit the MTC.

The Department for Education (DfE) will create a report about the overall results across all schools in England, not individual schools. We will share your child's results with you on their end of year report.

As a school, we focus on times tables throughout LKS2 as a secure understanding of multiplication and division underpins the majority of the Year 5 and 6 Maths curriculum, e.g. fractions, decimals and percentages.

When will the MTC take place?

There will be a 2 week window from Monday 5th June to Friday 16th 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.

In school, we organise the MTC so that the children undertake the check in small groups during the administration window. As with any other assessment that we do in school, we don't put any pressure on the children and treat the MTC as any other normal school activity for the children to do their best at.

How is the check carried out?

The check will be fully digital.

Answers will be entered using a keyboard, by pressing digits using a mouse or using an on-screen number pad.

Usually, the check will take less than 5 minutes for each child.

The children will have 6 seconds from the time the question appears to input their answer. Whatever is written in the answer box at the end of 6 seconds will be counted as the answer i.e. if the student intends to write 144 and only 14 is typed when the timer ends, their recorded answer is 14.

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.

What questions will be on the check?

Each child will be randomly assigned a set of questions

There will only be multiplication questions in the check, not division facts.

There will be a maximum of 7 questions from the 2, 5 and 10 times tables.

The 6, 7, 8, 9 and 12 times tables are more likely to be asked.

Reversal of questions (e.g. 8×6 and 6×8) will not be asked in the same check.

Children will not see their individual results when they complete the check.

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

5.2.1 Table 1 – Multiplication table limits in the MTC

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

How to support times tables knowledge

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.



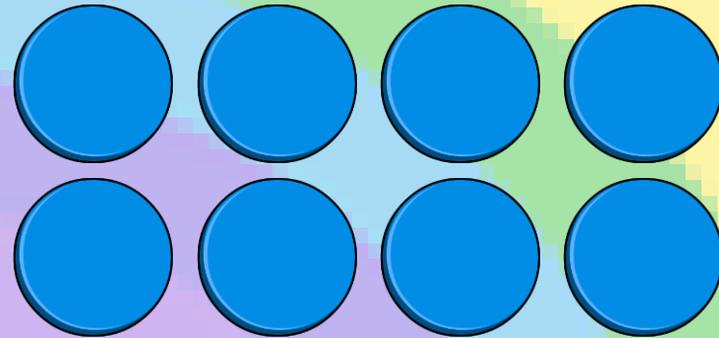
How to support times tables knowledge

Repeated addition

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



$$2 + 2 + 2 + 2 = ?$$



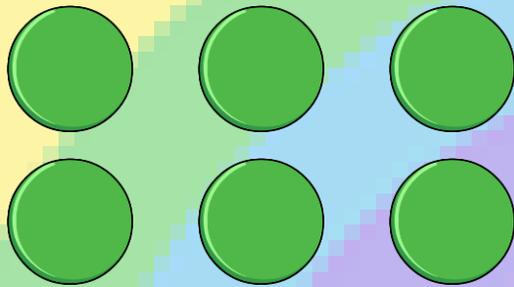
$$2 \times 4 = ?$$

How to support times tables knowledge

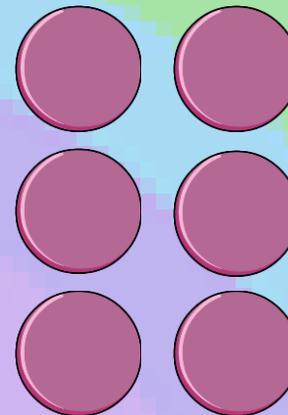
Multiplication is commutative

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.



3 lots of 2 = 6



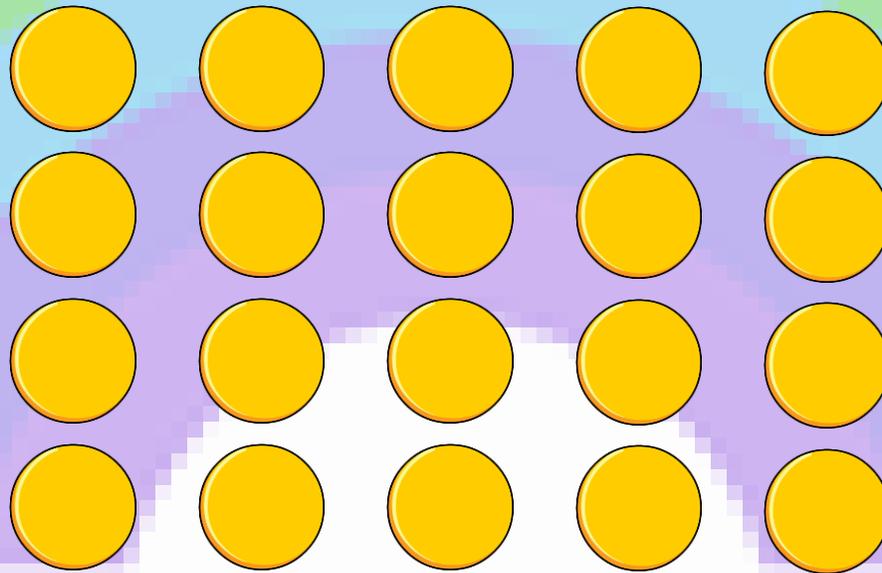
2 lots of 3 = 6

How to support times tables knowledge

Multiplication is the inverse of 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.

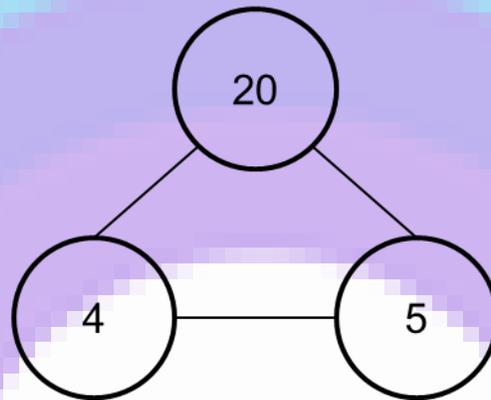


How to support times tables knowledge

Number families

$$4 \times 5 = 20, 5 \times 4 = 20, 20 \div 5 = 4, 20 \div 4 = 5$$

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.



How to support times tables knowledge

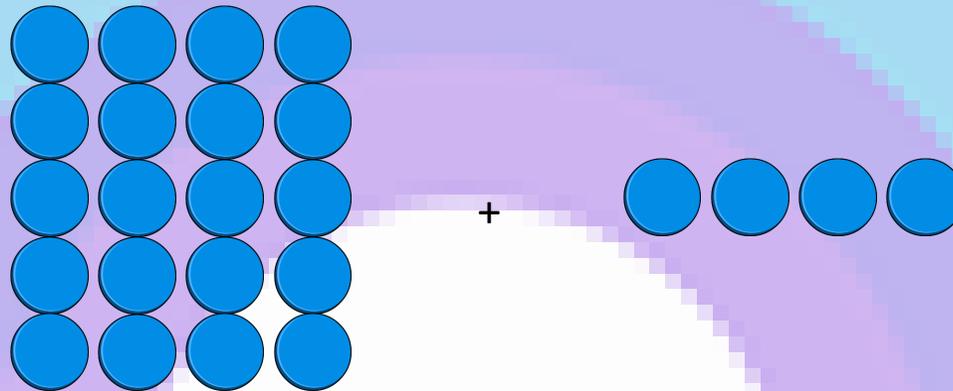
Using known facts

$$4 \times 6 = ?$$

$$\text{I know } 4 \times 5 = 20$$

$$\text{Therefore, } 20 + 4 = 24$$

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



How best to support your child with their times tables

Keep practicing using TT Rockstars – the Soundcheck is very similar to the MTC.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check> is a good example of what the MTC looks like too.

Practise times tables in other ways too – songs, videos, games, posters, anything at all!

In school, we will be undertaking a practice MTC over the next couple of weeks as part of Y4 Maths lessons, using a resource from TT Rockstars.

Later in the year, the DfE allow schools access to a ‘try it out area’ for the children to have a go at. Again, this will be done as part of Y4 Maths lessons.

If you ever have any questions or concerns, please ask your child’s teacher.