Multiplication Check-
Parent meeting

Thursday 30\text{th} \ January
1.1 Purpose of the MTC assessment

The purpose of the MTC is to determine whether year 4 pupils can fluently recall\textsuperscript{1} their multiplication tables. Although the check will help schools to identify pupils who require additional support, it is not intended as a diagnostic tool.
1.1.1 Use of data

Once the assessment is statutory, the data will be used in the following different ways:

- school-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it.
- as is the case with the Phonics Check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system\(^2\).
- national results will be reported by the Department for Education (DfE) to track standards over time.
- national and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils.

School level results will not be published in performance tables.
3. Content domain

The content domain for the MTC is based on the national curriculum (2014). The national curriculum states, ‘By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work’.

The year 4 programme of study for mathematics also states, ‘Pupils should be taught to recall multiplication and division facts for multiplication tables up to $12 \times 12$’. The MTC only assesses the instant recall of multiplication facts. Multiplication and division in a wider context will continue to be assessed through the KS1 and KS2 mathematics assessments.
Pupils will have 6 seconds to enter a response to the question. The 6 seconds start as soon as the question appears. Pupils will be able to input their response using the computer keyboard, a mouse (or equivalent) and the on-screen number pad, or a touchscreen device and the on-screen number pad. Once the pupil has input their answer, they can press enter to proceed, or wait until the time expires. Once the question is answered, there will be a 3 second pause before the next question appears.

Pupils and schools will be able to access a practice area prior to the check window opening, in order to become familiar with the MTC format.

<table>
<thead>
<tr>
<th>Multiplication Table</th>
<th>Minimum number of items in each form</th>
<th>Maximum number of items in each form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
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<tr>
<td>11</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Questions and instructions to be read out to them;
- Input assistance (someone typing the answer given by a child);
- A ‘next’ button in between questions to slow down the pace of the assessment;
- A beep sound to signal 2 seconds left and the end of the question;
- A change of font size;
- A change of colour contrast;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils cannot be given additional time to complete the MTC. The purpose of the check is to determine whether pupils can recall their times tables fluently. Additional time would remove the fluent-recall element of the check.
How can I support my child?

• Direct any questions or concerns you have about the MTC to your child’s teacher, rather than worry your child with them;

• Try to practice times tables little and often (walking to school, cooking dinner, driving in the car);

• Mix up the range of times tables and how you ask. For example, ‘What is 4 x 5? What is 5 x 4?’;

• Encourage your child to talk to their teacher or another adult they trust if they are worried about the MTC;

• Have a multiplication grid around the house, in the toilet or on your fridge;

• Ensure your child is eating and drinking well, and getting a suitable amount of sleep.
Assessments begin on Monday 8th June. Children will be tested in small groups using the computers/ iPads.