# Raising Attainment in Numeracy
# Improving pupils recall of timestables


## Holy Name RC Primary School

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**Aim**

**By May 2021, 85% of pupils in P6/7 will know all of their times tables. *(Baseline 21.5 % 3 out of 14)***

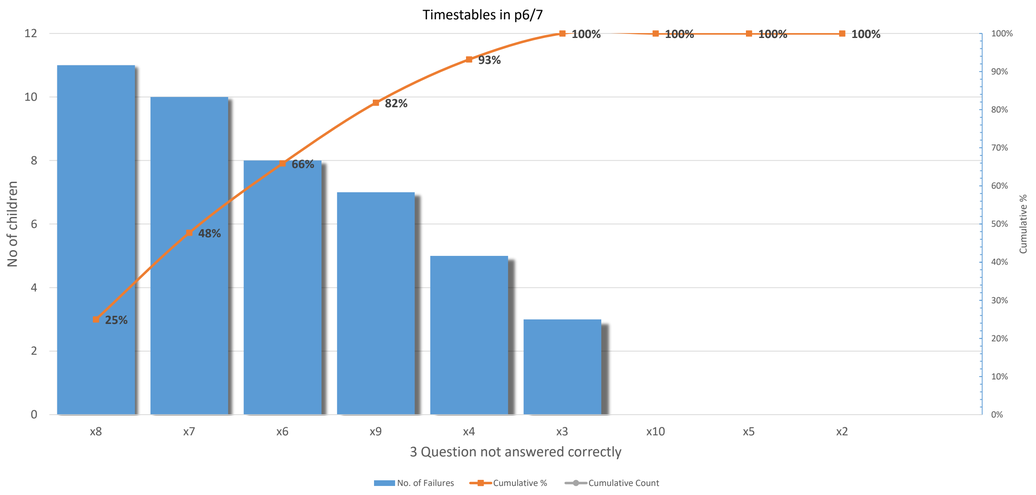
## Method

- Holy Name RC Primary School consists of three composite classes (primary 1/2, primary 3/4/5 and primary 6/7)
- A range of assessments and teacher judgement highlighted lack of confidence in primary 6/7 pupils to recall their timetables and their ability to apply these to other mathematical concepts.
- The classroom teacher carried out a baseline assessment consisting of

  24 questions from 2 - 10 times tables.

  2 questions from the 2,5 & 10 timetable

  3 questions from the 3,4,6,7,8 & 9 timetable
- The children needed to answer all questions correctly.
- The results were used to create a pareto chart identifying that 8,7,6 & 9 timetables were a difficulty for a large proportion of learners. It was agreed to focus on these in the first instance.




## Process Change

Our starting point was to investigate successful strategies to support the teaching and recall of times tables. What has been successful previously,

***"Give them the facts, yes. But give them understanding and enjoyment and purpose in learning as well", (Haylock, 2013).***

**This included:**

- ICT resources as a motivator
- Daily input
- Using movement and actions
- Individual targets, pupil confidence

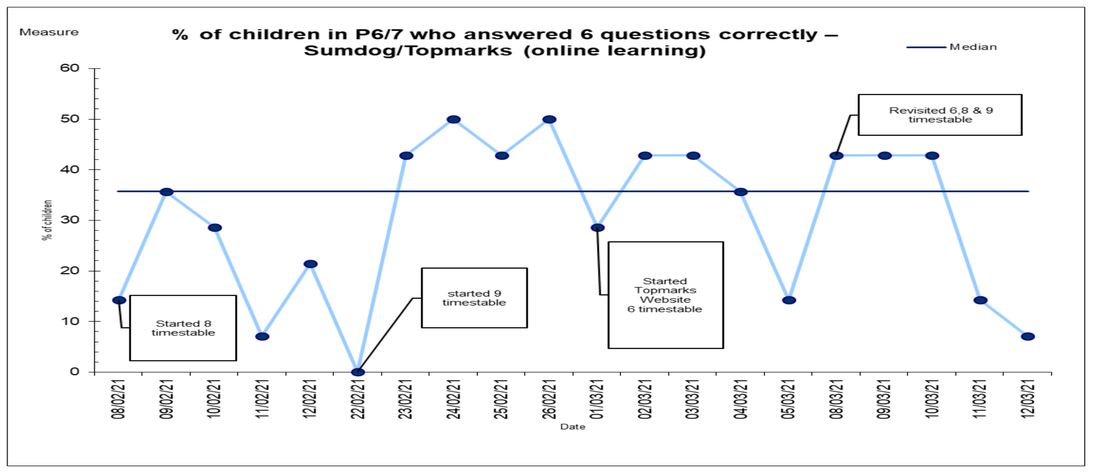
One of the ways we remember best is through stored muscle memory, so learning in and through dance has a way of sticking with us for a very long time", (Gardner, no date).

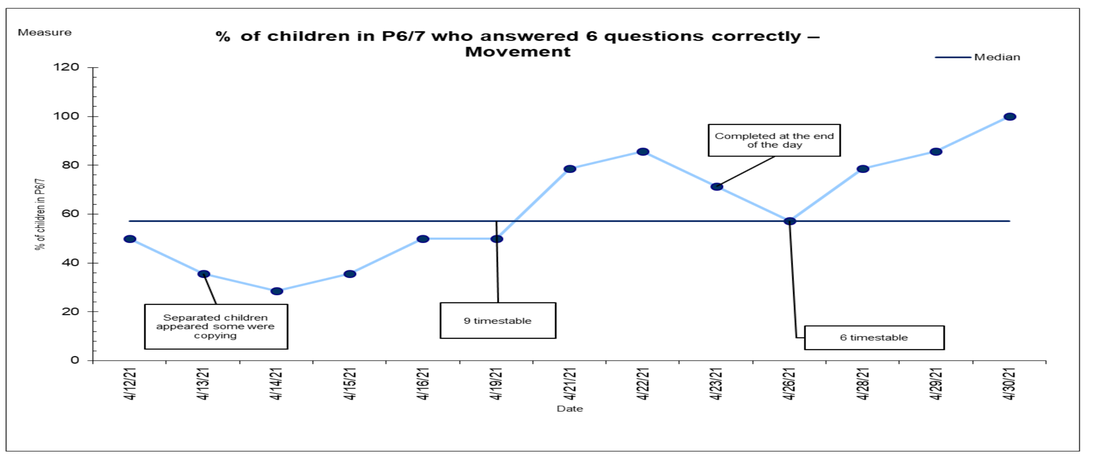
"The movement helped me to remember my times tables."

## Achievements

- ✓ Increase in pupil's confidence in the recall of their times tables
- ✓ All children in the P6/7 class increased their score.
- ✓ The % of children who know their 2-10 times tables has increased from 21.5% (December) to 85.7% (Month).

## Results




"I feel a lot more confident in the division as I now know my times tables."

"When I was answering the 6 questions, I had a vision of the movement in my head which helped me a lot."

## Conclusions

- Using movement and actions and as tool to support our recall of times tables was successful.
- Engagement and enthusiasm of children was evident.

## Key Learning Points

- We faced several barriers during the lockdown period, engagement in the project whilst children were at home. The data gathered was not reliable.
- Use of QI tools – 'Pareto' allowed us to highlight where the biggest gaps were and where to focus our efforts for he largest gain.
- Ongoing assessment is required to ensure that children have retained knowledge.

## Next Steps

Are children able to use and apply the recall of their times tables in other maths concepts?

Has their developed confidence and success impacted other areas of the curriculum?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