



Multiplication Mission Spotlight

Some key take-aways

12th March 2024

Mark Smith



HEADLINES	Oxfordshire	Statistical neighbours	South East	National
Mean average score	19.7	19.9	20.0	20.2

In 2023:

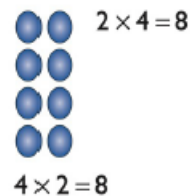
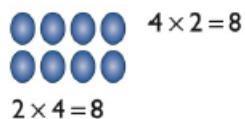
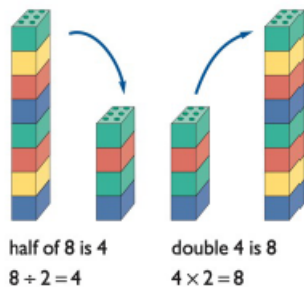
- ***The average attainment score nationally was 20.2***
- ***The average attainment score in Oxfordshire was 19.7***
- ***The average attainment score nationally for disadvantaged pupils was 18.3***
- ***The average attainment score in Oxfordshire for disadvantaged pupils was 16.9***



<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/multiplication-and-division/>

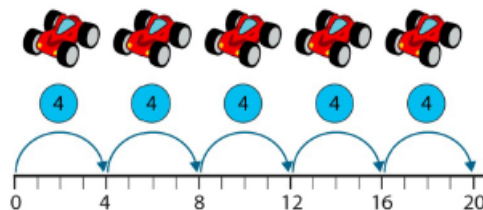


Juniper



Models & Images

'How many wheels are there? Count in groups of four.'



Finding adjacent multiples – ratio chart and number line:

	$\times 4$
0	0
1	4
2	8
3	12
4	16
5	20
6	24
7	28
8	32
9	36
10	40
11	44
12	48

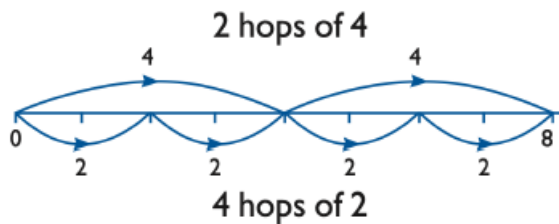
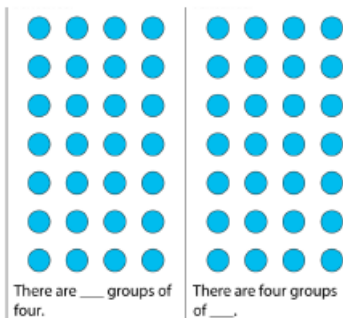
↓ +4

$3 \times 4 = 2 \times 4 + 4$

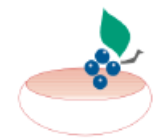
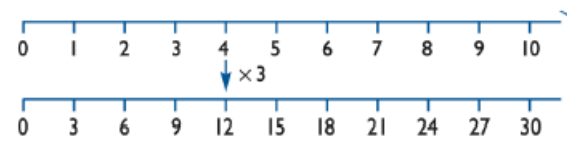
↑ -4

$7 \times 4 = 8 \times 4 - 4$

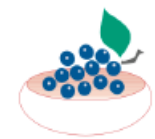
56						
8	8	8	8	8	8	8



Three times as many.



$4 \times 3 = 12$



• 2.7 The 2, 4 and 8 times tables Step 4:4



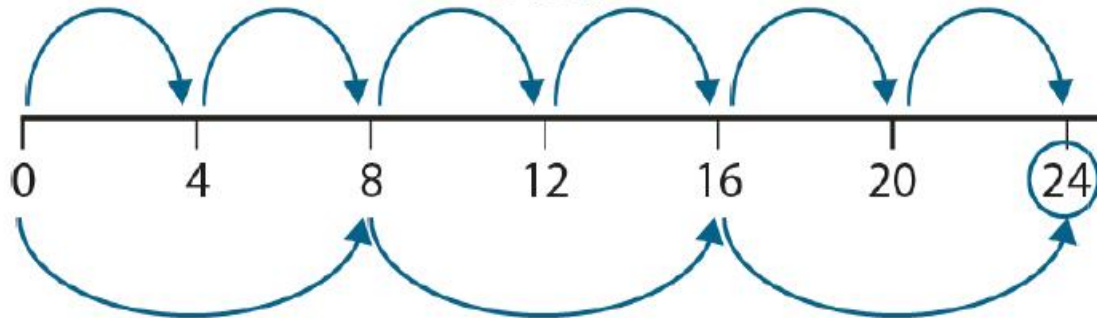
$$6 \times 4 = 24$$



$$3 \times 8 = 24$$

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6 fours



3 eights

2019 pilot

• 2.7 The 2, 4 and 8 times tables Step 4:4



$$6 \times 4 = 24$$

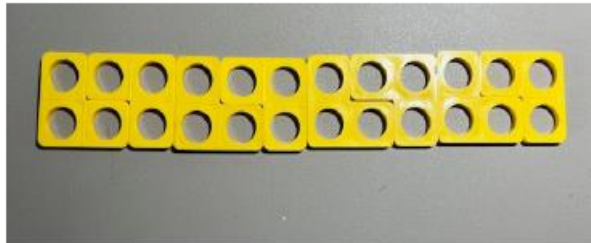


$$3 \times 8 = 24$$

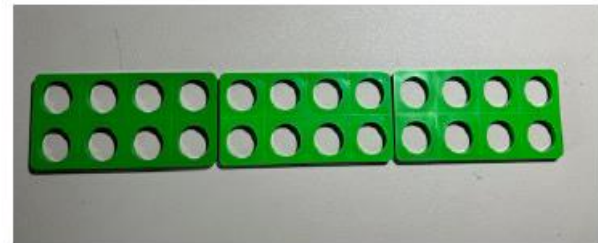
24					
4	4	4	4	4	4
8		8		8	

Juniper

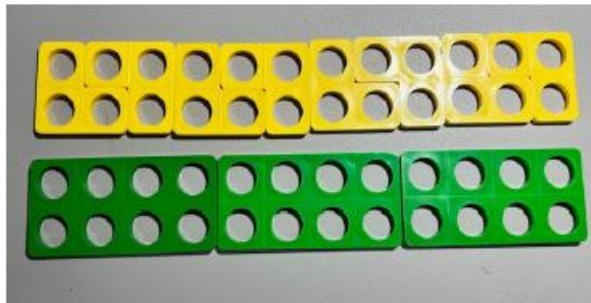
What can you see? What does it represent?



8 times a 3 = 24

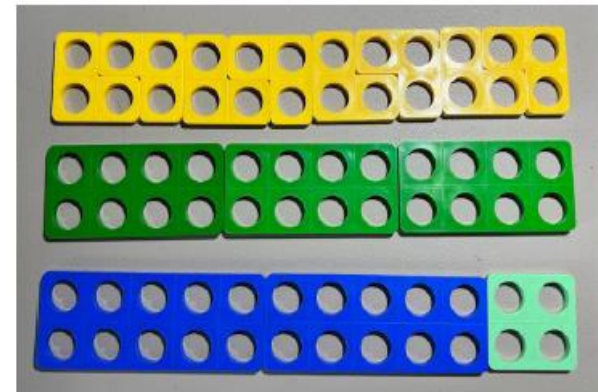


3 times an eight = 24



$8 \times 3 = 3 \times 8$

Using Numicon for commutativity



The proof!

Juniper

TRY THIS WITH...

4 Times Table

8 Times Table

Or one of their
tricky facts

Think of some different ways
to say this fact

What language can they confidently use for the \times sign?

Think of some different ways to
represent (draw) this fact

Can they draw an array?
Can they show it using a number line (and dual number lines)?
Can they draw groups? (and in more than one way)
Can they confidently explain what they have drawn?

PLACE YOUR TIMES TABLE FACT HERE

TEACHER GUIDANCE

Think of some different stories to go
with this fact

Can children be challenged to write different word problems?
Can they make the first number the multiplicand in one story
and the multiplier in another?

Think of some ways to calculate it ...
and if you know this, what else do you know?

Can they demonstrate:
Commutativity; Inverse; Distributivity; Associativity
Mega facts and Mini facts related to this fact (place value)
Can they find other calculations with the same product, for example
through halving and doubling, or exploring other factors?
Can they increasing or decreasing the multiplicand and/or multiplier
and noticing what happens? And explain why?

Professor Jenny Field Times Tables Mat





Juniper

TRY THIS WITH...

4 Times Table

8 Times Table

Or one of their
tricky facts

Think of some different ways to say this fact

Think of some different ways to represent (draw) this fact

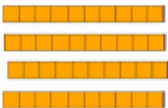

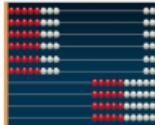
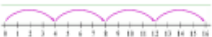

PLACE YOUR TIMES TABLE FACT HERE

Think of some different stories that represent this fact




Think of some ways to calculate it ... and if you know this, what else do you know?

Professor Jenny Field

Juniper

	2×4	<table border="1" data-bbox="759 382 929 444"> <tr><td colspan="4">56</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> </table>	56				8	8	8	8
56										
8	8	8	8							
	8 multiplied by 12	9×8								
48	16									
		8×7								
4 times 2	8×6	<table border="1" data-bbox="739 958 938 1029"> <tr><td colspan="4">8</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> </table>	8				4	4	4	4
8										
4	4	4	4							

Multiplication Sort

96		4×12								
	8×2	12×8								
4×4		<table border="1" data-bbox="1454 661 1647 732"> <tr><td colspan="4">32</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> </table>	32				8	8	8	8
32										
8	8	8	8							

- Cut up into individual cards.
- Which have the same product? Sort them?
- You want pupils to realise that there are some odd one outs!
- Can they make a set of cards for the odd one out?
- Can they add the product to each group if not present?
- Can they draw another representation to add to each group.
- **PDF & blank word document in resource folder**



Juniper

As requested some more mneumonics!

$$6 \times 7 = 42$$

Six and seven live in a shoe, it must be size forty-two

$$6 \times 8 = 48$$

Six and Eight are running late, six times eight is forty eight

$$6 \times 6 = 36$$

Six and Six pick up sticks, six times six is 36

$$7 \times 7 = 49$$

At 7am I rise and shine, Seven sevens are forty-nine

$$8 \times 8 = 64$$

I ate and I ate and I was sick on the floor. Eight eights are sixty four.

<https://www.depthlearning.co.uk/resources>





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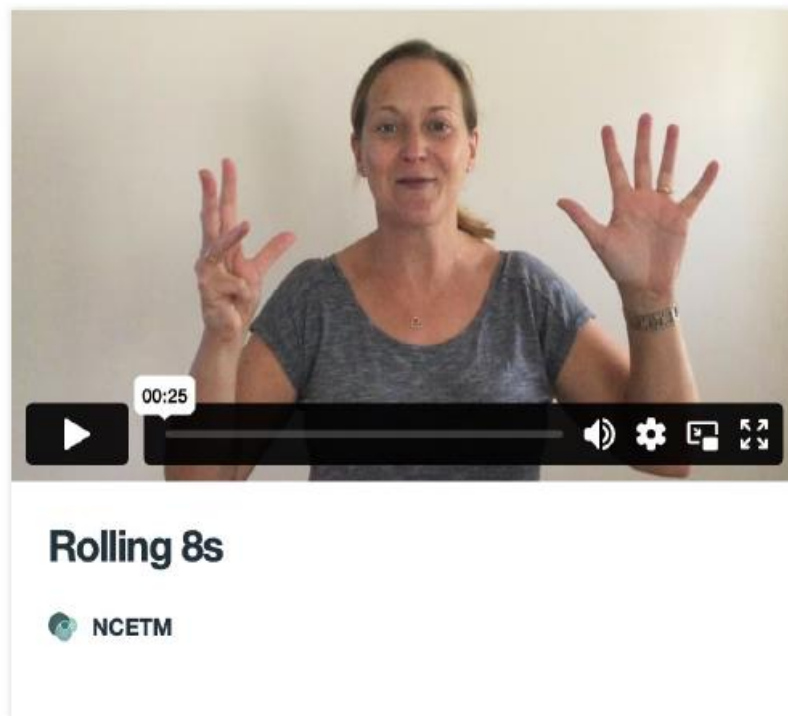
As pupils come into class?



<https://www.youtube.com/playlist?list=PLaSZ7kwwxKqXpdLA0hIA9fa8RVmRC32pv>

Juniper

<https://vimeo.com/showcase/timestables>



'rolling numbers' chants to help pupils' fluency and enjoyment



Juniper

There are **144 facts** on this multiplication grid that need to be memorised and don't forget to learn the zero times table!

BUT the good news is that...

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Juniper

It becomes more manageable... you only need to learn 36 more multiplication facts!

$3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 11 = 33$
 $3 \times 12 = 36$

$4 \times 4 = 16$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 11 = 44$
 $4 \times 12 = 48$

$6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 11 = 66$
 $6 \times 12 = 72$

$7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 11 = 77$
 $7 \times 12 = 84$

$8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 11 = 88$
 $8 \times 12 = 96$

$12 \times 12 = 144$

$9 \times 9 = 81$
 $9 \times 11 = 99$
 $9 \times 12 = 108$

$11 \times 11 = 121$
 $11 \times 12 = 132$

...if you understand commutativity!

$9 \times 2 = 18$ gives the same product as $2 \times 9 = 18$

Getting pupils to identify the facts they need to learn and select the focus five leads to greater engagement.



[The 2024 Multiplication Mission | Oxfordshire | Education Services](#)

Multiplication Spotlights

Audience: Y4 teachers

Online 15.45 – 16.15

The aim of these five sessions is to support teachers with

- *Practical, fun ideas for focussed teaching and practise that could be included within a bespoke intervention or within a whole class lesson. We will do the leg work for you! Sharing ideas and signposting you to free resources.*
- *An opportunity to ask any questions*

Multiplication Spotlight 1 – 6th March 2024

Multiplication Spotlight 2 – 18th March 2024

Multiplication Spotlight 3 – 16th April 2024

Multiplication Spotlight 4 – 24th April 2024

Multiplication Spotlight 5 – 9th May 2024

All spotlights will start promptly at **3.45** and finish at 4.15.



Leading on Multiplication

30th April 2024

Audience: MSL

Online 14.30 – 16.30

How is the concept of multiplication introduced in reception and taught in Key Stage 1, so that it provides a secure foundation for teaching timetables in lower Key Stage 2?

Does your school teach times tables or just practise them?

The final element to this package is a two-hour professional development session for Maths leaders. It will focus on the bigger picture of how multiplication is taught across the whole school from Reception through to Year 4. We will also discuss what the provision could look like in Year 5 and Year 6 for those that require intervention and consolidation.



New governance guides, tailored specifically for [maintained schools](#) and [academy trusts](#).

They replace the DfE Governance Handbook last revised in October 2020.

Tim Brock



The Department for Education (DfE) has released two new governance guides, tailored specifically for [maintained schools](#) and [academy trusts](#). They replace the DfE Governance Handbook last revised in October 2020.

Importantly the new guides do not include any new governance expectations.

The role of the [Maintained Schools Governance Guide](#) is to:

- distinguish between governance in academy trusts and in maintained schools (with separate guides for each)
- provide clarity about the board's role in relation to legislative and contractual requirements
- provide content that is clear, concise and avoids repetition
- enable stakeholders and the sector to take more ownership of best practice over time

The [Academy Trust Governance guide](#) is structured around the new Trust Quality Descriptions and now better aligns with the Academy Trust Handbook.

The role of the guide is to:

- distinguish between governance in academy trusts and maintained schools (with separate guides for each)
- summarise and clarify the board's role in relation to legislative and contractual requirements
- provide a clear and concise statement of governance best practice in trusts
- enable stakeholders and the sector to take more ownership of best practice over time

Summary - NGA (Comments on DfE's new governance guides 07/03/24)



Who should read the guides?

Maintained Schools Guide

Boards need to balance the importance of ensuring governors are aware of the contents of the guide, with the workload implications of expecting volunteers to read a document cover-to-cover. Nonetheless, it is worth noting that the guide is far shorter than the last version of the Handbook.

We expect that, as a minimum, the Maintained Schools Governance Guide is read in full by:

- governing body [chairs](#) and [vice chairs](#)
- committee chairs
- [governance professionals](#)
- headteachers

All governors should be made aware of the guide during their [induction](#) and be confident referring to it when needed.

Academy Trust Guide

Boards need to balance the importance of making trustees, local governors, executives and governance professionals aware of the content of the guide with the workload implications of expecting volunteers to read a document cover-to-cover.

We expect that, as a minimum, the Academy Trust Governance Guide is read in full by:

- the trust board [chair](#) and [vice chair](#)
- committee chairs, including [local tier chairs](#)
- all trust governance professionals – [trust governance manager](#) and [local tier clerks](#)
- the [accounting officer \(CEO\)](#) and the other members of the central leadership team
- all academy headteachers

All of those governing in trusts – both trustees and local governors – should be made aware of the guide during their [induction](#) and be confident referring to it when needed.

Summary - NGA (Comments on DfE's new governance guides 07/03/24)



Maintained Schools - Key changes

The guide is much more concise throughout when compared to the Governance Handbook but retains much of the same information and best practice advice.

Notable changes include:

- Separate guides are now available for trusts and maintained schools.
- The Governance Competency Framework and Governance Structures and Roles guidance have been archived.
- The DfE's list of statutory policies has now been incorporated into the guides. Procedural and 'live documents' have been removed from the list, meaning that it now provides a concise summary of key policies. The DfE has prompted boards to consider delegating policy approval where possible and clarified their position on policy review cycles.
- Requirements for headteachers to report information to the board, including matters relating to delegated duties, operational advice and compliance with reasonable directions.
- An added section on chair's action provides clarity on the circumstances in which a chair may take decisions on behalf of the governing body.
- Setting expectations on the performance management of the governance professional.
- Further clarification on the governing board's estate management responsibilities, specifically relating to asbestos

The overall message is very simple: no need to worry, very little has actually changed – there are no new, big asks. If you are confident your governance practice is working, carry on.



Academies – Key changes

The guide is much more concise throughout when compared to the Governance Handbook but retains much of the same information and best practice advice.

Notable changes include:

- Separate guides are now available for trusts and maintained schools, reflecting the divergence of the two school systems. The trust guide is explicitly structured around the fifth 'pillar' of the DfE's trust quality descriptions: governance and leadership.
- The Governance Competency Framework and Governance Structures and Roles guidance have been archived. NGA has a wealth of alternative resources, including role descriptions and our career pathway for governance professionals.
- The DfE's list of statutory policies has now been incorporated into the guides. Procedural and 'live documents' have been removed from the list, meaning that it now provides a concise summary of key policies. The DfE has prompted boards to consider delegating policy approval where possible and clarified their position on policy review cycles.
- Reference to 'diocesan strategy' has been added. This is a publicly available summary of a diocese's approach to academisation and trust governance, first mentioned in the recently updated Church of England model articles and memorandum of understanding.
- References to the core functions of governance have been removed, and replaced by the new definition of the purpose of trust governance, as defined in the Academy Trust Handbook: - strategic leadership - accountability and assurance - strategic engagement
- Local governing boards are now referred to as local committees, reflecting the fact that they are committees of the trust board. There is also a clearer statement of the value that the local tier can add to trust governance.
- An error in the previous handbook has been corrected. The definition of LAAPs has been amended to reflect the fact that only local authority members still qualify as LAAPs for four years after leaving office – other individuals cease to qualify immediately after leaving the relevant role

Summary - NGA (Comments on DfE's new governance guides 07/03/24)



Tackling Educational Disadvantage – information sharing briefing

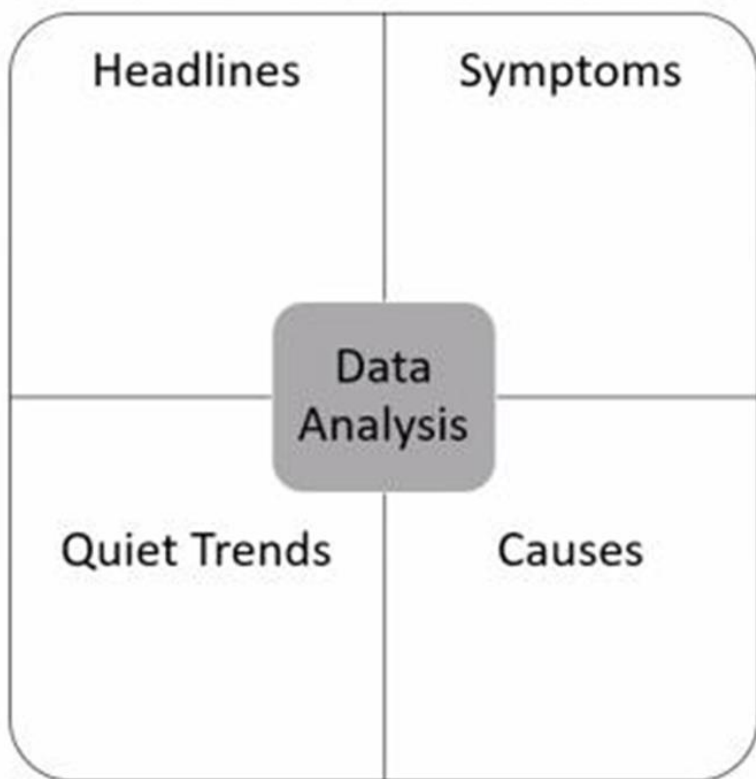
Sam Bartholomew

Mark Smith

12th March 2024



Under the Surface



Symptom: Visible aspect(s) of the issue
Easy to see and easy to remove

Cause: The root
Harder to see and harder to remove



Assessment, not assumption

What might we mean by disadvantage?

Schools are best placed to determine what disadvantage means in their own school community. It might include, but is not limited to:


- Pupils eligible for the Pupil Premium
- Pupils eligible for Free School Meals (especially those experiencing long term eligibility)
- Highly mobile pupils
- Pupils who speak English as an Additional Language (this is a blunt label that needs deeper analysis)
- Pupils from low-income families not eligible for the Pupil Premium
- Pupils with long term health conditions
- Pupils whose families need additional support from social care
- Young carers
- Pupils with a close family member in prison
- Family education levels
- Pupils with SEND

These issues do not define pupils' educational experiences, but they can influence them.



A deeper understanding of context

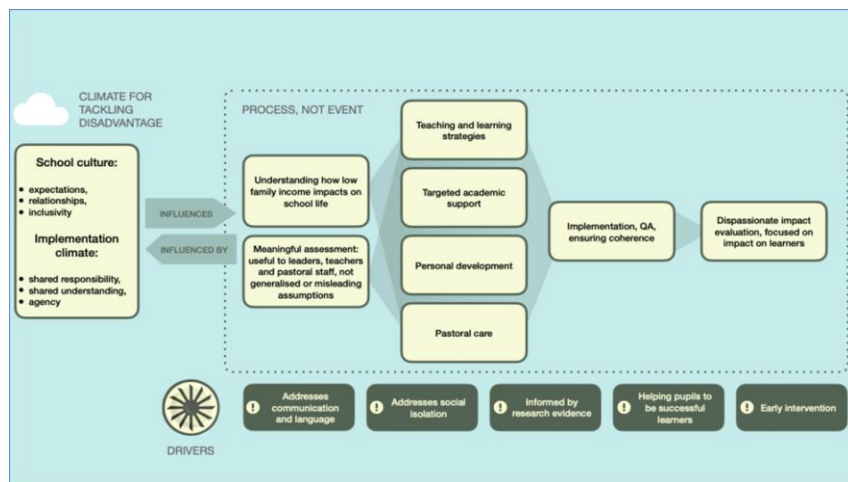
- To avoid making assumptions, is diagnostic assessment used to identify strengths, needs, and challenges?
- Does the school regularly engage with pupils, families, and the local community to fully understand the strengths, needs and challenges faced and how these may be changing over time?
- Is time given to fully explore the challenges which disproportionately impact pupils experiencing disadvantage in the school's specific context?
- To what extent do findings inform strategies for improvement, meaning improvement planning is responsive to the school's context and to pupils' needs?



Tackling Educational Disadvantage – process not an event!

- Questions to consider:
 - How have you defined disadvantage in your school?
 - How have you ‘dug deep’ to know the issues your disadvantaged children experience?

Another session in the summer term



- **Thursday 23rd May (3.30 – 5.00pm) via Teams – sign up via Education Services**



Follow up virtual seminars:

- Following on from the Addressing Educational Disadvantage conference, Marc Rowland and Tor Flynn have led short seminars for all schools and academies. Two more virtual seminars have been planned as follows. To allow easy access, the links have been provided below. All schools and academies are welcome.
- **27th March, 4pm – 5pm**
- **During this session, we will:**
- explore research evidence linked to the importance of **developing pupils' oral language and vocabulary**
- share practical approaches to support the **explicit teaching of generically useful vocabulary**
- consider next steps in your schools
- To join this briefing, please use the following Teams link: [Click here to join the meeting](#)



Follow up virtual seminar 2:

- **29th April, 4pm – 5pm**
- **During this session, we will:**
- reflect and build on the input from part one (27th March) focused on explicit teaching of generically useful vocabulary
- share practical approaches to support the **development of oral language and vocabulary through scaffolded opportunities for purposeful talk**
- action plan next steps in your individual contexts
- To join this briefing, please use the following Teams link: [Click here to join the meeting](#)



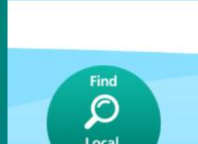







Updates – Paula Lochrie









Healthier Together - a community initiative

The website provides advice for parents, and clinical resources to support healthcare professionals – which means that your child is likely to receive consistently high-quality care, irrespective of which healthcare professional they see.

Popular Topics

 NHS Vaccination Schedule	 Should my child go to school or nursery today?	 Find Local Information on local services	 My baby has a fever or high temperature
 Cough and cold	 Sleep	 Fever or high temperature	 Difficulty breathing and wheeze

I'm worried about...

 Worried about your baby (aged less than 3 months)?	 Worried about your child (aged 3 months and older)?	 Measles	 Head injury
 Diarrhoea and vomiting	 Safe sleeping	 Sepsis - spotting the signs	 My baby is crying all the time



Healthier Together

Improving the health of babies, children and young people throughout Oxfordshire

[Home :: Oxfordshire Healthier Together \(oxfordshire-healthiertgether.nhs.uk\)](http://oxfordshire-healthiertgether.nhs.uk)





Letters from GP - Asthma

Asthma is not a risk group for measles and if the child has had two MMRs they will be protected from measles.


The 48 hour guidance is for Diarrhoea and vomiting (D&V) that people should stay off for 48 hours after their symptoms have ceased. [Children and young people settings: tools and resources - GOV.UK \(www.gov.uk\)](#).



Webinars

Tuesday 12 March: [Join a free 60-minute webinar](#) on 'The Use of Mobile Phones in Schools' for schools and local authorities at 4pm, delivered by the department's Behaviour Advisor. This webinar will focus on the [Mobile Phones in Schools guidance](#) and how to implement a mobile phone policy successfully into your schools culture.


Tuesday 19 March: [Sign up](#) to our webinar at 2pm for schools who are not currently sharing their attendance data with the DfE. We will discuss how to sign up to share your attendance data and how the attendance tools can benefit you.



Information for schools and local authorities: Published Pupil Premium conditions of grant for 2024 to 2025

The pupil premium [conditions of grant have been published on GOV.UK](#) for the new financial year, 2024 to 2025. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England.

The pupil premium [guidance page](#) has also been updated for the new financial year. The [guidance to using pupil premium for school leaders](#) has been updated to add information to the 'Purpose of pupil premium' section, ensure all links to resources are up to date, and improve overall readability.



Information for early years settings and schools with early years provision: New resource to support practitioners with Early Years Foundation Stage (EYFS) assessment.

The department's [EYFS Profile page](#) on Foundation Years supports teachers to complete the EYFS Profile. It is updated regularly throughout the 2023 to 2024 academic year.

[The most recent update](#) provides information on completing the EYFS Profile for children who transfer schools. This page now sits under a [new resource](#) on Foundation Years that supports practitioners completing all statutory EYFS assessments. Content will be updated throughout the year.



Links from chat

Raising levels of achievement in maths, and increasing appreciation of the power and wonder of maths - [Home | NCETM](#) resources EYs to Year 13.

The 2024 Multiplication Mission

In 2023 the average attainment score nationally was 20.2

The average attainment score in Oxfordshire was 19.7

Nationally 29% of eligible pupils scored 25 marks The average attainment score nationally - [The 2024 Multiplication Mission | Oxfordshire | Education Services](#)

Times Table Cover Songs - YouTube

Learning your times tables is fun while singing along to your favourite songs!

Great for primary / elementary / middle school, maths revision and teaching nu...

[\(36\) Times Table Cover Songs - YouTube](#)



Links from chat

Governance Guidance

Maintained schools governance guide

Guidance on the strategic leadership and governance of local-authority-maintained schools. [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/maintained-schools-governance-guide)

Academy trust governance guide

Guidance on strategic leadership and the governance of academy trusts.

[Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/academy-trust-governance-guide)

The 2024 Multiplication Mission

In 2023 the average attainment score nationally was 20.2 The average attainment score in Oxfordshire was 19.7 Nationally 29% of eligible pupils scored 25 marks

The average attainment score nationally.

[The 2024 Multiplication Mission | Oxfordshire | Education Services](#)



Links from chat

Tackling Educational Disadvantage Follow-Up Session 2

This will be an opportunity to briefly revisit the information from the session with Marc Rowland and Tor Flynn from September and the follow up session in January. [Tackling Educational Disadvantage Follow-Up Session 2 | Oxfordshire | Education Services](#)

Phonological Awareness

Phonological Awareness underpins children's later reading success. Have your nursery / reception staff attended our online training yet? Spaces still available on the training on Wednesday 20th March in the evening next week 7 - 8.30pm. Book through education services: [Developing Children's Phonological Awareness | Oxfordshire | Education Services](#)



Date of next meeting:



26 MARCH 2024



9.00AM