



Getting Started :: For Teachers

www.dr frostmaths.com
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When you first log in...

The top menu allows you to quickly access different parts of the site. We'll explore this further...

You can use this search bar to quickly search for skills (e.g. Pythagoras) or students (e.g. to change their class)

On the right are notifications related to activity of students in your classes. You can click these. e.g. Clicking this one would show you the questions (and the student's answers) for this independent practice they did.

The latest tasks you've set (use 'View All Tasks' to see all, set a new task or access the 'worksheets' you have created.

A weekly summary of activity, including top students. Use **View Student Progress** so see lots more analysis.

The screenshot shows the dfm (Digital Feedback Manager) interface. The top navigation bar includes a menu icon, the dfm logo, a search bar, and the user's name 'J Frost' with a notification badge showing '23'. The main content area is divided into several sections:

- Work:** Displays a list of tasks with checkboxes, dates, and completion percentages. A blue button 'Set a Task' is at the bottom. A link 'View All Tasks' is also present.
- Progress Data:** Includes a 'Week Summary' and a 'Top Students' table. A link 'View Student Progress' is available.
- Resources:** A section at the bottom for additional materials.
- Notifications:** A list on the right side showing student activity, such as 'completed an independent practice and achieved' with associated percentages and dates.

Arrows from the text boxes point to specific elements: the top menu, the search bar, the 'View All Tasks' link, the 'Set a Task' button, the 'View Student Progress' link, and the notification list.

The left/top menu

The screenshot shows the DFM interface with a dark teal sidebar on the left and a main content area on the right. The sidebar is divided into three sections: 'TASKS & LEARNING', 'RESOURCES & TOOLS', and 'SET UP & HELP'. The main content area displays a dashboard with notifications and user information.

Left/Top Menu Items and Descriptions:

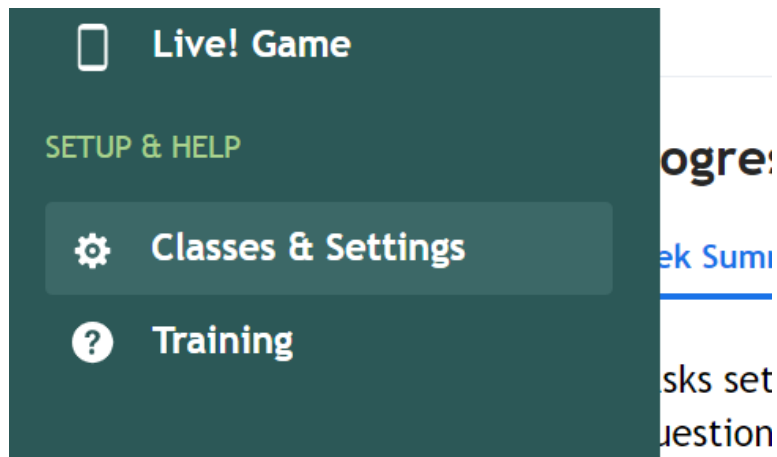
- Home Dashboard**: Return to this home page.
- Set a Task**: Set a new homework/classwork task to students. You will be presented with a variety of options.
- Progress Data**: Analysis of tasks (including by topic), leaderboards, progress by course, school analytics, and so on.
- Question Explorer**: Explore both exam questions and 'Key Skill' questions (i.e. randomly generated questions), including accompanying videos. This is equivalent to **Set a Task** → **By Topic**.
- Papers & Worksheets**: A 'worksheet' on DFM is simply a fixed collection of questions. This interface allows you to use a preexisting library of worksheets, or to make your own. These can then be set to students to exported to Word.
- Courses**: A 'course' is a scheme of work to brings together the resources of DFM in an ordered way. You can create courses for your school.
- Whiteboard**: A virtual whiteboard, where you can import questions and connect with student devices.
- Downloadables**: Downloadable teacher resources, such as PowerPoints.
- Live! Game**: Set up your classes and add teachers.
- Classes & Settings**: A classroom game where students can simultaneously answer questions on their mobile device.
- Training**: (No description provided)

Top Right Area:

- My Dashboard**: Log Off, View as Student, Account Settings
- Notifications**: You have 23 pieces of unread feedback from students regarding completed work. Mungqb Xdgdrkd (81H6/Pf) completed an independent practice and achieved 50%. Qnukov Ohssbbk (09L8/Ku) completed an independent practice 50%.

Setting up your classes

Step 1



Click the top-left **Menu** button and choose **Classes & Settings**.

Setting up your classes

If classes have already been set up, you can select a class from the dropdown list here.

We **highly recommend** adding all your classes via a spreadsheet import or MIS import, particularly if you wish to reset your class groupings at the start of the academic year. Let's try this option now...

Use this button to add a single class from scratch. Unless adding a small class or intervention group, we don't recommend this option.

By exporting your class lists to Excel, you have a backup, which could be restored using **Import by spreadsheet** should you encounter any problems.

dfm

Account

Classes

Teachers

School Settings

Subscription

Audit Log

Select a class

Bulk Import

Import by spreadsheet

SIMS

Bromcom

Class Options

+ Create

Export to Excel

Setting up your classes via a spreadsheet import

Step 2

Having pressed the **Import by Spreadsheet** link, follow the instructions to download a Excel spreadsheet you will need to populate.

Import by Spreadsheet

Student accounts which are already active will be unaffected, except that the class groupings will be changed.

You must first [download this spreadsheet file](#) and use it to fill in your class lists. Then upload this file using the form below.

Import File: No file chosen

Mode:

☒ My spreadsheet contains **all** students in my school. All existing class groupings will be removed. **WARNING: Do not use this option to add individual classes, but to set up all your school's classes. This will wipe all existing class lists for the whole school.**

☐ My spreadsheet only contains **new** classes I want to add. Leave all other existing accounts/classes alone.

Execute

Preview

Step 3

By copying data from your department's tracking spreadsheet, list all your students. This can be a mixture of students already with DFM accounts (the wizard will find them), and new students who require new accounts.

DFM Class Import Facility									
Fill in this spreadsheet with your new class lists. This may include a mixture of existing and new students. For existing students, this import facility will allow you to change their class. Blank rows and any data outside columns B-F will be ignored.									
	Surname	Firstname	Class	Yeargroup	Email address (optional)				
6	Bloggs	Joe	7JAF		7 2849@myschool.sch.uk				

Key Point: If you don't specify an email address, a username (e.g. *jfrost-2594*) and random password will be allocated to the student for you.

Setting up your classes via a spreadsheet import

Step 4

Use this button to select your saved import Excel spreadsheet.

The screenshot shows a dialog box titled "Import by Spreadsheet" with a close button (X) in the top right corner. The dialog contains the following text:

Student accounts which are already active will be unaffected, except that the class groupings will be changed.

You must first [download this spreadsheet file](#) and use it to fill in your class lists. Then upload this file using the form below.

Import File: No file chosen

Mode:

- ☒ My spreadsheet contains **all** students in my school. All existing class groupings will be removed. **WARNING: Do not use this option to add individual classes, but to set up all your school's classes. This will wipe all existing class lists for the whole school.**
- ☐ My spreadsheet only contains **new** classes I want to add. Leave all other existing accounts/classes alone.

At the bottom of the dialog are two buttons: "Execute" and "Preview".

Annotations with arrows point to the following elements:

- An arrow points from the "Choose file" button to the text "Use this button to select your saved import Excel spreadsheet."
- An arrow points from the first radio button option to a text box explaining that this option starts class groupings from afresh and will not delete active student accounts.
- An arrow points from the warning text in the first radio button option to a text box explaining that the second option is useful for adding additional classes.
- An arrow points from the "Preview" button to a text box recommending the use of the Preview button to see what the import will do.

If you're starting a new school year in particular, you'll want the first option. This will start all your class groupings from afresh. **It will never delete any active student accounts.**

The second option is useful to add additional classes when you've previously already set some up.

We recommend using the **Preview** button first. This will show you what the import will do, including any existing accounts identified.

Setting up a class from scratch

You can also create classes without a spreadsheet. We only recommend using this if creating small classes or an intervention group.

Select a class ▾

Bulk Import

Import by spreadsheet
SIMS
Bromcom

Class Options

+ Create

Export to Excel

Click this button.

This facility is to manually add a single class. If you wish to set up all your classes, use the **Import by Spreadsheet** option instead.

Name:

Yeargroup:

Assigned Teachers:

Course:

Create

Fill in this form. We recommend adding the teachers in your school first so you can assign them to classes you create. You can always do this later.

Account

Classes

Teachers

School Settings

Subscription

Audit Log

My New Class

0 students

Year

Year 8 ▾

Teachers

Dr Jamie Frost

Assign

Year

+ Students



STUDENT

Use this button to add students yourself. If you don't specify email addresses for students, usernames and random passwords will be allocated for you.

Skip

← Back

Next →

Once you've created the class, you will be a quick on-screen tutorial about the options available. You can use the **+Students** button to add students one at a time.

The alternative is to obtain the class join URL from under **Class Options**, where students self-register. We do not recommend this option.

2

Class Options ▾

If you don't want to list students and want them to create their account themselves, look for the **Join URL** option in this dropdown.

Skip

← Back

Next →

Setting up a class from scratch

← **My New Class**
0 students

Year

Teacher

+ Students Apply action ▾

☐ STUDENT ☐ CLASSES

If you click the **+Students** button, you'll see this form. If you don't enter an email address, a username will be created for you.

If no email address is supplied, we'll generate a username for you.

Firstname

Surname

Email

Submit

We've found a potentially matching student.

Either choose an existing student to add to this class, or choose to create as a new account.

Submit

If there's a matching student, you'll be given the option to either use this existing account, or create as a new account.

If you specify an email address for an existing account, it'll automatically use this account without prompting.

Importing from a school data system (MIS)

Select a class

Bulk Import

Import by spreadsheet

SIMS

Bromcom

Class Options

+ Create

Export to Excel

You can import from a school data management system. We currently support Bromcom and very soon will be supporting Wonde and iSAMS.

Sync with BromCom

Please note that a DrFrostMaths subscription is required to synchronise with MIS systems.

After you complete this form, we will automatically sync with BromCom each morning. Provided you fill in this form during 7am-8pm London time, we will also attempt to sync immediately.

Your school's IT administrators must first allow Third Party access. Please send them [this document](#). You will need to allow access to the following entities: CollectionAssociates, Departments, Subjects, SubjectClasses, YearGroupSubjectStudents, Students, Emails, TimeTable, Staff

SchoolID:

Username:

Effective date:

28/10/2022

Password:

Custom server:

(Optional)

Sync

Preview

For **Bromcom** syncing, please send your IT support the document linked to in the help text. They will need to grant permission to certain entities, e.g. 'SubjectClasses'. After following the instructions, they will have Bromcom credentials specifically for Bromcom.

We highly recommend using the Preview button first, which will indicate all the new class groupings, and indicate any existing accounts which match.

Managing Existing Students

Change the year group for your class, teachers assigned to the class and any courses assigned to the class (see the **Courses** section) here.

Delete the class, get the 'class join URL' (if you wish students to join your class independently), use the 'demo account' for the class, or export the class to Excel.

Account

Classes

Teachers

School Settings

Subscription

Audit Log

← **My New Class**
1 students

Year
Year 8

Teachers
Dr Jamie Frost

Assigned Courses
Year 8

[Class Options](#)

+ Students

Apply action

<input type="checkbox"/>	STUDENT	CLASSES	EMAIL/USERNAME	PASSWORD	LAST LOGIN
<input type="checkbox"/>	Biff, Matthias	(My New Class)	mbiff-2596	82739	Unactivated ?

To select a student, just click the row. You can then change their class and change details such as their name, email and password. When a selection is made, the **Apply Action** dropdown will be visible and give you the available options. Some options (e.g. change password) can be applied to multiple accounts simultaneously.

Use the back arrow to return to class selection.

Important Note: If students use a non school email address to register, i.e. their email extension after the @ doesn't match that set for your school, then their email will appear as "*Non-School Email Address*". This allows for appropriate Safeguarding in cases where students don't have a school email address available for use, but would like to associate an email address with their account.

If an email address is associated with a student account, rows with 'Unactivated' are students who haven't yet activated their accounts. If you've added the accounts yourself and provided an email address, this means they haven't clicked the link in the automated email they received. If there's problems with this, select any such rows and use the **Force Activation** option within the **Apply Action** dropdown. This activates their account and temporarily sets their password to **password**.

Dealing with students who have registered independently

There's nothing stopping a student registering with a school independently (although they will receive a warning message telling them to await teacher instructions where appropriate). If this happens, you can still subsequently put them in a class.

Select a class ▾

- 12C/Ma3
- 12C/Ma4
- 12F1/Fm
- 12F2/Fm
- 12F3/Fm
- 12F4/Fm
- 13B/Ma1
- 13B/Ma2
- 13B/Ma3
- 13D/Ma1
- 13D/Ma2
- 13D/Ma3
- 13D/Ma4
- 13Fm1
- 13Fm2
- 13Fm3
- 13Fm4
- Test Class
- ARCHIVED STUDENTS
- CLASSLESS STUDENTS**

From the main class selection, choose **CLASSLESS STUDENTS** at the bottom.

Find the student in the list, and click them to select. Choose '**Move class**'.

Choose a suitable class to put the in.

← Students without a class 13 students

+ Students		Apply action ▾			
<input type="checkbox"/>	STUDENT	CLASSES	EMAIL/USERNAME	PASSWORD	LAST LOGIN
<input type="checkbox"/>	Bloggs, Joe	No class	jbloggs-2596-1	99642	Never
<input type="checkbox"/>	Bob, Robert	No class	robert@tiffin.kingston.sch.uk	[Set by user]	Unactivated (?)

Move Joe Bloggs to the following class:

My New Class ▾

Continue

Important Note: For Safeguarding/GDPR reasons, students who register independently won't be able to see the names of anyone else in the school, i.e. on leaderboards.

Updating school settings

Menu

dfm

J Frost 23

Account

Classes

Teachers

School Settings

Subscription

Audit Log

School Settings

Main Details

Logo

School Name:

Tiffin School

Town/City:

Kingston upon Thames

Country:

England

Post/Zip Code:

KT2 6RL

Timezone:

Europe/London

Minimum age:

11

Maximum age:

18

Phase:

Secondary

Yeargroup Namings:

UK1

UK1 uses Reception and Year 1-13. UK2 uses 1st Form and so on for their students. UKSixthForm restricts to Years 11-13. You can also choose the native year group namings for a variety of other countries.

Default Email Extension:

@ tiffin.kingston.sch.uk

If you wish to allow multiple extensions, separate with the word OR (uppercase), putting the preferred one for registration form first. Specifying email extension(s) allows DFM to detect whether students have used a personal or school email address.

Leaderboard Use:

No restrictions

If no restrictions, high-scoring students may appear (first name only) in the global leaderboard. You can also prevent students seeing any leaderboards internally in your school; this will also hide their global rank for points.

Update

To access go to **Menu** → **Classes & Settings** → **School Settings**

Different schools use different year group naming conventions. UK1 for example uses "Reception, Year 1, Year 2, ...". UK2 uses "1st Form, 2nd Form, ...". We also have the native naming conventions in various countries.

By setting the email extension, this ensures the system knows what a 'school email address' is versus a personal email address. If you have multiple extensions (e.g. one of students and one for teachers), use OR (ensuring a space before and after), e.g.
students.myschool.sch.uk OR teachers.myschool.sch.uk

We no longer use the time zone associated with the school – instead the intended time for due dates/set dates on set tasks is based on the underlying time zone of the browser you are using. Be wary of this if setting tasks to students in a different country!

You can upload your school logo if not already set.

The 'mastery' measure

Our 'skill tree' is broken down into 5 levels:

1. **Key Stage/age range**
(e.g. KS3/4)
2. **Strand**
(e.g. algebra)
3. **Topic**
(e.g. trigonometry)
4. **Skill**
(e.g. "determine angles in a right-angled triangle")
5. **Subskill**
(either 'E' numbers, i.e. exam practice of a skill, or 'K' numbers for 'Key Skills', which are randomly generated questions of specific question types)



83 Expand a single bracket.

Mastery: 66/100

Students have a mastery value from 0-100 associated with each skill. 1/2/3 bars are associated with different thresholds (e.g. 85+ for 3 bars)

Your mastery for this skill has increased.

33 Find factors of a number.

Threshold for 3 bars.



+8

As each skill has subskills at various difficulty levels (usually 1 to 4), high mastery is not just associated with answering questions consistently correctly, but also mastering harder questions at that skill. For example, students can't surpass a mastery of 25 if answering only difficulty 1 questions on that skill. Conversely students won't lose mastery if they answer a difficulty 2 question incorrect whilst with a mastery less than 25.

The 'mastery' measure

If a student practises a skill as a whole (or you set a task on a skill as a whole or multiple subskills), the system will automatically differentiate by choosing the next Key Skill with a difficulty appropriate to their current mastery. As the maximum difficulty is 4 (K83f), a mastery of 25-50 (they have 33) is associated with difficulty 2 questions. So the system would interleave between K83b and K83c until their mastery either goes above 50 or drops below 25.

If the maximum difficulty was only 2, then a mastery of 0-50 would correspond with difficulty 1 questions and 50-100 with difficulty 2, to ensure that a student can always achieve 'full' mastery.



☐ 83 Expand a single bracket.

Mastery: 33/100

OR NARROW DOWN

☐ E83: Exam Practice: Expand a single bracket.

[Browse](#)



1-4

☐ K83a: Expand a single bracket with an integer on the front.

[Example](#)



1

80%

☐ K83b: Expand a single bracket requiring simplification.

[Example](#)



2

38%

☐ K83c: Expand a single bracket with an algebraic term at the front.

[Example](#)



2

100%

☐ K83d: Expand two sets of single brackets and

[Example](#)



2

100%



Trophies
11/37



Points This Year
1294

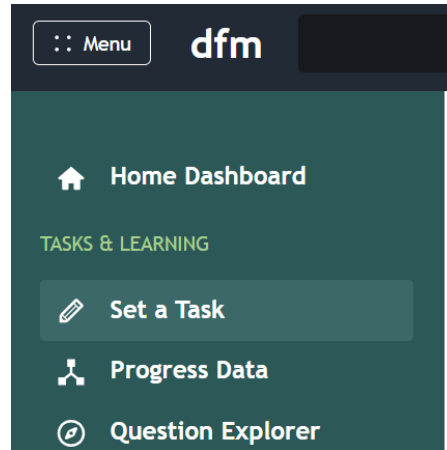
Mastery

11 3 0

Students can see their mastery tallies on their home dashboard or when first going to Question Explorer. Students earn 3-6 points per correctly answered question based on its difficulty. Unlike mastery, points can never go down, and points are an overall tally rather than associated with specific skills.

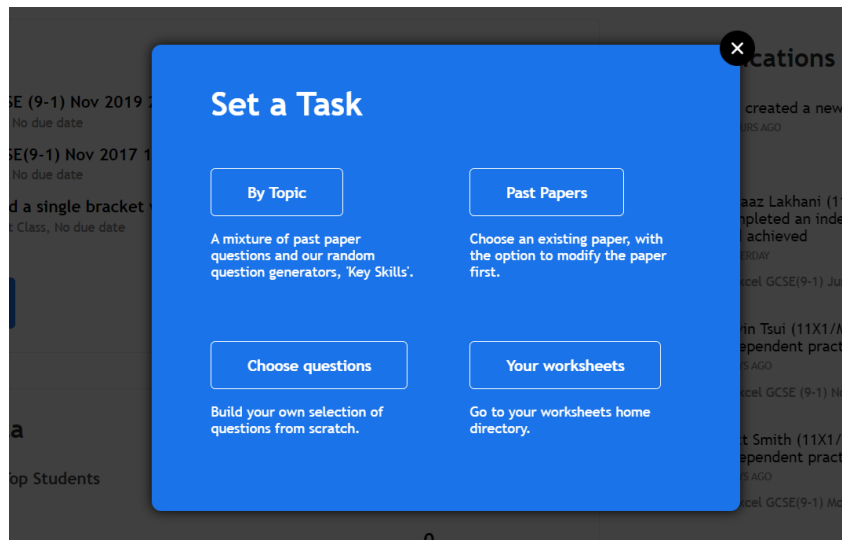
Set some classwork/homework

Step 1



From the main menu, select **Set a Task**. Alternatively click the **Set a Task** button on your home dashboard.

Step 2



You'll be presented with multiple different options for setting work, with explanatory text. Let's explore some of these...

Set some classwork/homework

Work

- ✓ Edexcel GCSE (9-1) Nov 2019 10/32 All of 11X1/Ma, No due date
- ✓ Edexcel GCSE(9-1) Nov 2017 10/32 All of 11X1/Ma, No due date
- ✓ K83a Expand a single bracket 0/2 All of Demo Test Class, No due date

Set a Task

Set a Task

By Topic

A mixture of past paper questions and our random question generators, 'Key Skills'.

Past Papers

Choose an existing paper, with the option to modify the paper first.

Choose questions

Build your own selection of questions from scratch.

Your worksheets

Go to your worksheets home directory.

Progress Data

Week Summary Top Students

Tasks set

0

×

Locations

created a new class.

URS AGO

mfv Bjhahqr (82P2/Rg) completed independent practice and achieved

50%

ERDAY

Edexcel GCSE(9-1) June 2019 1H

up Eoqs (91A5/Ci) completed an independent practice and achieved

48%

IS AGO

Edexcel GCSE (9-1) Nov 2019 2H

Pcdpv (36J8/Yn) completed an independent practice and achieved

38%

IS AGO

Edexcel GCSE(9-1) Mock Set 4 Autumn 2018 2H

✓ Azba Cvunx (60L5/Zc) completed an

85%

There are **two main sources of questions** on DFM.

All 4 of the above options allow combining of both. **By Topic** gives the option of 'flexible tasks' (where students get different questions). The other 3 involve 'worksheets', i.e. a fixed selection of questions.

Key Skill questions should be a starting point to help students master very specific types of questions.

Key Skills are randomly generated (and hence unlimited!) questions of a specific type.

Exam Questions are, as you'd expect, questions from past exam papers. We work with a number of exam boards, e.g. Edexcel, AQA and OCR in the UK.

These will give a broader variety of questions on a topic.

Browse by Topic

You can access the Question Explorer using **Set a Task → By Topic** or **Menu → Question Explorer**.

dfm J Frost 23

[UK Curriculum](#) By Course

- KS2
- KS3/4
- KS5

[Complete Skill List](#)

Recommended for You

- 83 Expand a single bracket.
- 80 Collect like terms.
- 206 Use laws of indices for multiplying powers, dividing powers and raising a power to a power. Deal with a power of 0.
- 263 Know the relationship between the gradients of perpendicular lines.
- 345 Determine a function given its derivative and a point.

Mastering Skills

Each skill has a mastery level between 0 and 100. Getting to different thresholds will achieve 1, 2 or 3 bars of mastery at that skill.

Each skill consists of subskills (mostly Key Skills) of varying difficulty. To get to higher mastery at a skill, you not only need to get questions correct; you need to also master subskills of higher difficulty. Subskill difficulty within a skill varied from 1 to 4. You could get up to a mastery of 25/100 by answering difficulty 1 question, 50/100 by answering difficulty 2, and so on.

Your selection

Select topics using the tree, then select a mixture of whole skills or the subskills within them.

Set a Task

Generate Worksheet

Have a Go

Our topic tree is organised into 5 levels:

1. **Key Stage/age range**
2. **Strand** (e.g. 'algebra')
3. **Topic** (e.g. 'expanding brackets')
4. **Skill** (e.g. 'expanding single brackets')
5. **Subskill** (Key Skills and Exam Practice)

Navigate this tree on the left.

Browse by Topic

This is 'skill 83'. The mastery gives a measure of overall competency of the skill. We explored this earlier.

UK Curriculum By Course

KS2

KS3/4

Algebra 92 skills

Algebraic Proofs

Changing the Subject

Curved Graphs

Differentiation

Expanding Brackets

Factor Theorem and
Remainder Theorem
(FM only)

Factorising

Formulae and
Simplifying
Expressions

Functions

KS3/4 → Algebra →

Expanding Brackets

83 Expand a single bracket.

Mastery: 33/100

OR NARROW DOWN

E83: Exam Practice: Expand a single bracket.

K83a: Expand a single bracket with an integer on the front.

K83b: Expand a single bracket requiring simplification.

K83c: Expand a single bracket with an algebraic term at the front.

K83d: Expand two sets of single brackets and collect like terms.

K83e: Expand two sets of single brackets where the second bracket has a negative coefficient.

K83f: Expand a single bracket using index laws.

Browse

Example

Example

Example

Example

Example

Example

VIDEO DIFFICULTY REV AC

1-4

1

2

2

3

3

4

80%

38%

100%

For 'Exam Practice' of a skill, **Browse** allows you to browse all exam questions on this skill.

...and the video icon brings up a video showing a worked example. For Key Skills these are typically 2-4 minutes long.

K83d: Expand two sets of single brackets and collect like terms.

Expand and simplify

$$4(5x + 1) + 3(2x + 5)$$

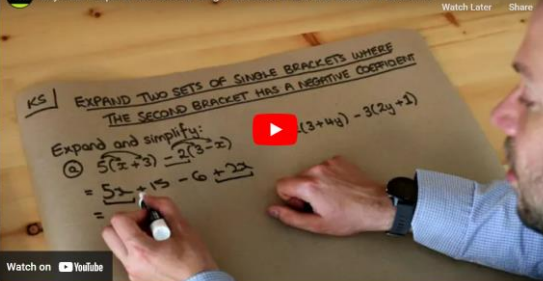
Submit Answer

Pressing the **Example** button on any Key Skill will generate an example question. There's only small surface variation so this should be typical of questions students might get. Click the Refresh icon to get another example, or the Fullscreen icon to see the question in a standalone page.

Have a Go

K83e: Expand two sets of single brackets where the second bracket has a negative coefficient.

Key Skill - Expand two sets of single brackets where the second bracket has a negative coefficient



Setting a Task by Topic

You can set a task on the skill as a whole by clicking the skill's checkbox, which will differentiate on the Key Skills within it. (We'll explain more about this later)

UK Curriculum By Course

▼ KS2

▼ KS3/4

▼ Algebra 92 skills

Algebraic Proofs

Changing the Subject

Curved Graphs

Differentiation

Expanding Brackets

Factor Theorem and
Remainder Theorem
(FM only)

Factorising

Formulae and
Simplifying
Expressions

Functions

Inequalities

Iteration

Matrix Algebra (FM)

KS3/4 → Algebra →

Expanding Brackets

☐ 83 Expand a single bracket.
Mastery: 33/100

OR NARROW DOWN

		VIDEO	DIFFICULTY	RECENT ACCURACY
<input type="checkbox"/> E83: Exam Practice: Expand a single bracket.	Browse		1-4	
<input type="checkbox"/> K83a: Expand a single bracket with an integer on the front.	Example		1	80%
<input type="checkbox"/> K83b: Expand a single bracket requiring simplification.	Example		2	38%
<input type="checkbox"/> K83c: Expand a single bracket with an algebraic term at the front.	Example		2	100%
<input type="checkbox"/> K83d: Expand two sets of single brackets and collect like terms.	Example		3	100%
<input type="checkbox"/> K83e: Expand two sets of single brackets where the second bracket has a negative coefficient.	Example		3	50%
<input type="checkbox"/> K83f: Expand a single bracket using index laws.	Example		4	50%

☐ 179 Expand two brackets.
Mastery: 50/100

Your selection

Select topics using the tree, then select a mixture of whole skills or the subskills within them.

Set a Task

Generate Worksheet

Have a Go

Setting a Task by Topic

KS3/4 → Algebra →

Expanding Brackets

☐ 83 Expand a single bracket.

Mastery: 33/100

OR NARROW DOWN

VIDEO DIFFICULTY RECENT ACCURACY

☐ E83: Exam Practice: Expand a single bracket.

Browse



1-4

☒ K83a: Expand a single bracket with an integer on the front.

☒ K83b: Expand a single bracket requiring simplification.

☒ K83c: Expand a single bracket with an algebraic term at the front.

☐ K83d: Expand two sets of single brackets and collect like terms.

☐ K83e: Expand two sets of single brackets wh

You can also select specific subskills within the skill for more control over your task. Your selection will appear on the right. You can navigate to other topics on the tree in left and mix skills from multiple topics.

Your selection

:: K83a Expand a single bracket with an integer on the front. x

:: K83b Expand a single bracket requiring simplification. x

:: K83c Expand a single bracket with an algebraic term at the front. x

Set a Task

Generate Worksheet

Have a Go

Set a task allows you to set questions on your selection to students.

Generate Worksheet allows to generate a fixed set of questions (known as a 'worksheet') which you can export to Word or set a task.

Have a Go is equivalent to the 'Practise' button students will see here if working independently. It allows you to experience what it's like answering questions as a student.

Setting a Task by Topic

Set a Task

K83a: Expand a single bracket with an integer on the front.
K83b: Expand a single bracket requiring simplification.
K83c: Expand a single bracket with an algebraic term at the front.

☒ **Fixed Questions**
Advantages: Everyone gets the same questions. Option to set as a formal assessment.

☐ **Flexible Questions**
Advantages: More control over completion criteria, e.g. accuracy required. Differentiate by ability, with students advancing to harder Key Skills in your selection as they consistently get questions correct.

☐ **Live! Game**
Intended for a classroom environment. Students see the questions on your own screen and play along on their mobile/tablet device.

Continue

Suppose we click **Set a Task**.

You will be presented with 2 main options for how to use your selection of skills/subskills.

Note that if you combine Exam Practice and Key Skills, the **Flexible Questions option** will not be available.

'Fixed Questions' is equivalent to pressing the **'Generate a Worksheet'** button earlier.

Setting a 'Flexible' Task by Topic

Set a Task

K83a: Expand a single bracket with an integer on the front.
K83b: Expand a single bracket requiring simplification.
K83c: Expand a single bracket with an algebraic term at the front.

☒ Fixed Questions

Advantages: Everyone gets the same questions. Option to set as a formal assessment.

☐ Flexible Questions

Advantages: More control over completion criteria, e.g. accuracy required. Differentiate by ability, with students advancing to harder Key Skills in your selection as they consistently get questions correct.

☐ Live! Game

Intended for a classroom environment. Students see the questions on your own screen and play along on their mobile/tablet device.

Continue

You will be presented with 2 main options for how to use your selection of skills/subskills.

Note that if you combine Exam Practice and Key Skills, the **Flexible Questions option** will not be available.

'Fixed Questions' is equivalent to pressing the '**Generate a Worksheet**' button earlier.

Set a Task

Set task for: Click to choose

Skills: K83a Expand a si...

Custom Label: (optional) ?

Due: ☒ No Due Date

Set: Immediately

☒ Fixed number of questions

Either the system differentiates between the subskills in your selection (giving them harder or easier questions based on their changing mastery), or interleaving between all the skills in your selection.

10 questions with differentiation

☐ Accuracy required to finish

We'll interleave between the subskills within your selection. Students need to achieve the required accuracy at each subskill.

Set

Options

When Wrong: Yes ?

Prevent Reattempts: No ?

Require Working: No ?

Require Feedback: No ?

Time Limit: None

Hide skill names: Yes ?

← This is the 'flexible questions' option.

If you set a custom label, this will be used for the name of the task. Otherwise we'll use the names of the skills involved.

Set immediately or schedule for the future.

Choose the criteria for students to complete the task. Within each, you have options for how questions are selected. If you use **differentiation**, the system will use easier and harder Key Skills/exam questions within your selection as the user's mastery at that skill changes throughout the task. **Interleaving** means rotating between the subskills in your selection.

There are a variety of other task options. Click the question marks for an explanation of each option.

What students will see...

Once students start their task, this is the interface they'll see.


If they get stuck, they can watch a worked example video. If you've used the 'Hide skill names' option, the video option will be disabled.



dfm

KS3/4 → Algebra → Expanding Brackets

K83a: Expand a single bracket with an integer on the front.

 Watch Worked Example




Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10

COMPLETION
0%

Expand the following:

$$2(r + 4)$$



Submit Answer

This keyboard will pop up if the answer box requires algebraic input.



They have a whiteboard area for rough workings. This working will only be saved if you've used the 'Require workings' option. Clicking any image in the question will load it in the whiteboard for easy annotation.



What students will see...

They'll be shown any change to their mastery if they get the question right. (We explain mastery later in this manual)

They'll get feedback after each question (although depending on what settings you've used this may not be the case), with a full explanation of the answer.

The screenshot displays the dfm interface. At the top, a dark blue header shows 'dfm' on the left, 'Your mastery for this skill has increased.' in the center, and a 'Watch Worked Example' button on the right. Below the header, a progress bar shows a score of +8. A row of question tabs (Q1 to Q10) is visible, with Q7 selected. The main content area shows a math problem: 'Make a the subject of the formula where a is positive:'. The formula is $b = \sqrt{\frac{5a-5}{6a}}$. Below it, the input field shows $a = \frac{-5}{6b^2-5}$. A 'Submit Answer' button is below the input field. To the right of the input field, a green banner says 'Correct'. Below the banner, the solution is shown: 'The answer is $a = \frac{-5}{6b^2-5}$ '. The solution steps are: 'You need to square both sides, multiply by the denominator, put a on the left hand-side, factorise by a , and then divide by the bracket.' The steps are shown as: $b = \sqrt{\frac{5a-5}{6a}}$, $b^2 = \frac{5a-5}{6a}$, $\times 6a \downarrow$, $6b^2a = 5a-5$, $-5a \downarrow$, $6b^2a - 5a = -5$, $a(6b^2-5) = -5$, $\div (6b^2-5) \downarrow$, $a = \frac{-5}{6b^2-5}$. At the bottom, there are 'Next Question' and 'Continue Later' buttons. A comment box at the bottom left says 'You can optionally leave a comment for your teacher about this question/your answer. Press Alt+Equals to insert mathematical expressions.' and has a 'Send' button.

dfm Your mastery for this skill has increased. 262 Change the subject of a formula where the subject appears multiple times. +8 Watch Worked Example

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 COMPLETION 0%

Make a the subject of the formula where a is positive:

$$b = \sqrt{\frac{5a-5}{6a}}$$

$a =$

Submit Answer

You can optionally leave a comment for your teacher about this question/your answer. Press Alt+Equals to insert mathematical expressions.

Send

Correct

The answer is $a = \frac{-5}{6b^2-5}$

You need to square both sides, multiply by the denominator, put a on the left hand-side, factorise by a , and then divide by the bracket.

$$b = \sqrt{\frac{5a-5}{6a}}$$
$$b^2 = \frac{5a-5}{6a}$$
$$\times 6a \downarrow$$
$$6b^2a = 5a-5$$
$$-5a \downarrow$$
$$6b^2a - 5a = -5$$
$$a(6b^2-5) = -5$$
$$\div (6b^2-5) \downarrow$$
$$a = \frac{-5}{6b^2-5}$$

Next Question Continue Later

The system will accept any algebraically equivalent answer (e.g. $\frac{5}{5-6b^2}$)

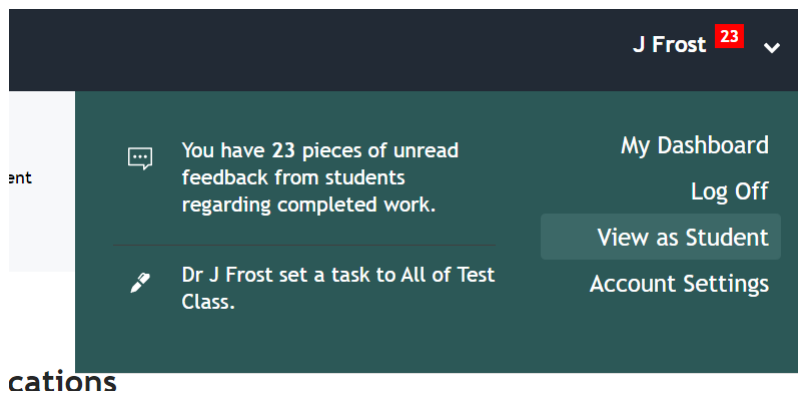
Students can skip to any question within the task simply by clicking the question numbers.

They have the option to leave written feedback for you (which you can subsequently reply to).

The percentage completion is particularly useful for tasks with accuracy-based completion criteria.

How to do the set task as if a student

Step 1



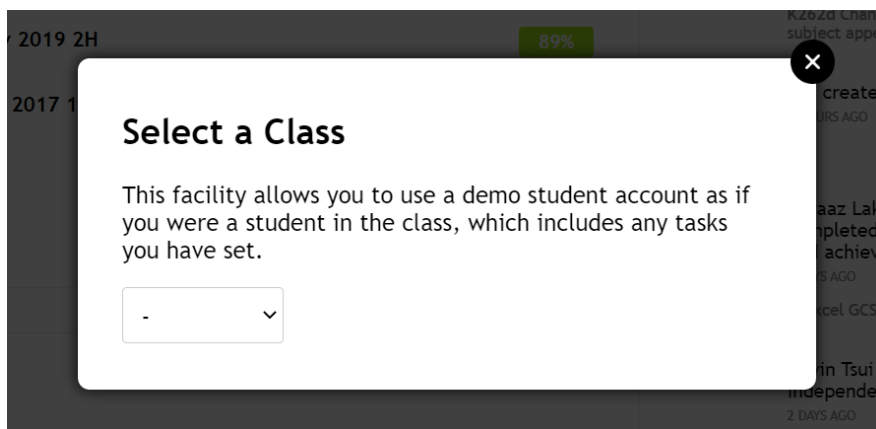
Each class you set up also has an associated '**demo account**'. Any work you set to anyone in your class will also be set to the demo account.

This enables you to see what the experience is like for a student.

On the top account menu, choose 'View As Student'.

You can also access this when viewing a class within Settings, under 'Class Options'.

Step 2

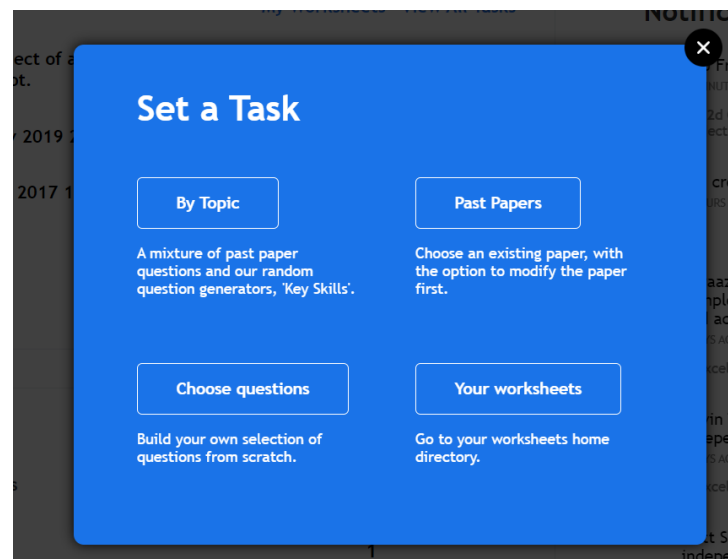
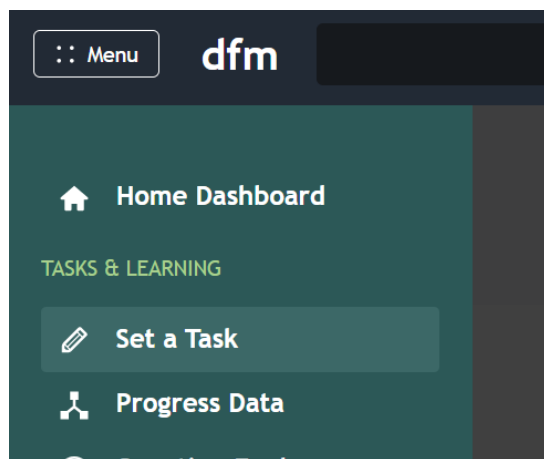


Select a class. As you will now be logged in as that demo account, you will need to log off (and back in) if you wish to return to your own account.

Choosing the questions yourself

You can create a custom selection of questions, mixing past paper exam questions and randomly generated Key Skill questions. We call such a collection a **worksheet**. Worksheets can either be set to students as an online task, exported to Word (with mark scheme) or played as a 'Live!' game.

Step 1



Go to **Menu** → **Set a Task** and then select '**Choose questions**'.

Alternatively, go to **Home Dashboard** → **My Worksheets** and click the **+New Worksheet** button.

Choosing the questions yourself

Once your worksheet is saved, you can set it as an online task, or export it to Word (with markscheme) or play as a 'Live!' game. 'Practice Mode' allows you to practise the worksheet as if as student.



Menu dfm

No saved location
New Worksheet

Set as Task Save Save As Download

View Edit

More Options ▾

Question 1 ×

Click to choose an exam question.

+

EXAM
QUESTION

+

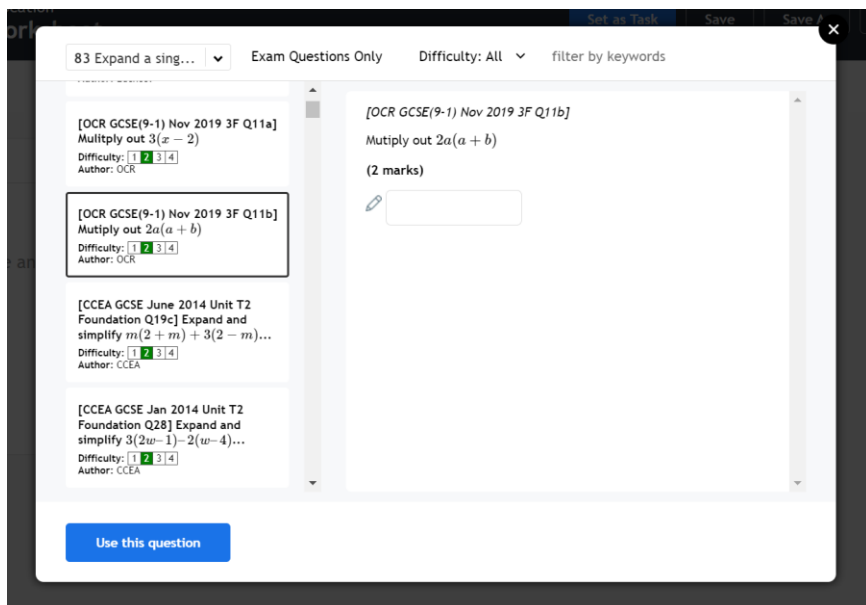
KEY SKILL
QUESTION

Add a past paper **exam question** (or user contributed question) to your worksheet.

Add a **Key Skill** question to your worksheet. Recall that these are randomly generated questions on very specific question types.

Once you've clicked on one of the + buttons on the right, click the box to choose an exam question or generate a Key Skill question.

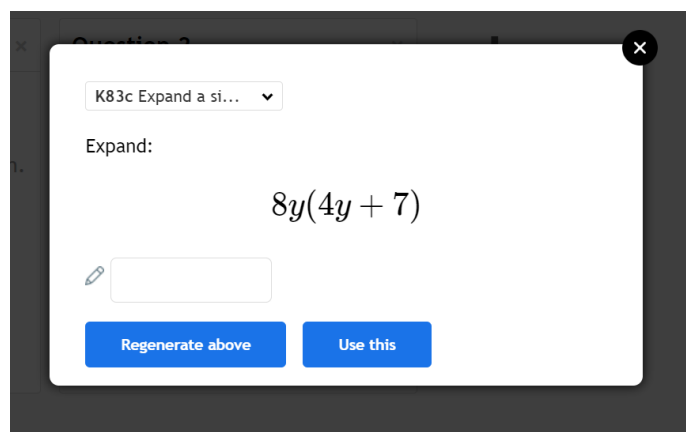
Choosing the questions yourself



You'll see this dialog if you click on a blank Exam Question box.

You can filter by topic, exam board, difficulty, or search for a specific word/phrase.

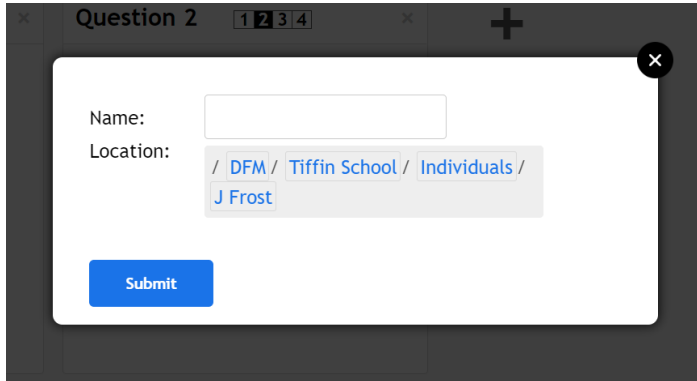
Select a question on the left. Once you like a question, choose **Use this question**, or if you want to use all the neighbouring parts of that original exam question (e.g. if the question was part (c) it would use (a) and (b)), use the second button.



Similarly if you click a blank Key Skill question box, you'll be required to choose a Key Skill.

You can use the **Regenerate above** button to keep randomly generating a new question. Once you're happy with it, press **Use this**.

Choosing the questions yourself



The screenshot shows a web interface for creating a worksheet. At the top, there's a tab labeled 'Question 2' with a small 'x' to close it and a '+' to add more. Below the tab is a form with two fields: 'Name:' with an empty text box, and 'Location:' with a breadcrumb-style path: '/ DFM / Tiffin School / Individuals / J Frost'. A blue 'Submit' button is at the bottom left of the form. A small 'x' icon is in the top right corner of the form area.

You can continue building your worksheet. Use the × to delete questions, or drag the question boxes to reorder. To set/export your worksheet, first click the **Save/Save As** button.

Give your worksheet a name. By default the worksheet will be saved in your home directory, found under **[your school] → Individuals**. Your school will also have a 'Shared' and 'Restricted' folder, the former good for making worksheets accessible to students, and the latter good for shared tests within your department.

Note that students can't navigate into your own home folder.

Tip: To quickly access your home directory of worksheets elsewhere on the site, go to **Set a Task → My Worksheets** on the main menu.

Choosing the questions yourself

Once saved, click the 'Set to students' button. You'll initially be presented with a choice of setting as a normal task or as a 'Live!' game (see the **Live! Section**).

Set a Task

Set task for: Click to choose ▼

Worksheet: Test Worksheet

Custom Label: (optional) ?

Due: ☒ No Due Date

Set: Immediately ▼

☒ Set as a Homework/Classwork

Students get instant feedback after submitting each answer.

☐ Set as an Assessment

Students do not see the answers until the due date specified by you. Students can see the assessment unless it is marked by the teacher.

Set

Options

Warn when Wrong: Yes ▼ ?

Prevent Reattempts: No ▼ ?

Require Feedback: No ▼ ?

Time Limit: None ▼

Accuracy measure: Each question worth the same ▼ ?

As explained, use the first option for more **informal work**, where students get feedback after each question. The second option is for **formal tests**. After each answer submission students will just see "Your answer has been recorded", but they can modify previous answers before their final submission.

☒ **Normal task**
Students complete questions at their own pace, either as homework or as a class task.

☐ **Live! task**
Students play along with their mobile/tablet device. Students all answer a question at the same time, with the game controlled by the teacher.

Continue

If all the questions in your worksheet are past paper exam questions, you have the option to use the original number of marks assigned to each question, rather than 1 mark per question.

The fine print: If you set 'Prevent reattempts' to 'No' so that students can redo a homework, they won't get the correct answer for incorrect answer submissions, to avoid spoiling reattempts. If you 'Set as an Assessment', students will be able to see their score and their/the correct answers after the Due Date. If no Due Date is set, they will never know their score.

Setting an abridged/modified past paper

Go to **Menu** → **Set a Task** → **Past Papers**. Then navigate to a past paper of your choosing.

The screenshot shows the DFM (Digital Foundation Maths) interface. At the top, there is a dark navigation bar with a 'Menu' button, the 'dfm' logo, a search bar, and a user profile 'J Frost' with a notification badge '23'. Below the navigation bar, the main content area is titled 'Past Papers' with a back arrow and a description: 'Past papers from major exam boards such as Edexcel, OCR, AQA, the DfE Skills Testing Agency and the UK Mathematics Trust.' A 'Sort: Last Updated' dropdown is on the right. On the left, a sidebar lists 'Past Papers' (highlighted), 'Revision', 'Tiffin School', and 'Topic Tests'. The main area displays a grid of exam board cards, each with a logo, name, number of worksheets, and a brief description. Each card has a checkbox in the top right corner.

Exam Board	Worksheets	Description
American Maths Association	0	The American Maths Challenge and AIME (invitational Olympiad).
AQA	76	GCSE papers and Further Maths Level 2 Certificate papers.
Cambridge Mathematical Institute	10	The CTMUA, used as the admissions test for prospective undergraduates.
CCEA	26	Qualifications for Northern Ireland.
Eduqas	11	GCSE papers for the Welsh exam board.
Mathematical Association	21	Primary Maths Challenges.
OCR	156	GCSE and A Level papers.
Oxford Mathematical Institute	18	Mathematical Aptitude Test (MAT) papers, used by Oxford and Imperial for university admissions.
Pearson Edexcel	602	GCSE, IGCSE and A Level papers.

Setting an abridged/modified past paper

:: Menu

dfm



J Frost ²³ ▾



/ DFM / Past Papers / Pearson Edexcel / GCSE 9-1 Foundation

Edexcel GCSE(9-1) June 2018 3F

Set as Task

Save

Save As

Download



View

Edit

More Options ▾

Question 8 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q5b Edited]

Here are four digits.

8 2 1 6

Put one of these digits in each box to give the smallest possible answer to the sum.
You must use each digit only once.

<input type="text"/>	<input type="text"/>	+	<input type="text"/>	<input type="text"/>
----------------------	----------------------	---	----------------------	----------------------

(1 mark)

The first number is:

The second number is:

Submit Answer

[Report Error](#) [Edit](#)

Click **Edit** to modify the paper.

Question 9 1 2 3 4

Setting an abridged/modified past paper

Menu

dfm



J Frost 23



/ DFM / Past Papers / Pearson Edexcel / GCSE 9-1 Foundation

Edexcel GCSE(9-1) June 2018 3F

Set as Task

Save

Save As

Download



View [Edit](#)

More Options

Question 1 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q1]

Write $\frac{9}{10}$ as a decimal.

(1 mark)

Question 2 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q2]

Write 0.3 as a percentage.

(1 mark)

Question 3 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q3]

Write the nearest hundred to 1234.

(1 mark)

Question 4 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q4]

Write the nearest hundred to 1234.

(1 mark)

Question 5 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q4aii Edited]

Here are the first 4 terms of a sequence.

2 9 16 23

Explain how to find the next term in the sequence.

(1 mark)

Question 6 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q4b]

Here are the first 4 terms of a sequence.

2 9 16 23

Work out the 10th term of the sequence.

(1 mark)

Question 7 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q5a]

Here are the first 4 terms of a sequence.

7

Use three of these digits to write down the largest possible 3-digit number.

(1 mark)

Question 8 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q5b]

Put one of these digits in each box to give the smallest possible answer to the sum. You must use each digit only once.

You can now:

- **Reorder questions** by dragging the question boxes.
- **Delete questions** using the × in the top right corner of each box.
- **Replace questions** by simply clicking the question within a box.
- **Add questions** using the + buttons at the end of the worksheet.

Once finished, use the **Save As** button to save your modified copy, then use the **Set to Students** button as before.

Creating a Random Collection of Fixed Questions

You can create a random collection of questions, with Exam Skill or Key Skill, and then set these to students or export to Word.

Step 1

From **Menu → Set a Task → By Topic** or **Menu → Question Explorer**, select the skills or subskills you want, then click either the **Generate Worksheet** button, or the **Set a Task** button then the Fixed Questions option.

Or to specify from scratch how your random worksheet will be generated, go to **Menu → Worksheets/Past Papers** and then click the **+New → Template** button.

KS3/4 → Algebra →

Expanding Brackets

☐ 83 Expand a single bracket.
Mastery: 33/100

OR NARROW DOWN

VIDEO DIFFICULTY RECENT ACCURACY

☐ E83: Exam Practice: Expand a single bracket.

Browse



1-4

☒ K83a: Expand a single bracket with an integer on the front.

Example



1

80%

☒ K83b: Expand a single bracket requiring simplification.

Example



2

38%

Your selection

:: K83a Expand a single bracket with an integer on the front. ×

:: K83b Expand a single bracket requiring simplification. ×

Set a Task

Generate Worksheet

Have a Go

Creating a Random Collection of Fixed Questions

On the right is the worksheet builder interface as normal, but populated with questions.

You can modify/delete/reorder these questions in the normal work. As per before, use **Set to Students** or **Download** to export to Word.

The screenshot shows the 'dfm' worksheet builder interface. At the top, there's a navigation bar with a 'Menu' button, a search bar, and a user profile 'J Frost' with a notification badge '23'. Below this, there are two main tabs: 'New Template' and 'New Worksheet'. The 'New Template' tab is active, showing a list of questions on the left and a preview of the worksheet on the right. The 'New Worksheet' tab is also visible, showing a 'Generate' button and a 'Set as Task' button. The list of questions on the left includes 'Question 1' through 'Question 5', each with a skill level (e.g., 'K137a Draw a pie...') and a 'Generate' button. The preview on the right shows a worksheet with a pie chart and a table of data. A 'Generate' button is located at the top of the preview area. Arrows point from the text boxes to the 'Generate' button, the 'Set as Task' button, and the 'Generate' button in the preview area.

dfm

Menu

No saved location
New Template

Generate

No saved location
New Worksheet

Set as Task

Save

Save As

Download

View Edit

More Options

Question 1

Skill: K137a Draw a pie...

Question 2

Skill: K137b Interpret...

Question 3

Skill: K137a Draw a pie...

Question 4

Skill: K137b Interpret...

Question 5

Skill: K137a Draw a pie...

This extra column on the left is known as a **template**. Templates are a specification for how to generate the random worksheet.

Press the **Generate** button to discard the questions on the right and randomly generate a fresh worksheet. You can also regenerate individual questions by using the **refresh** buttons on the right.

If you scroll to the bottom of the template, you could add additional question specifications.

Question 2

1 2 3 4

Joanna records the grades of 120 pupils and represents this information on the pie chart below.

Calculate the angles required to draw a pie chart representing this information.

Input note: do not include the degree sign.

Colour Frequency Angle (°)

green 19

Question 3

1 2 3 4

Joanna records the favourite colours of 100 people.

Calculate the angles required to draw a pie chart representing this information.

Input note: do not include the degree sign.

Colour Frequency Angle (°)

green 19

Question 5

1 2 3 4

Jake records the grades of 100 pupils and represents this information on the pie chart below.

Calculate the angles required to draw a pie chart representing this information.

Input note: do not include the degree sign.

Question 6

1 2 3 4

Jessica records how 90 pupils travelled to school on one day and represents this information on the pie chart below.

Calculate the angles required to draw a pie chart representing this information.

Input note: do not include the degree sign.

Generating a Shadow Paper

Menu

dfm

J Frost 23

/ DFM / Past Papers / Pearson Edexcel / IGCSE 9-1 Foundation

Edexcel IGCSE(9-1) January 2019(R) 2F

Set as Task

Save

Save As

Download

View

Edit

More Options

Delete Worksheet

Generate Shadow Paper

Try as a student

Question 1

1 2 3 4

[Edexcel IGCSE(9-1) Jan 2019(R) 2F Q1a]

Put these decimals in order of size.
Start with the smallest decimal.

(1 mark)

7.831

7.04

7.002

7.9

7.013

Submit Answer

Open any worksheet within the worksheets interface, whether a Past Paper or one of your own worksheets. Under the More Options menu, choose **Generate Shadow Paper**.

Generating a Shadow Paper

The screenshot displays the DFM interface, which is used for generating shadow papers. The interface is divided into two main sections: 'Edexcel IGCSE...' on the left and 'New Worksheet' on the right. The 'Edexcel IGCSE...' section contains a list of questions (Question 1 to Question 5) with their respective skills (e.g., K18d Order decim..., K31e Convert a p..., K31c Convert a n..., K31d Convert a n..., E22 Multiply dec...). The 'New Worksheet' section shows a preview of the generated shadow paper, which includes the same questions and skills. The interface also features a 'Generate' button, a 'Set as Task' button, and a 'Download' button. The user's name 'J Frost' and a notification badge '23' are visible in the top right corner.

Edexcel IGCSE... **Generate**

No saved location **New Worksheet** **Set as Task** **Save** **Save As** **Download**

Question 1 Skill: **K18d Order decim...**

Question 2 Skill: **K31e Convert a p...**

Question 3 Skill: **K31c Convert a n...**

Question 4 Skill: **K31d Convert a n...**

Question 5 Skill: **E22 Multiply dec...**

Question 1 Put the following numbers in order, starting with the smallest.

22.463

22.404

22.7799

22.6

Question 4 Convert 0.2 to a percentage.

What is the correct order? (1 mark)

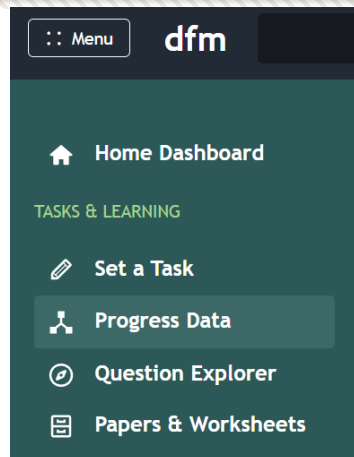
This will look at the skills involved in each question in the original worksheet, and **produce a template**.

This in turn produces a random worksheet. You can press the **Generate** button to generate further random papers. After you save the worksheet on the right, you can set this to students or export to Word.

The questions in your shadow paper will likely be the best match to the original paper where there was a subskill (K numbers) identified. For more uncommon questions, a more generic skill is identified, and a random exam question is used instead. As we create more Key Skills on DFM, the quality of shadow papers will gradually improve.

Viewing Pupil Progress Data from Set Tasks

Step 1



Go to **Menu** → **Progress Data**, or use the **Work** box on your home dashboard.
If you have just set a task, you will automatically be taken to here.

Step 2

The screenshot shows the 'Assigned Tasks' page. On the left, there is a sidebar menu with the following options: 'Tasks' (with a sub-menu 'List' highlighted), 'Marksheet', 'Student Progress', 'Certificates', 'School Stats', 'Leaderboards', and 'Feedback'. The main content area has a header 'Assigned Tasks' and a search bar. Below the header, there is a 'Choose students/classes' dropdown menu, a date range selector showing '20/8/2022' to '3/11/2022', and a table of tasks.

Choose Tasks → List. This should be the default view.

You can change the date range to view historical tasks, or filter to a specific class.

TASK	SET DATE	DUE DATE	COMPLETED	AVG
K262d Change the subject of a formula where the subject appears twice with a square... All of Test Class Homework	Oct 27th	None	0/5	100%
Edexcel GCSE (9-1) Nov 2019 2H All of 11X1/Ma Homework	Sept 23rd	None	0/32	89%
Edexcel GCSE(9-1) Nov 2017 1H All of 11X1/Ma Homework	Sept 22nd	None	10/32	93%
K83a Expand a single bracket with an integer on the front, K83b Ex... All of Test Class Homework	Sept 22nd	None	10/32	93%

Click on a row to open an analysis of the task.

Viewing Pupil Progress Data from Set Tasks

This will open the selected task.

The pictured view below is the 'full breakdown', allowing you to see every individual answer. But you can switch mode to see an analysis 'by topic', or to see a summary 'by question'.

dfm J Frost 23

Tasks: List, Marksheet, Student Progress, Certificates, School Stats

Edexcel GCSE(9-1) Nov 2017 1H
All of 11X1/Ma

Full Breakdown | By Topic | By Question

Q1 View Q2 View Q3 View Q4 View Q5 View Q6 View Q7 View Q8 View Q9 View Q10 View Q11 View Q12 View Q13 View Q14 View Q15 View Q16 View Q17 View Q18 View Q19 View

Student	Score	Time	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
Rhlyd, Otcrru View Attempts (1)	16/25	33 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wa-Yvwvwz, Tmgqdt View Attempts (1)	18/25	40 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ysa, Qursu View Attempts (1)	21/25	35 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Feusrdjbjausrv, Azdaj View Attempts (1)	24/25	273 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rzp, Uxomuhcx View Attempts (1)	19/25	37 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ajgre, Hmmd View Attempts (1)	18/25	40 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lggp, Lqjco View Attempts (1)	18/25	38 mins	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Use this button to get the latest data without having to reload the page. This is useful if you are monitoring a task while students are doing it.

Click a cell in the table to view the student's answer and the correct answer, as well as any working/feedback they've left.

You can also overwrite their answer to correct/incorrect by clicking the tick/cross, or where you have used 'use exam marking' can award partial marks. An 'F' around the cell indicates that you or the student has left written feedback.

Export spreadsheet with a tab for each student, and the skills involved in each question.

Edit/Delete the task.

Clicking a table heading displays the full question and answer (fixed question tasks only).

If the student has had multiple attempts at a homework, you can list all answers in all attempts by clicking here.

Viewing Pupil Progress Data from Set Tasks

Clicking 'View Attempts' from the Task Analysis for a specific student will load their attempts.

The screenshot displays the 'View Attempts' page for a specific student, Vpujxp Yzkpp, on the Edexcel GCSE(9-1) Nov 2017 1H task analysis. The interface includes a header with the student's name, a dropdown for 'Attempt 1/1', and buttons for 'Unassign Task' and 'Mark as Complete'. A 'Write a new comment' link is also present. The main content area shows 'Question 8' with a 1-minute timer and a status icon (a cross). The question text is 'Write these numbers in order of size. Start with the smallest number.' and it is worth 2 marks. The correct answer is 'the order: "0.246, 0.246, 0.246, 0.246"' and the student's answer is 'the order: "0.246, 0.246, 0.246, 0.246"'. A feedback section for 'Dr J Frost' includes a text area for comments and a checkbox for 'Use feedback for all who got this question wrong'. A 'Submit' button is at the bottom.

← Vpujxp Yzkpp
Edexcel GCSE(9-1) Nov 2017 1H

Attempt 1/1 ▼

Unassign Task Mark as Complete

(1 mark)

[Write a new comment](#)

Question 8
1 min

✕

CORRECT ANSWER:
[See full markscheme](#)

the order: "0.246, 0.246, 0.246, 0.246"

STUDENT ANSWER:
[Report Error](#)

the order: "0.246, 0.246, 0.246, 0.246"

[Edexcel GCSE(9-1) Nov 2017 1H Q8]

Write these numbers in order of size.
Start with the smallest number.

(2 marks)

Dr J Frost

Write your feedback here. For maths text, press Alt+Equals.

☐ Use feedback for all who got this question wrong.

Submit

Clicking the tick/cross allows you to override whether correct/incorrect.

You can unassign this task from the student. If you feel the student has completed the task (but hasn't met the completion criteria for the system to mark it as complete), you can override this.

Clicking the **Write a new comment** link allows you to feed back to the student. The 'Use feedback for all who got this question wrong' option is useful to duplicate feedback across students.

Viewing Pupil Progress Data from Set Tasks

The **By Question** view is useful to get a summary of answers to each question (including variants of correct answers, particularly when the answer is algebraic). You can sort by question number or 'worst to best answered'. We can see here that all students got the correct answer, but expressed their prime factorisation in many different ways. The By Question analysis is only available for fixed-question tasks.



Menu

dfm

J Frost 23

Tasks

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Leaderboards

Feedback

Edexcel GCSE(9-1) Nov 2017

1H

All of 11X1/Ma

Full Breakdown

By Topic

By Question

Sort: By question number

Question 1

K114a Write a number as the product of its prime factors. [Review](#)

CORRECT ANSWER:
[See full markscheme](#)

$2^2 \times 3^2$

STUDENT ANSWERS:
[Report Error](#)

✓ 56%

$2^2 \times 3^2$

✓ 19%

$3^2 \times 2^2$

✓ 13%

$2^2 \cdot 3^2$

✓ 6%

$3^2 \cdot 2^2$

✓ 3%

$2 \times 2 \times 3 \times 3$

✓ 3%

$2 \times 3 \times 2 \times 3$

[Edexcel GCSE(9-1) Nov 2017 1F Q23, Nov 2017 1H Q1]

Write 36 as a product of its prime factors.

(2 marks)

[Write a new comment](#)

Viewing Pupil Progress Data from Set Tasks

The **By Topic** view is particularly useful for past papers you have set, which ordinarily involve a large mix of skills. The worst answered skill will be in the leftmost column.

Menu

dfm

Q

J Frost23

Tasks

List

Marksheet

Student Progress

Certificates

School Stats

Leaderboards

Feedback

←

Edexcel GCSE(9-1) Nov 2017
1H
All of 11X1/Ma

Full Breakdown

By Topic

By Question

↺

💾

✎

🗑️

	E292 Solve quadratic inequalities.	E244 Solve problems involving finding lengths in similar shapes.	K237c Enlarge a shape by a negative and fractional scale factor.	E191 Determine the equation of a straight line.	E263 Know the relationship between the gradients of perpendicular lines.	E55 Determine probabilities by considering the matching number of outcomes over the total number of outcomes.	E218 Use lower and upper bounds within calculations to calculate a further lower/upper bound.	E141 Sampling methods, including random and stratified sampling.
Rhlyd, Oterju View Attempts (1)						1/1	1/1	
Wa-Yvwwz, Tmqdtd View Attempts (1)			1/1			1/1	1/1	
Xsn, Ouscu View Attempts (1)	1/1	1/1	1/1	0/1	0/1	0/1	0/1	
Mlebn, Rlqiwp View Attempts (1)						1/1	1/1	1/1
Gunpebexzg, Pzancg View Attempts (1)	0/1	1/1	1/1	1/1	1/1	1/1	1/1	
Feusrdjbjausrv, Azdaj View Attempts (1)	1/1	1/1	1/1	1/1	1/1	1/1	1/1	
Rzp, Uxomuhcx View Attempts (1)			0/1	1/1	1/1	0/1	0/1	
Ajgre, Hmmd View Attempts (1)						1/1	1/1	
Lggsb, Lqjco View Attempts (1)			1/1			1/1	1/1	
Cjsnvtsgu, Vjxupsm View Attempts (1)	0/1	1/1	1/1	0/1	0/1	1/1	1/1	

Viewing more general progress and activity

Tasks

List

Marksheet

Student Progress

Certificates

School Stats

Leaderboards

Feedback

Choose Student Progress.

Student Progress

11X1/Ma

Summary

Mastery by Topic

By Course

Activity

20/8/2022

to

3/11/2022

Cumulative

Teacher set tasks: 5
Independent practices: 523
Total questions answered: 6,021
Total practice questions: 3,534
Total points earned: 18,776
Video watch time: 117 mins
Current total mastery: 38,383

SKILL MASTERY COUNTS

Master (85+) 46
Competent (50+) 85
Developing (20+) 315
Encountered (1+) 1773

The **Summary** view is useful for seeing aggregate activity stats for a class/student in a period of time.

20/8/2022

to

3/11/2022

By Individual

STUDENT	TOTAL QS	PRACTICE QS	POINTS	VIDEO	MASTERY				
Pzrxw, Qouwvn	166	102	513	0 mins	913	56	9	1	0
Rk-Lfbah, Yhcckb	103	5	350	2 mins	747	59	6	0	0
Put, Csfyv	96	32	320	0 mins	614	46	4	1	0
Hmvyd, Zyitkj	160	82	497	5 mins	1,370	51	10	6	1
Ncdajzdlmd, Fjzzyc	71	0	267	33 mins	606	50	4	0	0

By switching to 'By Individual', you can also see statistics by individual within your selection.

Viewing more general progress and activity

Student Progress

11X1/Ma | ▾

Summary

Mastery by Topic

By Course

Activity

☒ Current ☐ Timeline

Key Stage ▾

You can traverse the topic tree here.

Mastery by topic allows you to see the mastery across the whole topic tree. Recall that the levels of the topic tree are:

1. Key stage/age range.
2. Strand (e.g. algebra)
3. Topic (e.g. trigonometry)
4. Skill (e.g. determining angles in a right angled triangle)

Mastery is for each skill, so for levels 1-3, the total mastery is shown for all skills within it.

Total

KS3/4

KS5

KS6

Usvxi, Ddxxfj

896

913

Of-Jgdcz, Xwzpes

672

747

Fbv, Pogsp

540

614

Tbaga, Ohvkym

1353

1370

Zzhrkagocq, Yrmyhk

540

606

Sfzciplhqxfvgm, Ejuju

722

838

Wew, Dgllwvkd

631

706

KS3/4 ▾

Algebra ▾

Changing the Subject

Changing the Subject

186 Change the subject of a formula where the subject appears once only.

262 Change the subject of a formula where the subject appears multiple times.

Wtomb, Pwhsng

58

17

42

Ye-lffjg, Jfkrbg

17

17

Odr, Qojst

17

8

8

Egmoo, Inavdn

8

8

Hnnexvts, Rhkyov

17

8

8

Djhqzovgebngqg, Qdzkn

25

17

8

Cru, Wyklvzlq

25

17

8

Jnff 44F7/As Vizkbg,

Sipko, Obww

25

17

8

Fbzop, Sdppj

141

91

8

Dtmeybwnb, Bweshac

17

8

Viewing more general progress and activity

If you've created courses or assigned external courses to your school, you'll also be able to see mastery by course/module/unit.

9X1/Ma ▾

Summary

Mastery by Topic

By Course

Activity

☒ Current ☐ Timeline

Year 9 ▾

Autumn 1 ▾

Factorising Quadratics ▾

Factorising
Quadratics

178 Factorise
out a single
term.

193 Factorise
quadratics of the
form $x^2 + bx + c$.

195 Factorise a
quadratic where
the coefficient
of the x^2 term is
not 1.

194 Factorise
the difference of
two squares.

196 Factorise
more difficult
non-quadratic
expressions, e.g.
combining
factorisation
techniques or
requiring
factorisation of
a bracketed
term.

Zklirdo, Dzhdm	299	66	▬	75	▬	58	▬	83	▬	17	▬
Woopt, Zgeg	116	8	▬	50	▬	50	▬			8	▬
Dhtfrfvgiizd, Tfcpewl	91	8	▬	42	▬	33	▬	8	▬		
Cqsilmigxdzngk, Hcks	183	17	▬	58	▬	66	▬	25	▬	17	▬
Vzhtjzg, Indqyt	58	8	▬	33	▬	17	▬				
Tzse OU8/Ek Pmrzvj,											
Cncmwydzna, Oposqcc	100			42	▬	50	▬	8	▬		
Dtacg, Ldlhgi	91	33	▬	33	▬	25	▬				
Tcdrndtrk, Fqhoo	399	42	▬	83	▬	83	▬	100	▬	91	▬

Viewing more general progress and activity

Finally, use **Activity** to see a timeline of all student activity, including independent practice.

11X1/Ma | v

Summary Mastery by Topic By Course Activity

20/8/2022

to

3/11/2022

All Activity

You can change the date range to see historical activity.

STUDENT	TASK	TIME TAKEN	WHEN	SCORE
Ywi, Lskp	Senior Maths Challenge 2012 Independent Practice	27 mins	3 hours ago	2/2
Icvj, Jzypq	E261 Exam Practice: Determine probabilities from Venn Diagrams , E219 Exam Practice: Construct Venn Diagrams , Independent Practice	8 mins	5 hours ago	6/10
Canh, Afnee	E284 Exam Practice: Understand the effect of the transformations $y = f(x + a)$ and $y = f(x) + a$ on simple functions , E285	39 mins	5 hours ago	5/10

← Cypo Rae

Senior Maths Challenge 2012

Attempt 1/1

Unassign Task

Mark as Incomplete

Question 1

20 mins



CORRECT ANSWER:
[See full markscheme](#)

11

STUDENT ANSWER:
[Report Error](#)

11

[SMC 2012 Q1] Which of the following cannot be written as the sum of two prime numbers?

[Write a new comment](#)

Clicking any row will open the task attempt.

Question 2

8 mins



CORRECT ANSWER:
[See full markscheme](#)

$\theta = 102^\circ$

STUDENT ANSWER:
[Report Error](#)

$\theta = 102^\circ$

[SMC 2012 Q2] The diagram shows an equilateral triangle, a square and a regular pentagon which all share a common vertex. What is the value of θ ?



Leaderboards

In the Progress interface, select **Leaderboards**.

Tasks

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Leaderboards

Whole School ▾

Sort by mastery ▾

Use date range



RANK	STUDENT	TOTAL MASTERY (?)	TOTAL POINTS (?)
1	Hfwph JMZFX (8X1/Ma)	9927	9204
2	Kcbydx RWAD (7RXH)	8865	18059
3	Scwpcwt Iq-Siwai (11Y2/Ma)	4467	12568
4	Kacw Aspz (11X1/Ma)	4241	13118
5	Eytpm Srcqajvq (11X1/Ma)	4210	4799
6	Nanj ZWLCIUH	3588	31681

You can optionally specify a date range. Total Mastery will only be displayed if no date range is specified.

Export the current leaderboard to Excel.

You can select the whole school, a whole year group or a specific class.

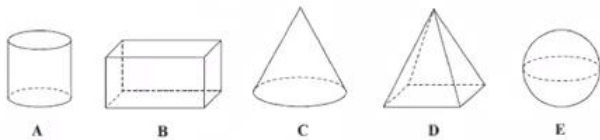
Starting a Live! game

A Live! game is designed for a classroom environment. Questions are presented on the board one-by-one. Students use their mobile phones or tablet devices to enter their answers.

Question: 1 Difficulty: 1 2 3 4 Author: Edexcel

[Edexcel GCSE Nov2012-1F Q1a]

Here are some solid 3-D shapes.



Write down the letter of



127 answers in

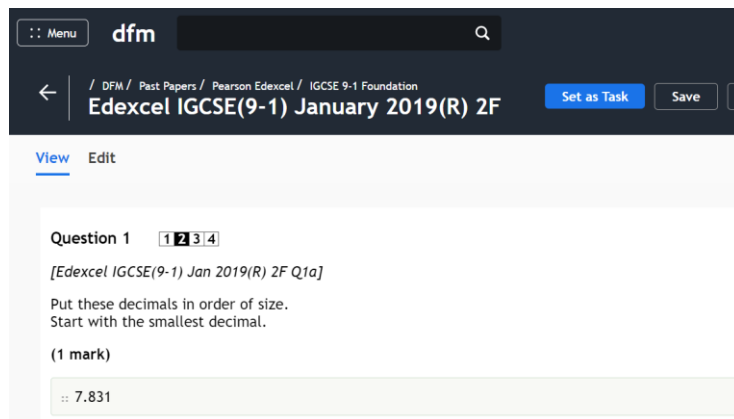
Dom	2.00 secs
Hannah	2.55 secs
Pete	2.59 secs
PAUL R	2.71 secs
Steph	2.79 secs
Jo	2.91 secs
Dom	2.90 secs

Stop Waiting

Num Active Participants: 135

Starting a Live! game – using a worksheet

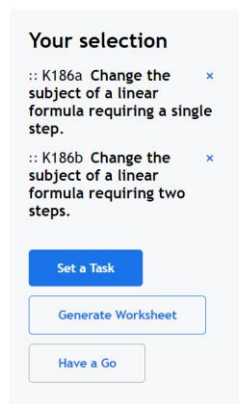
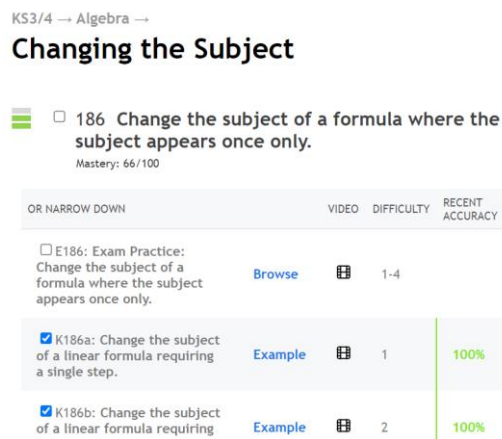
Step 1



Go to **Past Papers/Worksheets** or **Set a Task → Past Papers/Choose Questions/Your Worksheets**, open a worksheet, and click the **Set a Task** button.

or ...

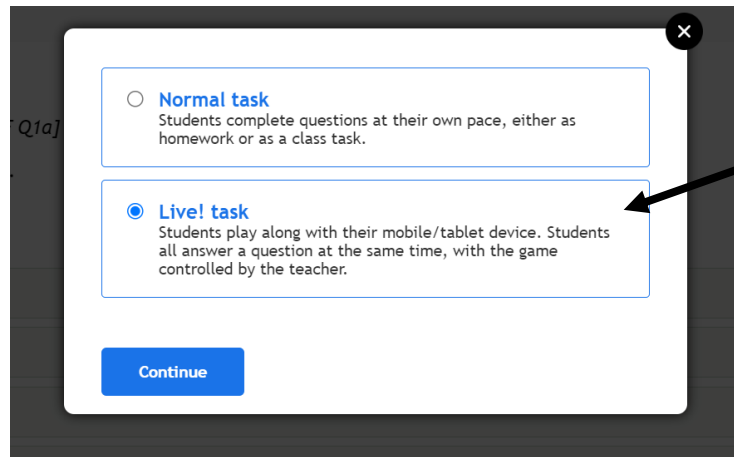
Step 1



Alternatively, go to **Question Explorer** or **Set a Task → By Topic**, find and select some skills, and choose **Set a Task** on the **Your Selection** pane.

Starting a Live! game

Step 2



A screenshot of a web interface for selecting a task type. It features two radio button options: 'Normal task' and 'Live! task'. The 'Live! task' option is selected. Below the options is a blue 'Continue' button. The interface is enclosed in a dark grey frame with a close button (X) in the top right corner.

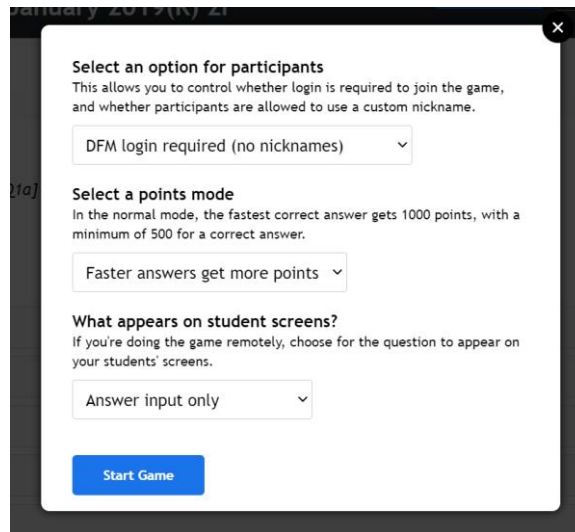
☐ Normal task
Students complete questions at their own pace, either as homework or as a class task.

☒ Live! task
Students play along with their mobile/tablet device. Students all answer a question at the same time, with the game controlled by the teacher.

Continue

Choose the **Live! task** option.

Step 4



A screenshot of a web interface for configuring game options. It contains three sections: 'Select an option for participants' with a dropdown menu set to 'DFM login required (no nicknames)', 'Select a points mode' with a dropdown menu set to 'Faster answers get more points', and 'What appears on student screens?' with a dropdown menu set to 'Answer input only'. A blue 'Start Game' button is at the bottom. The interface is enclosed in a dark grey frame with a close button (X) in the top right corner.

Select an option for participants
This allows you to control whether login is required to join the game, and whether participants are allowed to use a custom nickname.

DFM login required (no nicknames) ▼

Select a points mode
In the normal mode, the fastest correct answer gets 1000 points, with a minimum of 500 for a correct answer.

Faster answers get more points ▼

What appears on student screens?
If you're doing the game remotely, choose for the question to appear on your students' screens.

Answer input only ▼

Start Game

Complete the options as described. If you're playing with a school class, choose the '**Select a class**' option at the top. This will make it subsequently easier to know which students have and haven't joined the game.

Starting a Live! game

Step 5

Students just need to go to **dfm.live** on their device's browser, and enter the join code given. As people join, they'll appear in the participant list.

If you selected a class, your class' students will be listed, greyed out until each joins.



Passcode: 435718
Join: dfm.live



Awaiting people to join...

Step 6

Click the **Start** button that will appear at the top-right.



Passcode: 435718
Join: dfm.live



Start

These people have joined so far... (1)

EulerRocks x

Starting a Live! game

dfm

Search students, resources



Courses

Resources

23

J Frost

Question: 1 Difficulty: **1** 2 3 4 Author: Edexcel

[Edexcel GCSE(9-1) June 2017 1F Q1]

Work out the value of 2^4

Students with correct answers will be listed here.

0 answers in

Stop Waiting

Num Active Participants: 1

The question will end once students have all entered an answer, and the correct answer will be displayed. You can also press **Stop Waiting**. You'll have the option to view your students' answers.

EulerRocks

(PIN: 435718)

Submit Answer

Students will see something like this on their device.

Use the zoom slider to make the question smaller or larger.

At the end of the game, students will see their rank on their screen, and the leaderboard will appear on the teacher screen.

Using the Virtual Whiteboard

The virtual whiteboard allows a teacher to connect with student whiteboard. Anything the teacher draws (including imported images or exam questions) will appear on student screens, and teachers will be able to see a grid of student annotations.

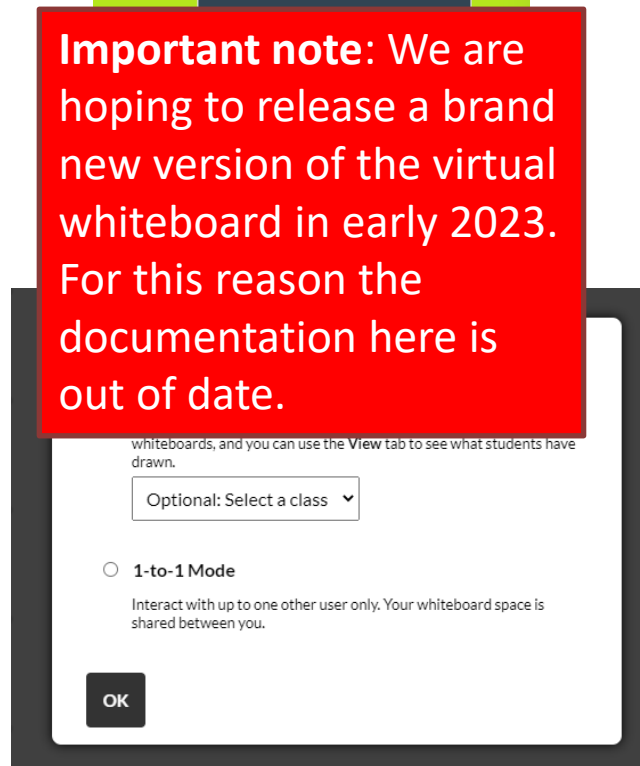
Step 1



Go to
Resources → Virtual Whiteboard

or use the link on your home dashboard.

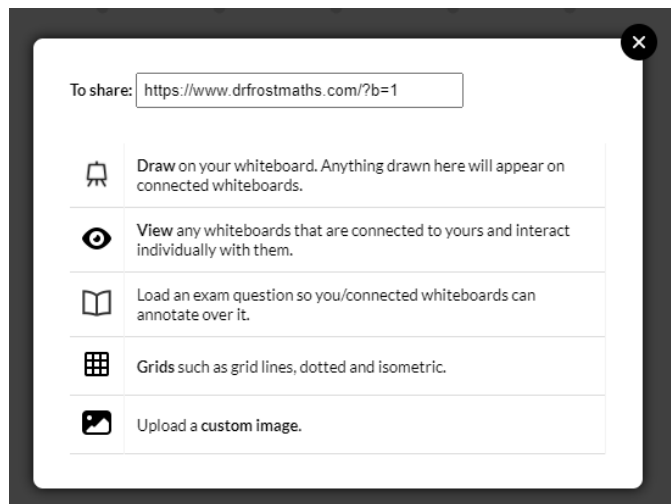
Step 2



Choose a mode. Use **Classroom Mode** if you are using the whiteboard with multiple people. **If you select a class**, it'll make it easier to see which students are and are not connected to you.

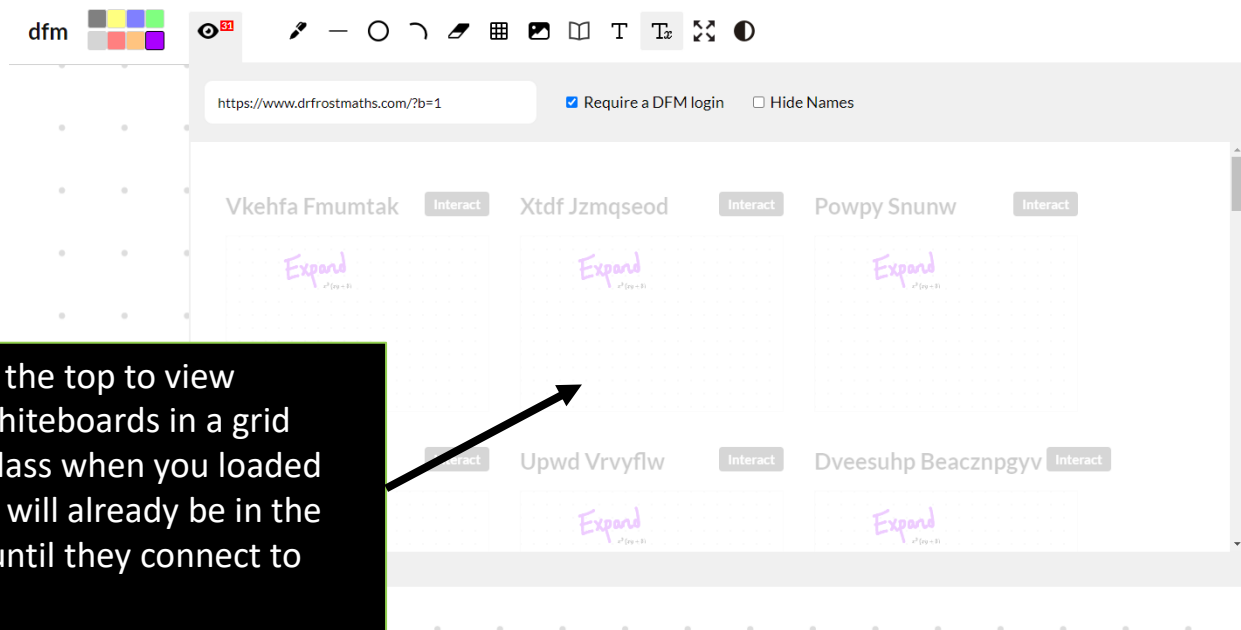
Using the Virtual Whiteboard

Step 3



You will be given a link to distribute to students. But if students are in your class and simply access the whiteboard via the normal menus, they will automatically join your current whiteboard.

Step 4

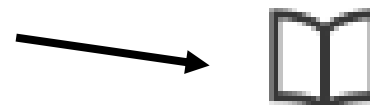


Click the 'eye' icon at the top to view connected student whiteboards in a grid view. If you select a class when you loaded the whiteboard, they will already be in the grid, but greyed out until they connect to your whiteboard.

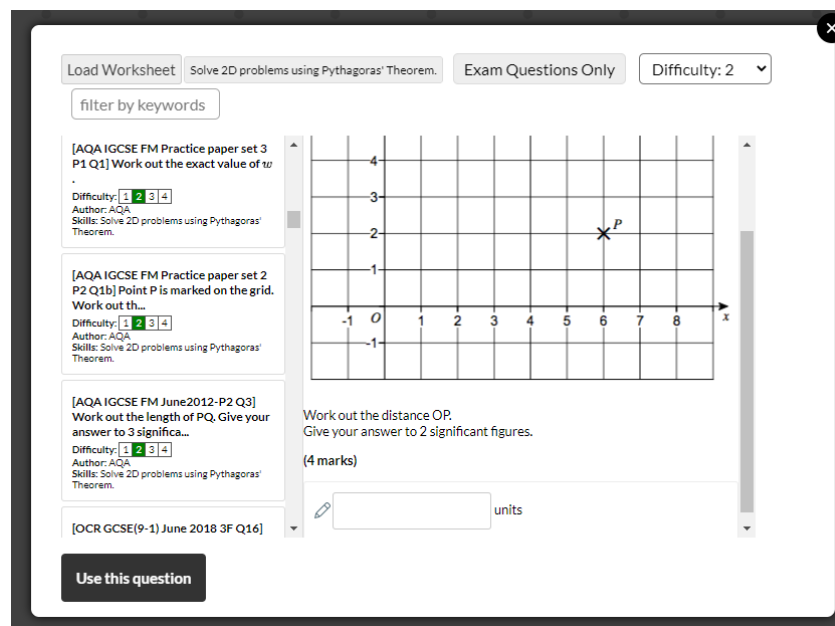
Using the Virtual Whiteboard

Step 5

Click this icon on the top menu to import an exam question.



Step 6



The screenshot shows the Virtual Whiteboard interface. At the top, there are filters: 'Load Worksheet', 'Solve 2D problems using Pythagoras' Theorem.', 'Exam Questions Only', and 'Difficulty: 2'. Below these is a 'filter by keywords' box. On the left, there is a list of three exam questions, each with its source, difficulty level (1-4), author (AQA), and skills. The first question is '[AQA IGCSE FM Practice paper set 3 P1 Q1] Work out the exact value of $\tan^{-1} \frac{1}{2}$ '. The second is '[AQA IGCSE FM Practice paper set 2 P2 Q1b] Point P is marked on the grid. Work out the distance OP. Give your answer to 2 significant figures.' The third is '[AQA IGCSE FM June 2012-P2 Q3] Work out the length of PQ. Give your answer to 3 significant figures.' On the right, there is a coordinate grid with x and y axes ranging from -1 to 8. A point P is marked at (6, 2). Below the grid, the text reads: 'Work out the distance OP. Give your answer to 2 significant figures. (4 marks)'. At the bottom, there is a text input field with a pencil icon and the word 'units' next to it. A 'Use this question' button is at the bottom left.

Use the filters at the top to find a suitable exam question. Click the question on the left to view it, and once you're happy, click **Use this question.**

Using the Virtual Whiteboard

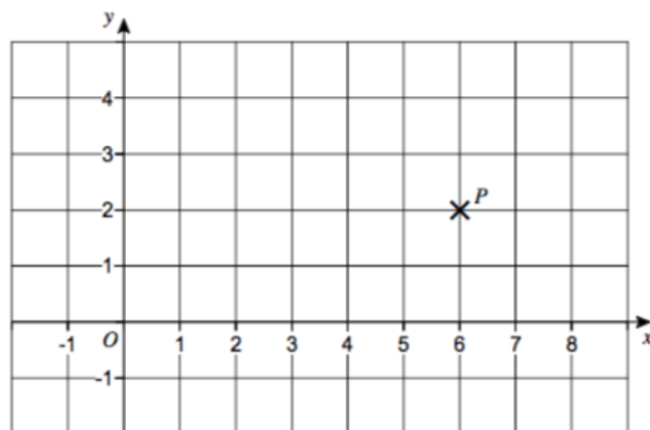
Step 7

The question will now be underlaid on your whiteboard. Use the pen/line/circle/arc/text/mathematical text tools at the top to annotate the question. Anything you do will appear on all connected student whiteboards.



[AQA IGCSE FM Practice paper set 2 P2 Q1b]

Point P is marked on the grid.



Work out the distance OP.
Give your answer to 2 significant figures.

(4 marks)

 units

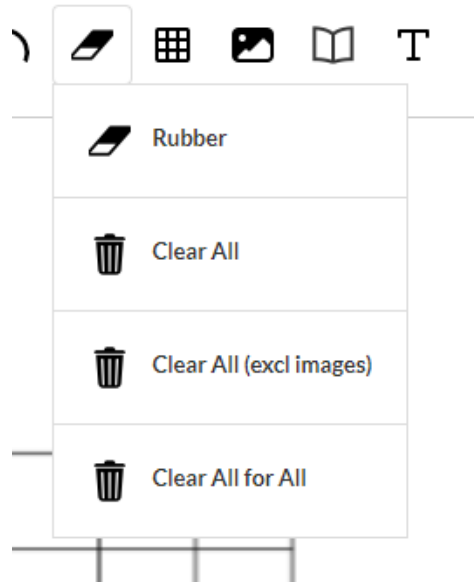
Using the Virtual Whiteboard

Step 8

By clicking on the 'eye' icon on the top menu again, you'll be able to see on the student grid when a student does working on the question you chose. By clicking **Interact**, their whiteboard will go full screen on your display. Unlike the Master Whiteboard, anything you draw on the their individual whiteboard will only appear on their whiteboard. Press **Back** to return.

The screenshot displays the Virtual Whiteboard interface. On the left, a sidebar shows a coordinate plane with a grid and axes. The y-axis is labeled from -1 to 4, and the x-axis is labeled from -1 to 1. A point P is marked on the grid. The main area shows a grid of student whiteboards. Each whiteboard has a title, a drawing area, and an 'Interact' button. The first whiteboard, titled 'Mczlwz Gxdhawf', shows a red line segment on a coordinate plane with the equation $y = \sqrt{x+2}$ written next to it. The second whiteboard, titled 'TqIn Tdrwpbzt', shows a coordinate plane with a point P marked. The third whiteboard, titled 'Snvre Mxkcr', shows a coordinate plane with a point P marked. The fourth whiteboard, titled 'Ivjcir Wftct', shows a coordinate plane with a point P marked. The fifth whiteboard, titled 'Jkbt Poyuisu', shows a coordinate plane with a point P marked. The sixth whiteboard, titled 'Cvoxmgs Dbovczckmo', shows a coordinate plane with a point P marked. The interface includes a top menu with icons for eye, eraser, line, circle, arc, rectangle, grid, image, text, and zoom. The URL bar shows <https://www.drfrstmaths.com/?b=1>. The 'Require a DFM login' checkbox is checked, and the 'Hide Names' checkbox is unchecked. The bottom of the interface shows the question text: 'Work out the distance between the points P and Q. Give your answer to 2 significant figures. (4 marks)'. The question is partially obscured by the sidebar.

Using the Virtual Whiteboard



Using **Clear All for All** will wipe not only your own whiteboard, but all connected whiteboards.

Browsing for Downloadable Resources

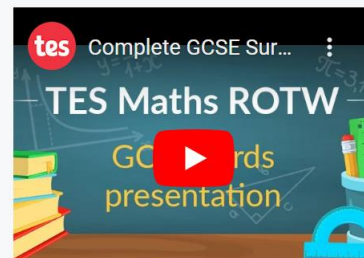
Go to Menu → Downloadables

Downloadables

KS2 KS3/4 KS5 Other

Algebra	142 resources
Data Handling & Probability	23 resources
Number	57 resources
Revision	0 resources
Shape, Space & Measures	123 resources

Browse by topic on the left.



"Quite simply, his lessons and activities are brilliant. They are clearly laid out, contain examples, notes, questions and answers, and cover pretty much everything from key stage 3 right up to further maths A-level. They are all PowerPoint presentations or Word documents, so can be adapted, edited and merged with your existing lessons. Our students and teachers are currently Dr Frost mad!"

Craig Barton, Head of TES Maths Panel

Resource Collections

[Pearson Edexcel A Level Maths Slides](#)
[Pearson Edexcel A Level FM Slides](#)
['All in One' Worksheets](#)
[Virtual Calculators](#)
[Computer Science](#)

Revision for UK curriculum

['Full Coverage' GCSE](#)
['Full Coverage' A Level](#)
['Full Coverage' IGCSE FM](#)

You'll then be able to all files associated with each resource. Any file with a 'padlock' symbol requires a teacher account to download.

Courses

RESOURCES & TOOLS

Whiteboard

Downloadables

Live! Game

← KS5 → Pure Mathematics →
Algebraic Techniques

Year 8 Algebra Recap

(a) Revision of simplifying algebraic expressions (multiplying, dividing, adding, expanding single brackets). (b) Revision of solving simple equations, e.g. $(x+7)/2 = 9$ and $1-3x = 2x-7$

[Report a Mistake](#)

Algebraic Expressions

Divided into 3 sections: (a) Algebraic notation and simplifying by collecting like terms and multiplying/dividing expressions. (b) Substituting values, including negative numbers, into algebraic expressions, with consideration of BIDMAS. (c) Forming algebraic expressions from potentially worded information, particularly appreciating it as the first step in solving equations (the latter which isn't covered till the 'Equations' topic).

[Report a Mistake](#)

Yr8-AlgebraRecap.pptx
Slides

[Download](#)

Yr7-AlgebraicExpressions.pptx
Slides

[Download](#)

HeadToHead-Year7-AlgebraicSimplification.pptx
Activity

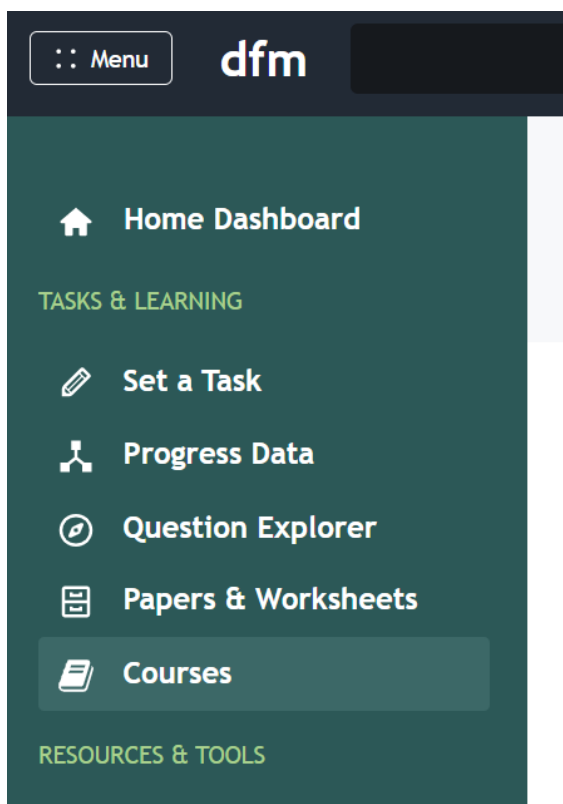
[Download](#)

HeadToHead-Year7-AlgebraicExpressions.pptx

[Download](#)

The Course System

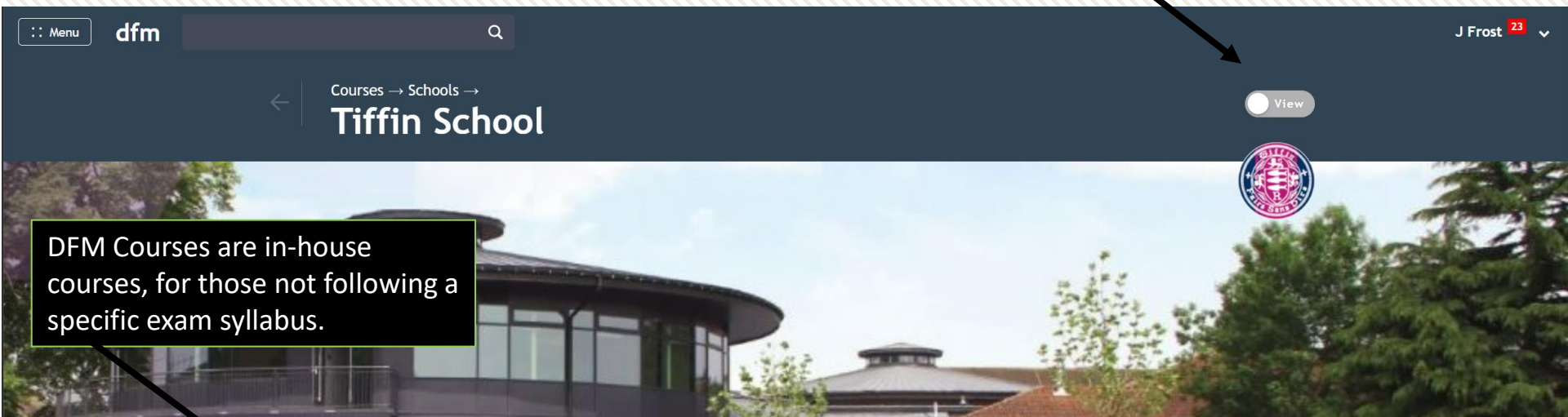
Schools ordinarily have a set scheme of work. Or it might be they use another existing scheme of work, e.g. from an exam board or a publisher such as White Rose Maths. It would therefore be helpful for students to see everything available to them in a particular term/module rather than topics individually. This is what the **Course** system is for.



On the top menu, select **Courses**.

Looking at Courses

This toggle allows teachers to switch between View and Edit mode. Edit Mode is only available for your own school's courses.



DFM Courses are in-house courses, for those not following a specific exam syllabus.

DFM Courses
16 courses available

You have 6 further courses under development. Change the 'View' toggle to Edit in order to see these.

Tiffin School
7 courses available

Exam Boards & Publishers
24 courses available

'Tiffin School' will be the name of your school, and contain your courses.

Exam Boards & Publishers are courses by exam boards (e.g. Edexcel, AQA) and other publishers (e.g. White Rose Maths).

Year 7

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1
Summer 2

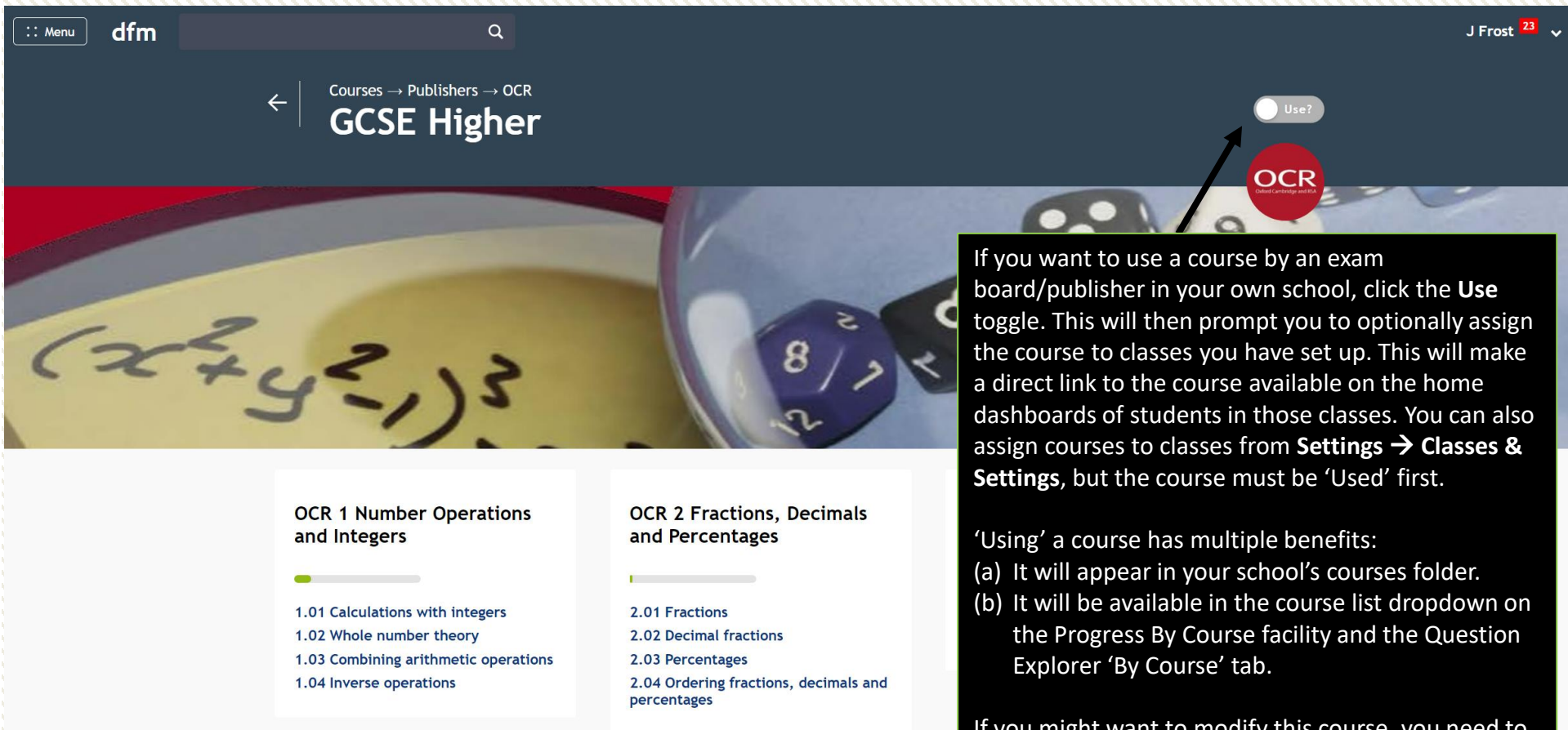
Year 8

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1
Summer 2

Click on a course box to open it.

The green bar shows your progress through that course. This is obviously more relevant to students! The progress percentage is based on the total mastery of all skills in that course.

Looking at Courses/Assigning Courses to a Class



dfm

Menu

Search

J Frost 23

← Courses → Publishers → OCR

GCSE Higher

Use?

OCR

OCR 1 Number Operations and Integers

- 1.01 Calculations with integers
- 1.02 Whole number theory
- 1.03 Combining arithmetic operations
- 1.04 Inverse operations

OCR 2 Fractions, Decimals and Percentages

- 2.01 Fractions
- 2.02 Decimal fractions
- 2.03 Percentages
- 2.04 Ordering fractions, decimals and percentages

If you want to use a course by an exam board/publisher in your own school, click the **Use** toggle. This will then prompt you to optionally assign the course to classes you have set up. This will make a direct link to the course available on the home dashboards of students in those classes. You can also assign courses to classes from **Settings → Classes & Settings**, but the course must be 'Used' first.

'Using' a course has multiple benefits:

- (a) It will appear in your school's courses folder.
- (b) It will be available in the course list dropdown on the Progress By Course facility and the Question Explorer 'By Course' tab.

If you might want to modify this course, you need to make a copy of it. Scroll to the bottom of the course and choose '**Make a copy of this course**'.

Looking at Courses

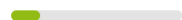
Courses are split into **modules** (e.g. 'Autumn 1' or 'Algebra') and then further into **units**. A unit is intended to represent a small sequence of lessons on a particular topic area. This is the unit view.

← OCR → GCSE Higher → OCR 6 Algebra → 6.04 Algebraic inequalities

OCR 6 Algebra

6.01 Algebraic expressions

17 skills



6.02 Algebraic formulae

4 skills



6.03 Algebraic equations

10 skills

- Understand and use the symbols $<$, $>$, \leq , \geq
- Solve linear inequalities in one variable, expressing solutions on a number line using the conventional notation.
- Solve quadratic inequalities in one variable.
- Express solutions in set notation
- Solve (several) linear inequalities in two variables, representing the solution on a graph.



DOWNLOADABLE RESOURCE

GCSE Linear Inequalities

Explores linear inequalities from the very foundations Includes inequalities on number lines and harder questions on combining inequalities.



DOWNLOADABLE RESOURCE

Quadratic Inequalities

Covers all aspect of the GCSE specification on quadratic inequalities. Includes an exercise.

There may be downloadable DFM slides, worksheets, question compilations and external links the teacher has included.

Use the back button (or your browser's back button) to return to the full course view.

6.05 Language of functions

1 skills



6.06 Sequences

7 skills



176 Represent solutions of an inequality on a number line

Mastery: 0/100

Set a Task

Generate Worksheet

Have a Go

Any skills associated with this unit will be listed here. Please see instructions on **Setting a Task By Topic**. Setting tasks and generating worksheets is exactly the same as doing so from the **Question Explorer**.

OR NARROW DOWN

☐ E176: Exam Practice: Represent solutions of an inequality on a number line.

Browse



1-4

☐ K176a: Represent an inequality on a number line.

Example



1

☐ K176b: Interpret an inequality represented on a number line.

Example



2

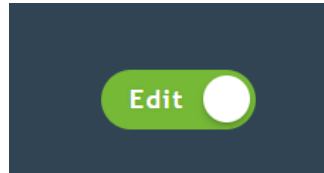


177 Solve linear inequalities.

Mastery: 33/100

Creating Your Own Course/Scheme of Work

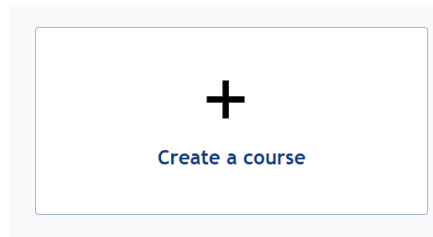
Step 1



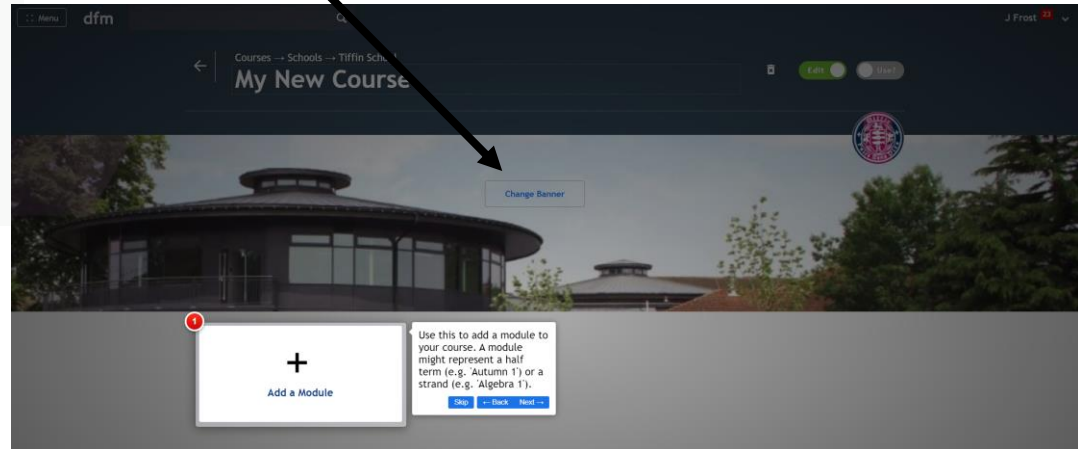
When in your school's courses folder, click the **View** toggle to change to **Edit**. You can also click while in an existing course to edit it. You can only edit a course created by your school.

We recommend finding a suitable photo to use as your school's course banner image. For best results crop your photo so that it's 5:1 to 6:1 aspect ratio.

Step 2



Click **+Create a Course** and fill in the details about your course. This will automatically navigate into your course and provide initial instructions. Anything with a **dotted border** is editable by clicking (e.g. course name, course description).



Creating Your Own Course/Scheme of Work

Step 3



After using the **Add a Module** button, you'll see your module appear. Click **Add Unit** to add a unit to it. Anything with with "::" can be dragged around to reorder. All changes are saved instantly.

Creating Your Own Course/Scheme of Work

Step 4

Add content to your unit.

← Tiffin School → My New Course → Autumn 1 →

Negative Numbers

Change Banner

Autumn 1

Negative Numbers
0 skills

+Unit

This unit does not have any content. If this is your school's course, teachers should click the 'View' toggle to change to 'Edit'.

Put any introductory information about this unit here. Click to update

+Add Resource

Include links to DFM-produced downloadable resources related to this unit

+Add Skill

If you want some introductory text, e.g. the learning objectives from your school's scheme of work, just click here.

Click the + buttons to add skills or resources. For the last of these, you will be given the option of including DFM resources (e.g. PowerPoints), external links, and direct access to collections of questions on DFM you have made.

You can add additional units to your module by clicking this button.

Creating Your Own Course/Scheme of Work

Step 5

Make your course visible to students in your school once you've finished. Use the back arrows to navigate back to the top of your course, then click the **Use?** toggle to make the course visible to your students.



Courses → Schools → Tiffin School

My New Course



Edit



Use?

How do I...

Change my school's name/logo?

On the top menu,
Classes & Settings → School Settings → Logo.

See a complete list of Key Skills/Exam Skills?

Menu → Question Explorer → Complete Skill List
(link at bottom of page)

See summative statistics about my school's usage?

Menu → Progress Data → School Stats.
This will show you volume of usage by year group and volume of recent activity by teacher.

Change a student's class?

Type the student into the search bar on the top menu. Click the student and select 'Move Class'.

Make an intervention group without the students leaving their normal class?

From Menu → Classes & Settings, use the + New Class button and click +Students. They will be added to the new class without being removed from their old class.

Quickly see all a student's question answering activity?

Menu → Progress Data → Student Progress → Activity

How do I...

Make my own questions?

We currently don't link to this from within the site, but you can access here:

www.dr frostmaths.com/add-question.php

You could then use your questions within a worksheet. These questions will be visible to you when constructing a worksheet, but won't be more publicly visible.

Deal with students who have left the school?

Menu → Classes & Settings. Select the 'CLASSLESS STUDENTS' class from the dropdown. Select all the relevant accounts and choose 'Archive' from 'Apply Action'. This leaves the account open, but will no longer appear when you search for students. If you do a full school import, any students not in your import will be automatically archived.

Deal with a topic moving in our Scheme of Work from one term to another?

Go to your course and click the 'View' toggle to change to Edit. In addition to being able to drag the terms/modules to reorder them, you can also drag the units between terms/modules.

See an 'audit log' if accounts/homework mysteriously go missing.

Menu → Classes & Settings → Audit Log

Retrieve deleted accounts

We can retrieve deleted user accounts, but not deleted tasks or courses. If a class is deleted, the user accounts should still be there, you just need to recreate the class and the existing user accounts will be detected.

To contact us...

support@drfrostmaths.com

For general support issues.

jamie@drfrostmaths.com

Notify Dr Frost of any technical issues. Please do **NOT** use this email for general support queries.