

Getting Started ::

For Teachers

www.drfrostmaths.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)

dfm



J Frost 23



Hx L Debbr
Tiffin School

School Rank
7th

Points This Year
3,880,467

School Engage
6/6

Work

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

[Set a Task](#)

[My Worksheets](#) [View All Tasks](#)

89%

93%

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

Progress Data

[Week Summary](#) [Top Students](#)

Tasks set
Questions answered
Independent questions

[View Student Progress](#)

0
5314
5124

✓ Whih Pvph (0404/Wb) completed an independent practice and achieved
2 DAYS AGO

85%

✓ Lklws Njpn (65M6/Cd) completed an independent practice and achieved
2 DAYS AGO

55%

Resources

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

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.

- ✓ Qn completed an independent practice and achieved
YESTERDAY
- Edexcel GCSE(9-1) June 2019 1H
- ✓ Qafu Khw (02V1/Hi) completed an independent practice and achieved
- Edexcel GCSE (9-1) Nov 2019 2H
- ✓ Lefg (58L6/Ld) completed an independent practice and achieved
2 DAYS AGO
- 38%

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

85%

✓ Whih Pvph (0404/Wb) completed an independent practice and achieved
2 DAYS AGO

Senior Kangaroo 2016

85%

✓ Lklws Njpn (65M6/Cd) completed an independent practice and achieved
2 DAYS AGO

55%

The left/top menu

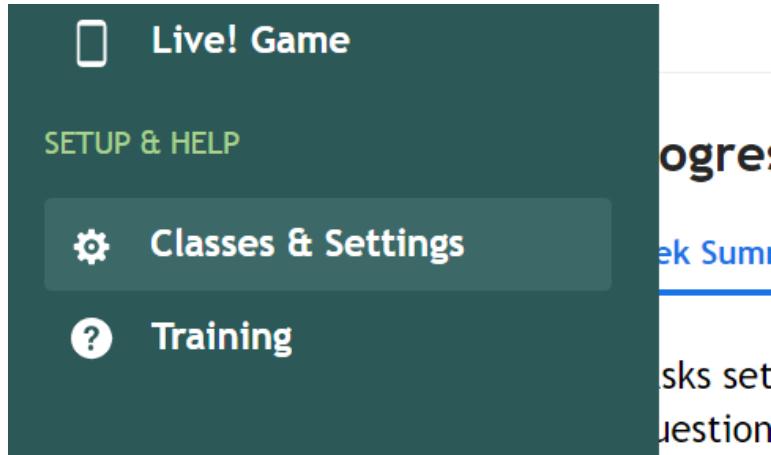
The image shows the DFM (Digital Feedback Manager) interface with a dark theme. The top bar includes a 'Menu' button, the 'dfm' logo, a search bar, and a user profile for 'J Frost' with 23 notifications. The left sidebar contains several menu items with descriptive callouts:

- 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 export to Word.
- Courses**: A 'course' is a scheme of work to bring 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**: A classroom game where students can simultaneously answer questions on their mobile device.
- Classes & Settings**: Set up your classes and add teachers.
- Training**: Set up your classes and add teachers.

The main content area shows a 'School Engagement' section with a '6/6' rating and a message about unread feedback. It also displays a 'Notifications' section with a list of recent student activities, such as independent practices and achievement of milestones. The top right corner includes links to 'My Dashboard', 'Log Off', 'View as Student', and 'Account Settings'.

Setting up your classes

Step 1



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

Setting up your classes

The screenshot shows the 'dfm' application interface for managing classes. On the left, a sidebar menu includes 'Account', 'Classes' (which is selected and highlighted in blue), 'Teachers', 'School Settings', 'Subscription', and 'Audit Log'. The main content area has a dark header with a search bar and a user profile for 'J Frost 23'. Below the header, a 'Select a class' dropdown is shown. To its right are 'Bulk Import' and 'Class Options' sections. The 'Class Options' section contains buttons for '+ Create' and 'Export to Excel'. A large callout box with a black border and white text provides instructions for selecting a class from the dropdown. Another callout box to the right of the 'Class Options' section encourages using spreadsheet imports for class management. A third callout box points to the '+ Create' button, cautioning against using it for small classes. A fourth callout box at the bottom right explains the purpose of the 'Export to Excel' button.

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.

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.

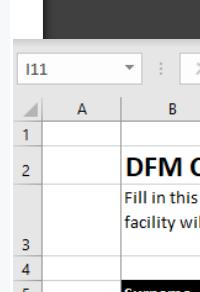
Import File: No file chosen

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**



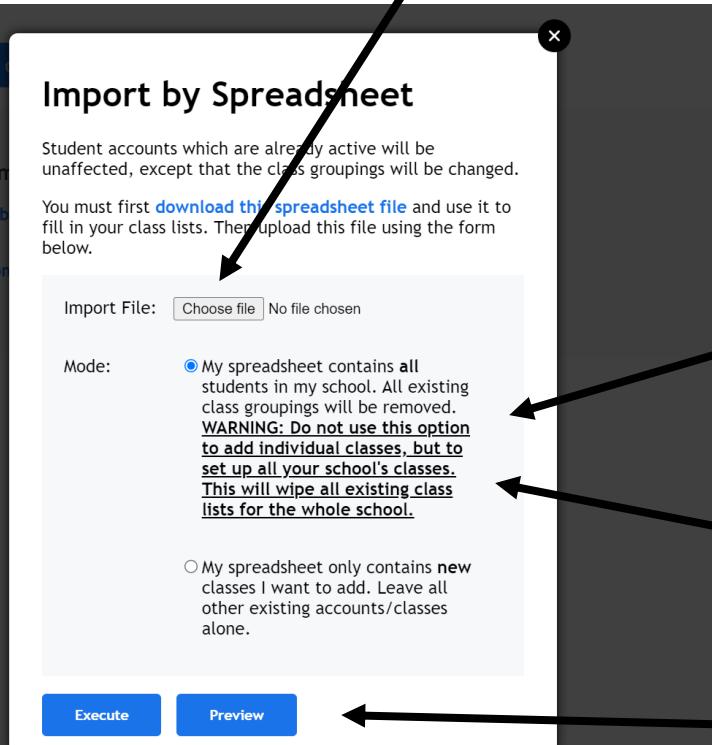
Step 3

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.

Setting up your classes via a spreadsheet import

Step 4

Use this button to select your saved import Excel spreadsheet.



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: [Choose 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**

Arrows from the text on the right point to the 'Choose file' button, the 'Mode' radio buttons, and the 'Preview' button.

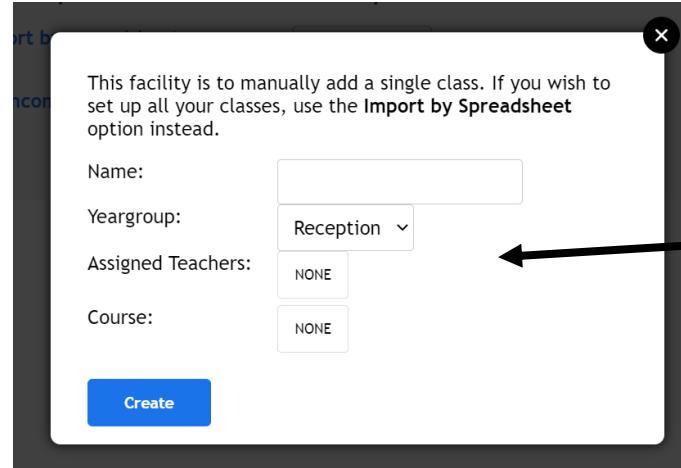
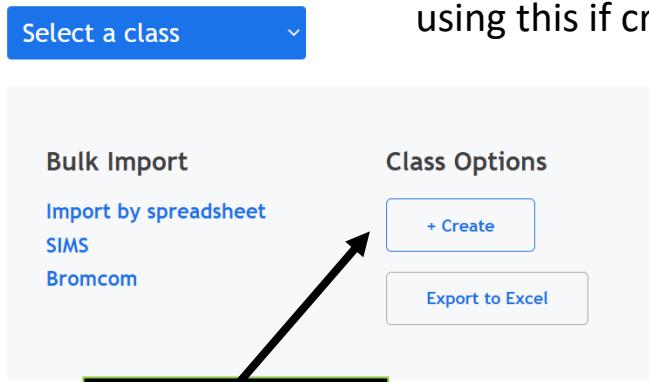
If you're starting a new school year in particular, you'll want the first option. This will start all your class groupings from afresh. **It will never delete any active student accounts.**

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.



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

Assignments

+ 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

2

Class Options

Courses

USERNAME

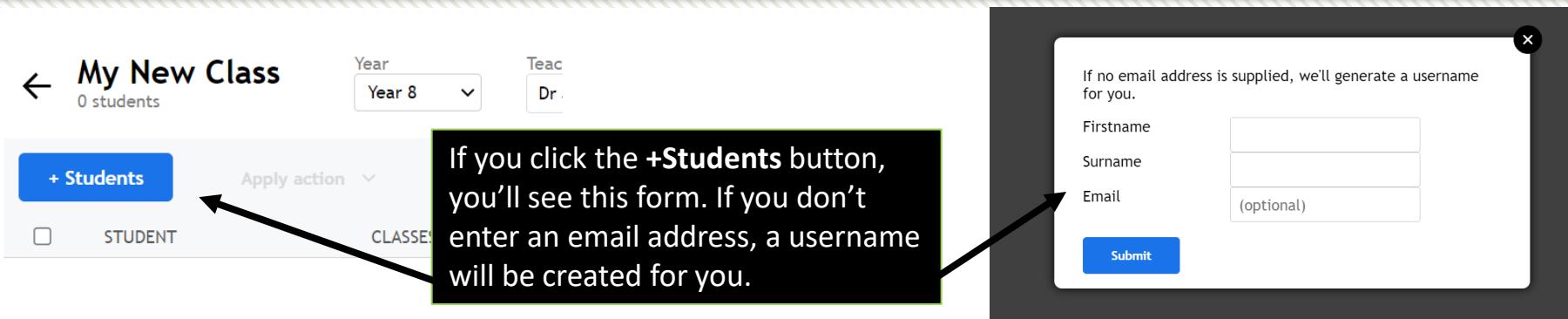
PASSWORD

Skip Back Next

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

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.

Setting up a class from scratch

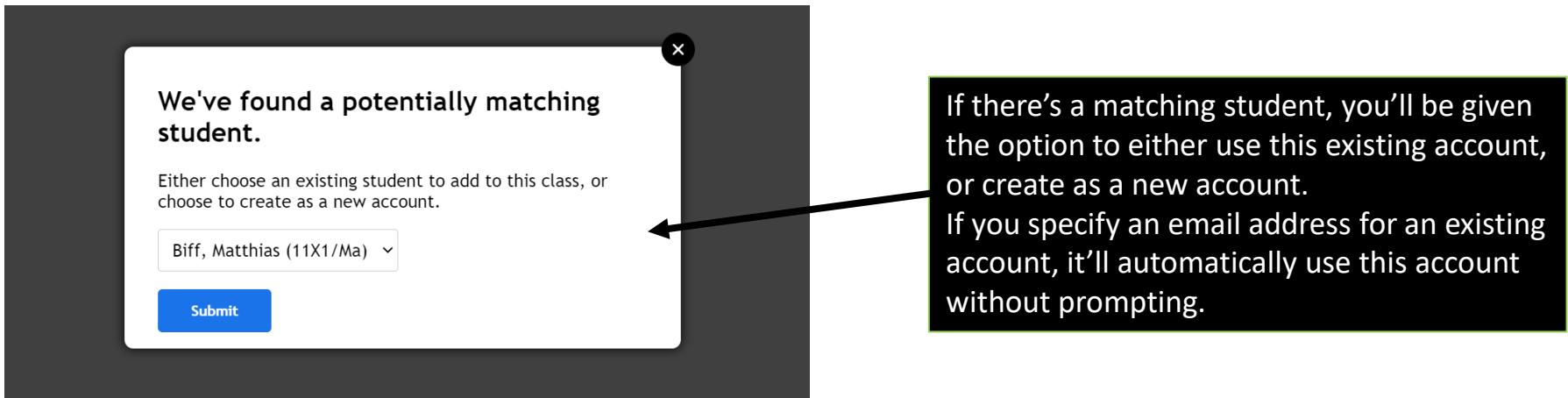


The screenshot shows the 'My New Class' setup page. At the top, it displays 'My New Class' with '0 students', 'Year Year 8', and 'Teacher Dr.'. Below this, there are buttons for '+ Students' (highlighted with a blue box and an arrow), 'STUDENT' (with a checkbox), and 'Apply action' (with a dropdown menu). A modal window is open, containing a message: '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.' The modal also includes fields for 'Firstname', 'Surname', 'Email' (with a note '(optional)'), and a 'Submit' button.

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.

Firstname
Surname
Email
(optional)

Submit



The screenshot shows a modal window with the message: 'We've found a potentially matching student.' It instructs the user to either choose an existing student or create a new account. A dropdown menu shows 'Biff, Matthias (11X1/Ma)'. A 'Submit' button is at the bottom. A large black box with a white border contains explanatory text: '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.'

We've found a potentially matching student.

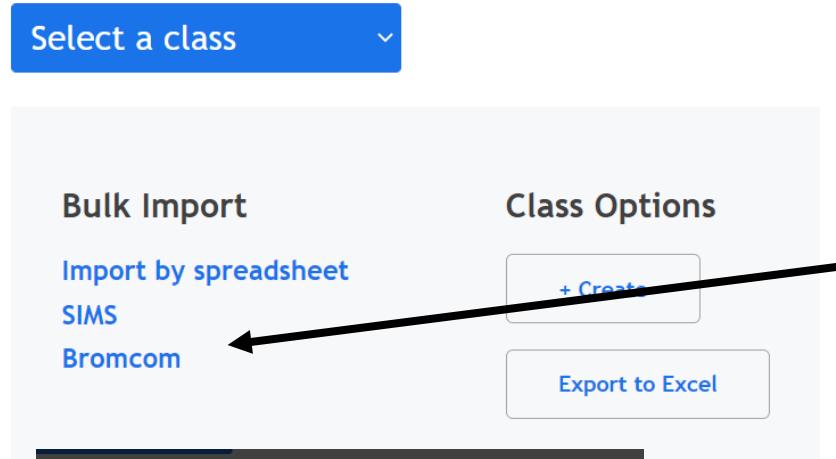
Either choose an existing student to add to this class, or choose to create as a new account.

Biff, Matthias (11X1/Ma)

Submit

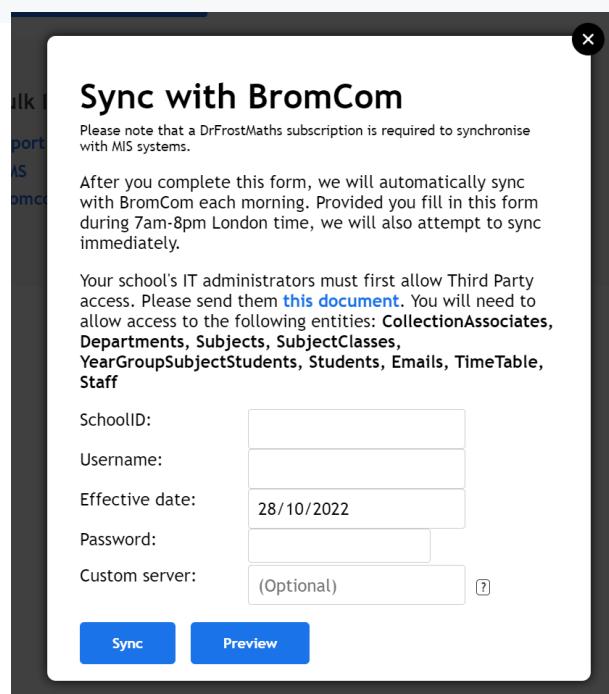
If there's a matching student, you'll be given the option to either use this existing account, or create as a new account. If you specify an email address for an existing account, it'll automatically use this account without prompting.

Importing from a school data system (MIS)



The screenshot shows a user interface for selecting a class. At the top, a blue button says "Select a class". Below it, there are two main sections: "Bulk Import" on the left and "Class Options" on the right. Under "Bulk Import", there is a blue link "Import by spreadsheet". Under "Class Options", there is a button with a plus sign and the text "+ Create" and a blue link "Export to Excel". A black arrow points from the text "Bromcom" in the "Bulk Import" section to the "Import by spreadsheet" link.

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



The screenshot shows a configuration form for syncing with BromCom. At the top, it says "Sync with BromCom" and includes a note: "Please note that a DrFrostMaths subscription is required to synchronise with MIS systems." Below this, it says: "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." It then lists requirements for school IT administrators: "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". The form has fields for "SchoolID" (with a text input box), "Username" (with a text input box), "Effective date" (with a date input box showing "28/10/2022"), "Password" (with a text input box), and "Custom server" (with a text input box and a question mark icon). At the bottom are two buttons: "Sync" and "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.

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.

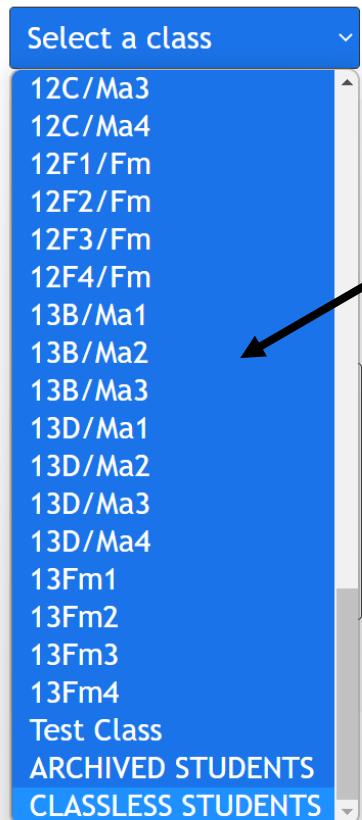
To select a student, just click the row. You can then change their class and change details such as their name, email and password. When a selection is made, the **Apply Action** dropdown will be visible and give you the available options. Some options (e.g. change password) can be applied to multiple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

Use the back arrow to return to class selection.

CLASSES	EMAIL/USERNAME	PASSWORD	LAST LOGIN
(My New Class)	mbiff-2596	82739	Unactivated

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.

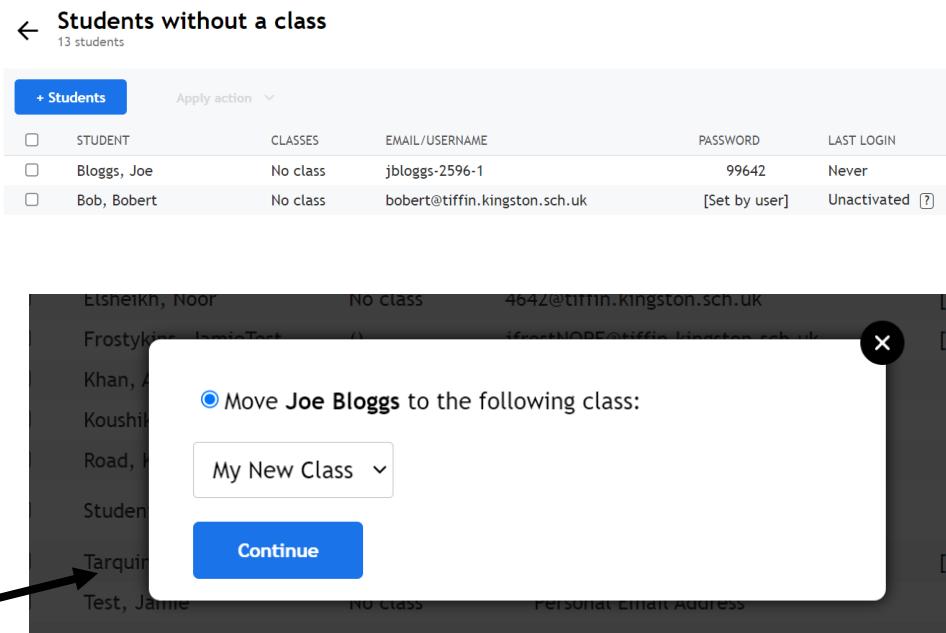


12C/Ma3
12C/Ma4
12F1/Fm
12F2/Fm
12F3/Fm
12F4/Fm
13B/Ma1
13B/Ma2
13B/Ma3
13D/Ma1
13D/Ma2
13D/Ma3
13D/Ma4
13Fm1
13Fm2
13Fm3
13Fm4
Test Class
ARCHIVED STUDENTS
CLASSLESS STUDENTS

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	jboggs-2596-1	99642	Never
<input type="checkbox"/> Bob, Robert	No class	bobert@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

The screenshot shows the 'School Settings' page in the DFM application. The left sidebar includes links for Account, Classes, Teachers, **School Settings** (which is selected), Subscription, and Audit Log. The main content area is titled 'School Settings' and has a 'Main Details' tab selected. It shows the following information:

- 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 (with a dropdown menu showing 'UK1' and 'UK6thForm')
- Default Email Extension: @ tiffin.kingston.sch.uk (with a note about allowing multiple extensions separated by 'OR')
- Leaderboard Use: No restrictions (with a note about high-scoring students appearing in global leaderboards)

Annotations:

- You can upload your school logo if not already set.** (A callout box with an arrow pointing to the 'Logo' section of the 'Main Details' tab.)
- To access go to Menu → Classes & Settings → School Settings** (A callout box with an arrow pointing to the top right of the page.)
- 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.** (A callout box with an arrow pointing to the 'Yeargroup Namings' dropdown.)
- 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 for students and one for teachers), use OR (ensuring a space before and after), e.g. *students.myschool.sch.uk OR teachers.myschool.sch.uk*** (A callout box with an arrow pointing to the 'Default Email Extension' field.)
- 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!** (A callout box with an arrow pointing to the 'Timezone' field.)

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.

83 Expand a single bracket.

Mastery: 33/100

OR NARROW DOWN



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.

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

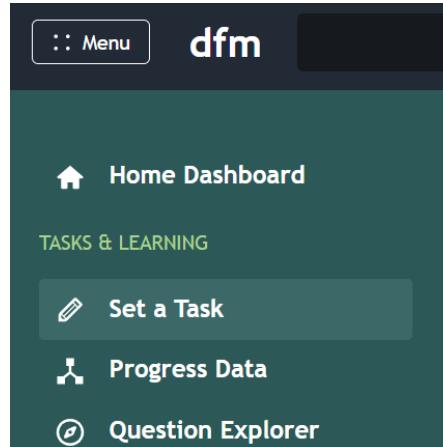
Points This Year
1294

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.

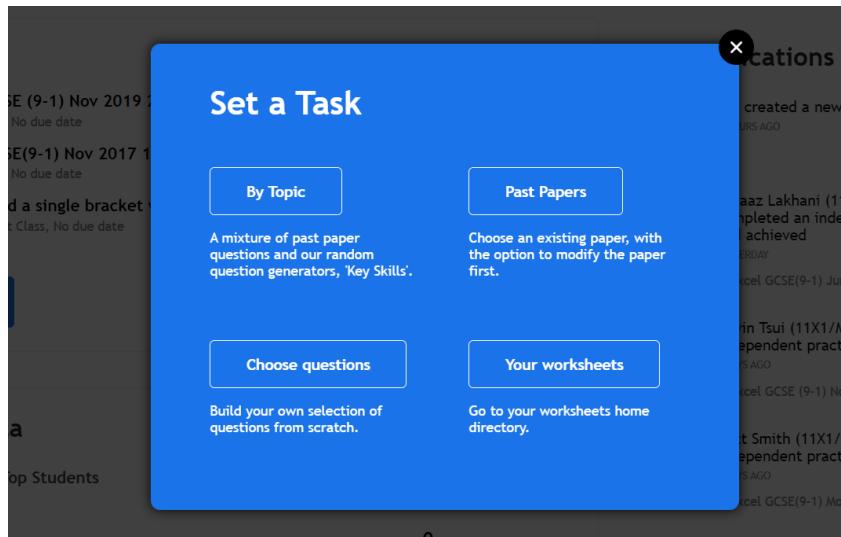
Set some classwork/homework

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 0/32 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

✓ 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.

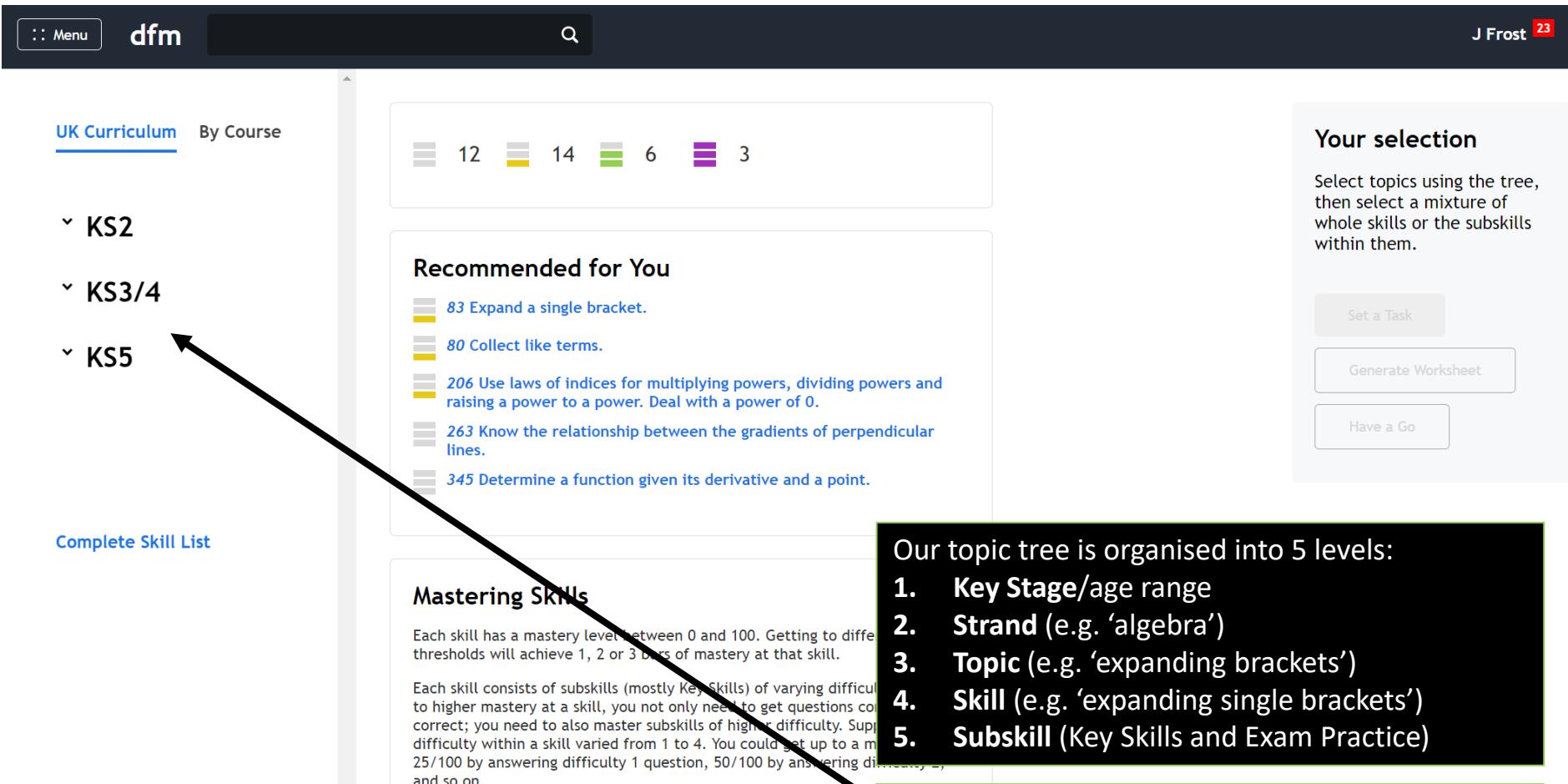
Key Skills are randomly generated (and hence unlimited!) questions of a specific type.

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**.



The screenshot shows the DFM Question Explorer interface. On the left, a tree view of the UK Curriculum is displayed under 'By Course'. The levels are represented by icons: 12 (grey), 14 (yellow), 6 (green), and 3 (purple). The tree branches into KS2, KS3/4, and KS5. A large black arrow points from the 'KS5' node towards the 'Mastering Skills' section. The 'Mastering Skills' section contains a list of recommended skills with their mastery levels: 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), and 345 (Determine a function given its derivative and a point). To the right, a box titled 'Your selection' provides instructions: 'Select topics using the tree, then select a mixture of whole skills or the subskills within them.' It includes buttons for 'Set a Task', 'Generate Worksheet', and 'Have a Go'. A callout box on the right explains the topic tree structure: '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)'. A final callout at the bottom right says 'Navigate this tree on the left.'

UK Curriculum

dfm

By Course

12 14 6 3

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 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 maximum of 25/100 by answering difficulty 1 question, 50/100 by answering difficulty 2, and so on.

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

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

KS3/4 → Algebra → Expanding Brackets

83 Expand a single bracket.

Mastery: 33/100

OR NARROW DOWN

E83: Exam Practice: Expand a single bracket.

[Browse](#)

[Example](#)

1-4

1

80%

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

[Example](#)

2

38%

K83b: Expand a single bracket requiring simplification.

[Example](#)

2

100%

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

[Example](#)

2

100%

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

[Example](#)

3

Expanding Brackets

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

[Example](#)

4

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

K83f: Expand a single bracket using index laws.

[Example](#)

5

...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

VIDEO DIFFICULTY RECENT

1-4 1 80%

1 2 38%

2 2 100%

3 Expanding Brackets

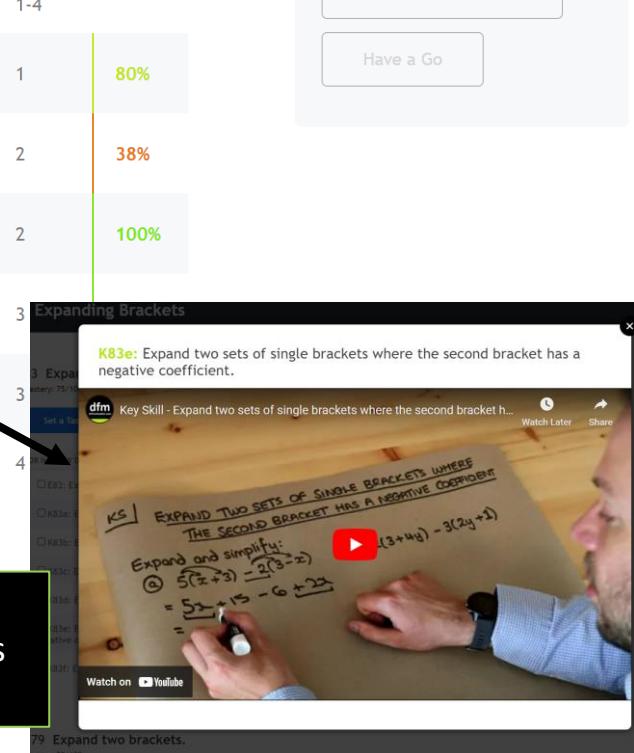
K83e: Expand two sets of single brackets where the second bracket has a negative coefficient.

dfm Key Skill - Expand two sets of single brackets where the second bracket h...

Watch Later Share

Watch on YouTube

Have a Go



Setting a Task by Topic

[:: Menu](#)

dfm

J Frost 23

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](#)

[Metric 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.

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 at the front.

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

K83b: Expand a single bracket requiring simplification.

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

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

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.

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

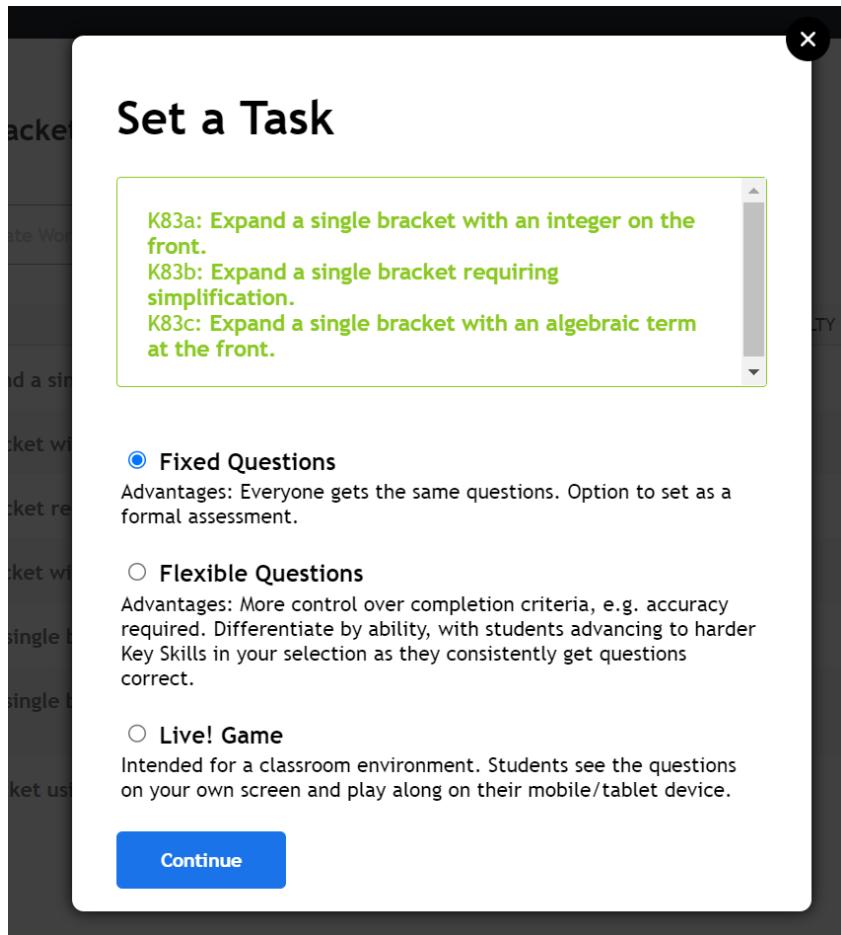
:: K83c Expand a single bracket with an algebraic term at the front. x

[Set a Task](#)

[Generate Worksheet](#)

[Have a Go](#)

Setting a Task by Topic



The screenshot shows a 'Set a Task' interface. At the top, there is a list of skills: 'K83a: Expand a single bracket with an integer on the front.', 'K83b: Expand a single bracket requiring simplification.', and 'K83c: Expand a single bracket with an algebraic term at the front.'. Below this, there are three options with radio buttons:

- 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.

At the bottom is a blue 'Continue' button.

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.

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.

x	y	e	π
$\sqrt{\square}$	$\sqrt[\mathbf{v}]{\square}$	a^2	a^{\square}
$<$	$>$	\leq	\geq
$($	$)$!	θ

7	8	9	\square/\square
4	5	6	\times
1	2	3	$-$
0	.	=	$+$

\times	Main
\leftarrow	ABC
\rightarrow	Funcs
$\leftarrow\rightarrow$	Syms

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.

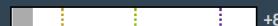
What students will see...

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

dfm

Your mastery for this skill has increased.

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



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:

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

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

Submit Answer

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

Send

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

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

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

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.

✓ 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.

$$\begin{aligned} b &= \sqrt{\frac{5a - 5}{6a}} \\ b^2 &= \frac{5a - 5}{6a} \\ \times 6a \downarrow & \quad \downarrow \times 6a \\ 6b^2a &= 5a - 5 \\ -5a \downarrow & \quad \downarrow \\ 6b^2a - 5a &= \\ a(6b^2 - 5) &= \\ \div(6b^2 - 5) \downarrow & \quad \downarrow \\ a &= \end{aligned}$$

$$\therefore a = \frac{-5}{6b^2 - 5}$$

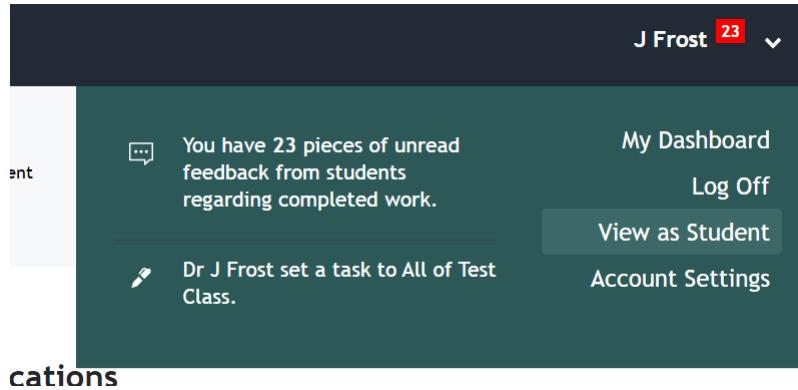
Next Question

Continue Later

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

How to do the set task as if a student

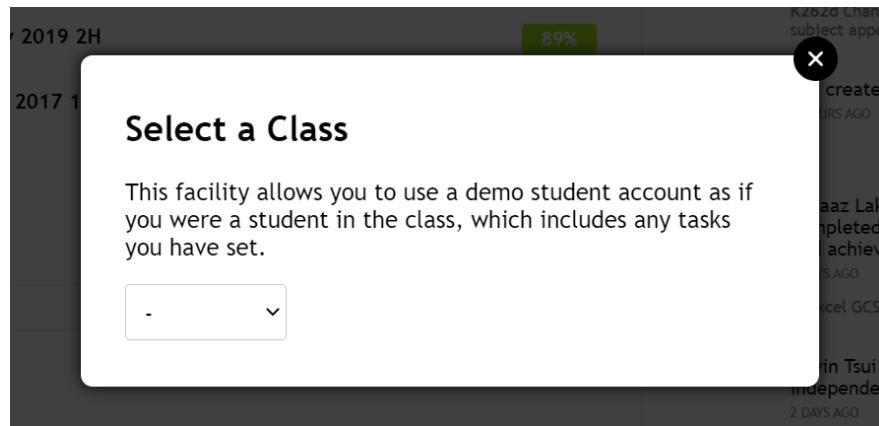
Step 1



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.

Step 2

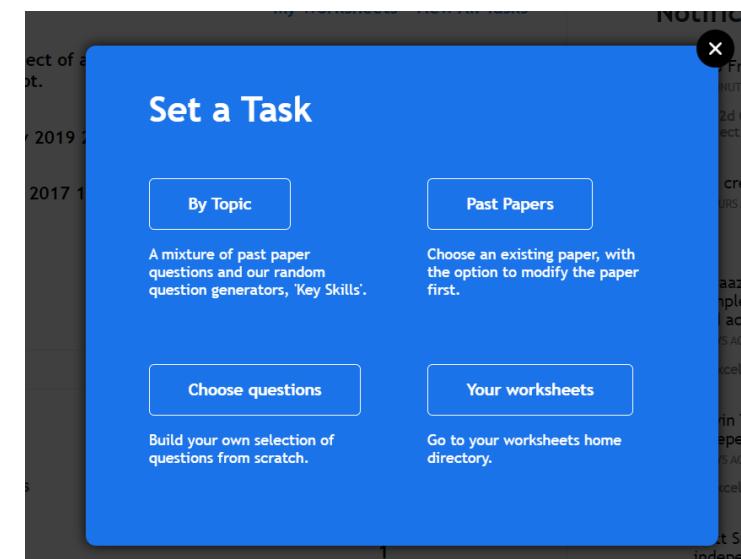
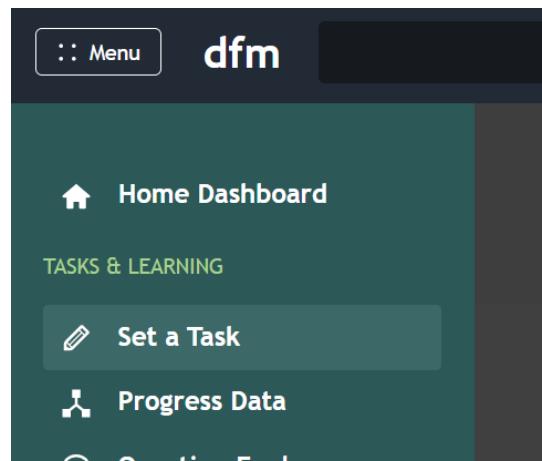


Select a class. As you will now be logged in as that demo account, you will need to log off (and back in) if you wish to return to your own account.

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

The screenshot shows a 'New Worksheet' page with a dark background. At the top, there's a header with 'dfm' and a search bar. Below the header, it says 'No saved location' and 'New Worksheet'. On the left, there's a 'Question 1' box with a 'x' button, containing the text 'Click to choose an exam question.' To the right of this box are two buttons: a blue '+' button labeled 'EXAM QUESTION' and a purple '+' button labeled 'KEY SKILL QUESTION'. At the top right of the page are buttons for 'Set as Task', 'Save', 'Save As', 'Download', and a 'More Options' dropdown. A large black arrow points from the top right text box down to the 'EXAM QUESTION' button.

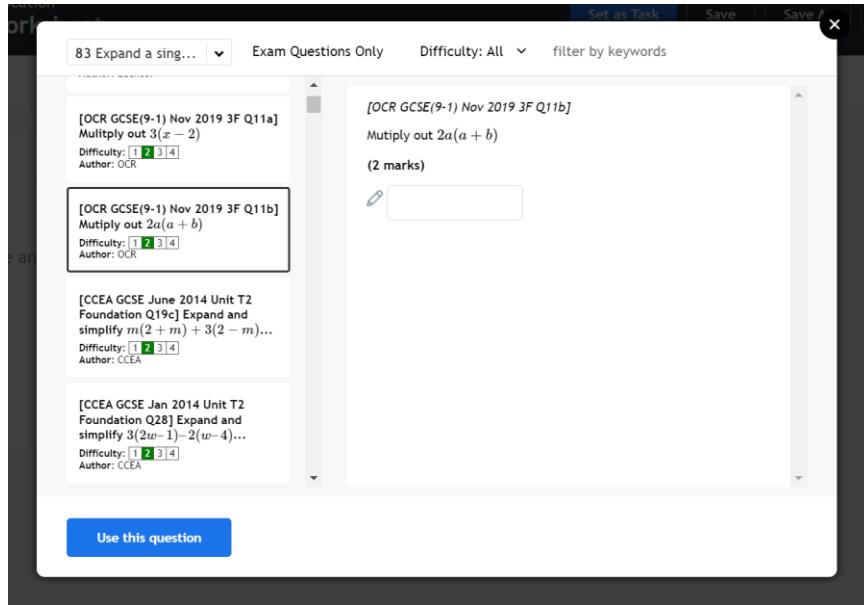
Once your worksheet is saved, you can set it as an online task, or export it to Word (with markscheme) or play as a 'Live!' game. 'Practice Mode' allows you to practise the worksheet as if as student.

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



83 Expand a sing... Exam Questions Only Difficulty: All filter by keywords

[OCR GCSE(9-1) Nov 2019 3F Q11a] Multiply out $3(x - 2)$ Difficulty: 1 2 3 4 Author: OCR

[OCR GCSE(9-1) Nov 2019 3F Q11b] Multiply out $2a(a + b)$ (2 marks) Difficulty: 1 2 3 4 Author: OCR

[CCEA GCSE June 2014 Unit T2 Foundation Q19c] Expand and simplify $m(2 + m) + 3(2 - m)$... Difficulty: 1 2 3 4 Author: CCEA

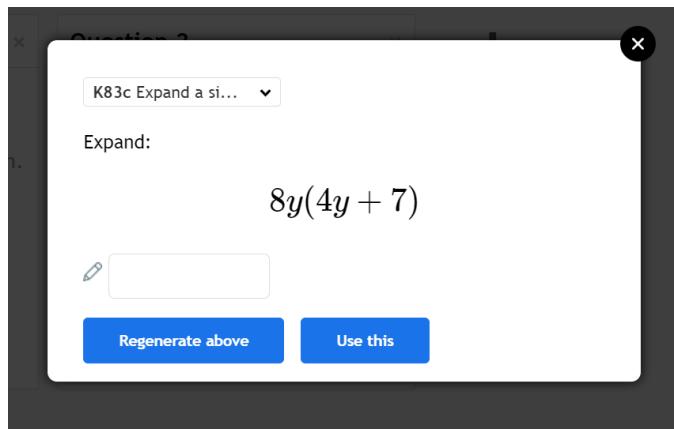
[CCEA GCSE Jan 2014 Unit T2 Foundation Q28] Expand and simplify $3(2w - 1) - 2(w - 4)$... Difficulty: 1 2 3 4 Author: CCEA

Use this question

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.



Question 3

K83c Expand a si... ▾

Expand:

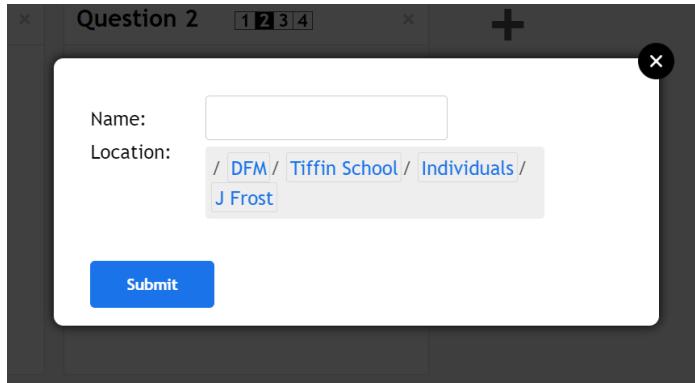
$8y(4y + 7)$

Regenerate above **Use this**

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



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 hidden by the teacher.

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.

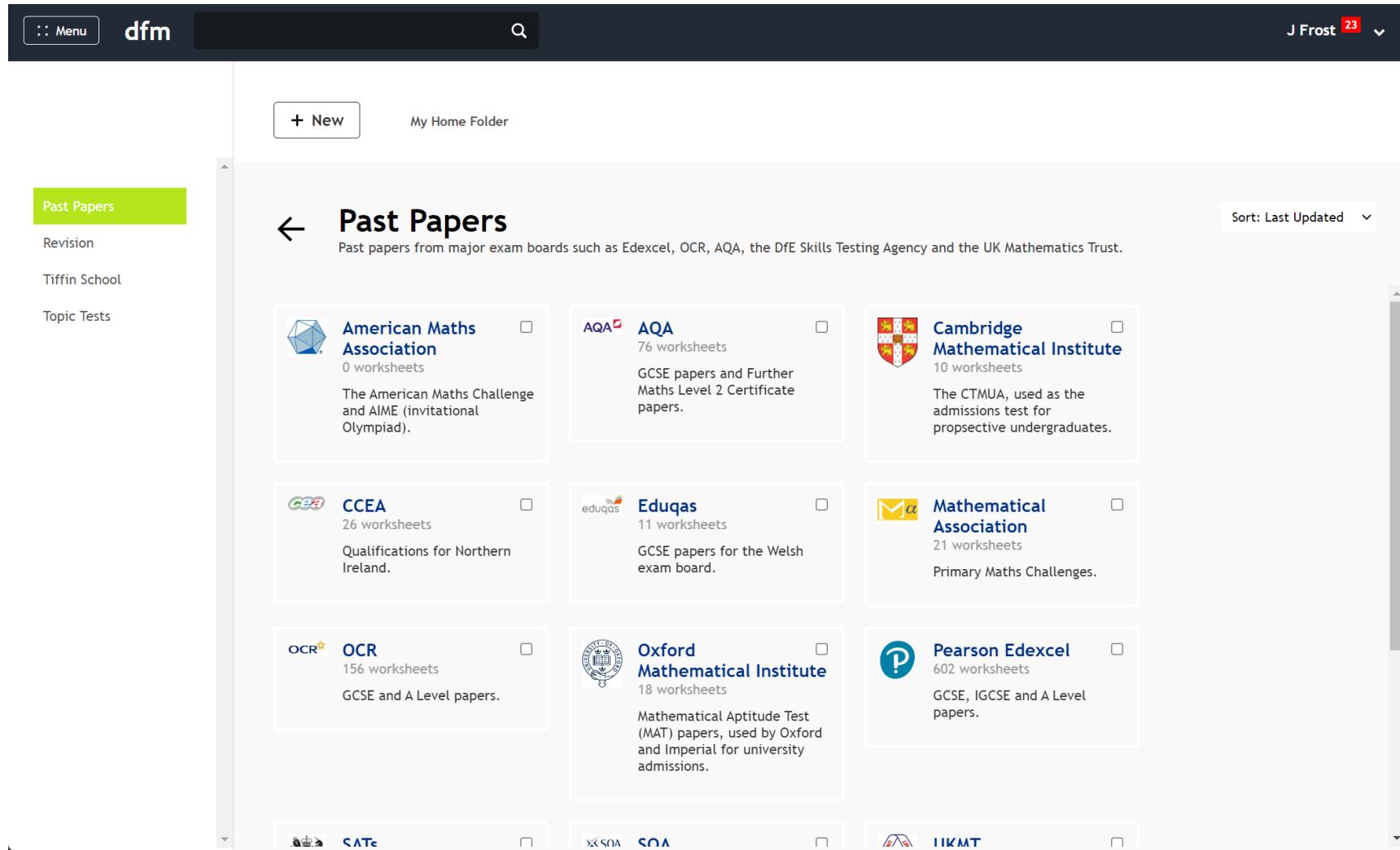
Live! task
Students play along with their mobile/tablet device. Students all answer a question at the same time, with the game controlled by the teacher.

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 platform interface. At the top, there is a dark header with a 'Menu' button, the 'dfm' logo, a search bar, and a user profile for 'J Frost' with a '23' notification. Below the header, the main content area has a 'Past Papers' tab selected, indicated by a green highlight. The page title is 'Past Papers' with a back arrow. A sub-header states: 'Past papers from major exam boards such as Edexcel, OCR, AQA, the DfE Skills Testing Agency and the UK Mathematics Trust.' On the right, there is a 'Sort: Last Updated' dropdown. The main content area displays a grid of past paper resources from various organizations:

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

At the bottom of the page, there are additional navigation links for 'SATs', 'SOA', 'SOA', and 'UKMT'.

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

View **Edit**

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.



(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

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 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 2 1 2 3 4

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

Write 0.3 as a percentage.

(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 3 1 2 3 4

[Edexcel GCSE(9-1) June 2018 3F Q3a]

Write the number 123456789 in words.

(1 mark)

Question 7 1 2 3 4

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

Here are 7 digits.

7

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

(1 mark)

You can now:

- **Reorder questions** by dragging the question boxes.
- **Delete questions** using the **x** 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.

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

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
<input type="checkbox"/> E83: Exam Practice: Expand a single bracket.	Browse	1-4	
<input checked="" type="checkbox"/> K83a: Expand a single bracket with an integer on the front.	Example	1	80%
<input checked="" type="checkbox"/> K83b: Expand a single bracket requiring simplification.	Example	2	38%

Your selection

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

:: K83b Expand a single bracket requiring simplification. x

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 way. As per before, use **Set to Students** or **Download** to export to Word.

The screenshot shows the 'New Worksheet' section of the worksheet builder. On the left, there is a 'Template' column with four rows labeled 'Question 1' through 'Question 4'. Each row contains a 'Skill' dropdown menu. The 'Generate' button is located at the top of the 'Template' section. To the right of the template, there are six 'Question' cards, each with a 'Skill' dropdown, a 'View' or 'Edit' button, and a 'More Options' dropdown. The first question is a pie chart problem about drawing a pie chart for 120 people. The second question is about calculating angles for a pie chart. The third question is about favourite colours. The fourth question is about a pie chart with angles 72° and 108°. The fifth and sixth questions are partially visible. A large pie chart is displayed at the bottom of the screen, showing segments A and B with angles 108° and 72° respectively.

Template Column:

- Question 1:** Skill: K137a Draw a pie... | ▾
- Question 2:** Skill: K137b Interpret ... | ▾
- Question 3:** Skill: K137a ... | ▾
- Question 4:** Skill: K137b Interpret ... | ▾

Generate Button: Generate

Question Cards:

- Question 1:** Skill: K137a Draw a pie... | ▾
- Question 2:** Skill: K137b Interpret ... | ▾
- Question 3:** Skill: K137a ... | ▾
- Question 4:** Skill: K137b Interpret ... | ▾
- Question 5:** Skill: K137a Draw a pie... | ▾
- Question 6:** Skill: K137a Draw a pie... | ▾

More Options: More Options ▾

Annotations:

- Template Column Annotation:** This extra column on the left is known as a **template**. Templates are a specification for how to generate the random worksheet.
- Generate Button Annotation:** 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.
- Bottom Template Annotation:** If you scroll to the bottom of the template, you could add additional question specifications.

Generating a Shadow Paper

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

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

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**.

Submit Answer

More Options

- Delete Worksheet
- Generate Shadow Paper**
- Try as a student

Generating a Shadow Paper

dfm

No saved location

Edexcel IGCSE...

Generate

Save Options

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...

No saved location

New Worksheet

View Edit

Set as Task Save Save As Download

More Options

Question 1 1 2 3 4 C

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

22.463
22.404
22.7799
22.6

Question 2 1 2 3 4 C

Question 3 1 2 3 4 C

Question 4 1 2 3 4 C

Convert 0.2 to a percentage.

What is the correct order? (1 mark)

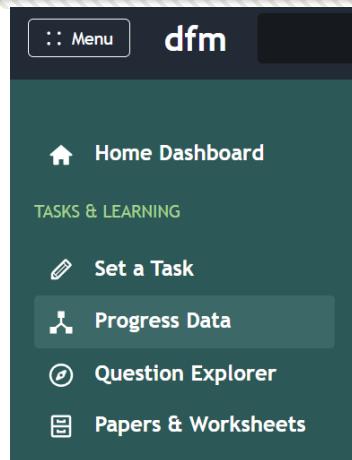
This will look at the skills involved in each question in the original worksheet, and **produce a template**.

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

A screenshot of the 'Assigned Tasks' list. The left sidebar shows 'Tasks' with 'List' selected (highlighted in a grey box) and 'Marksheet' below it. Other options include 'Student Progress', 'Certificates', 'School Stats', 'Leaderboards', and 'Feedback'. The main area is titled 'Assigned Tasks' and shows a table of tasks. The table has columns: TASK, SET DATE, DUE DATE, COMPLETED, and AVG. Arrows point from text boxes to specific parts of the interface:

- An arrow points to the 'List' button in the sidebar.
- An arrow points to the date range filter '20/8/2022 to 3/11/2022'.
- An arrow points to the first task in the list: 'K262d Change the subject of a formula where the subject appears twice with a square...'. This row is highlighted with a black box and the text 'Click on a row to open an analysis of the task.'

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.

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

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

Rhlyd, Otrcju
View Attempts (1) 16/25
33 mins

Wa-Yvwwz, Tmgqdt
View Attempts (1) 18/25
40 mins

Ycp, Qrcsu
View Attempts (1) 21/25

Feusrdbjrausrv,
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, Lajco
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.

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

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

Click a cell in the table to view the student's answer and the correct answer, as well 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.

Viewing Pupil Progress Data from Set Tasks

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

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

Attempt 1/1 (1 mark)

Unassign Task

Mark as Complete

Write a new comment

Question 8 1 min

X

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.



dfm

Menu

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

[Write a new comment](#)

J Frost 23

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.

dfm

Menu

Edexcel GCSE(9-1) Nov 2017

1H

All of 11X1/Ma

Full Breakdown

By Topic

By Question

C

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.

Student	E292	E244	K237c	E191	E263	E55	E218	E141
Rhyld, Otcru	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Wa-Ywwwz, Tmgqdt		1/1			1/1	1/1	1/1	1/1
Xsn, Ouscu	1/1	1/1	1/1	0/1	0/1	0/1	0/1	1/1
Mlebn, Rlqiwp					1/1	1/1	1/1	1/1
Gunpebexzg, Pzancg	0/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Feusrdbjrausrv, Azdaj	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Rzp, Uxomuhcx			0/1	1/1	1/1	0/1	0/1	1/1
Ajgre, Hmmd						1/1	1/1	1/1
Lggsb, Lqjco			1/1			1/1	1/1	1/1
Cjsnvtsgu, Vjxupsm	0/1	1/1	1/1	0/1	0/1	1/1	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, Qouwn

166

102

513

0 mins

913

56

9

1

0

Rk-Lfbah, Yhckb

103

5

350

2 mins

747

59

6

0

0

Put, Csfv

96

32

320

0 mins

614

46

4

1

0

Hmvyd, Zytkj

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.

	Total	KS3/4	KS5
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	

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.

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
Egmo, Inavdn	8	8	
Hnnefexts, Rhkyov	17	8	
Djhqzovgebngqq, Qdzkn	25	17	8
Cru, Wyklvzlk	25	17	8
Jnff 44F7/As Vizkbmg,			
Sipko, Obww	25	17	8
Fbzop, Sdppj	141	91	50
Ptmoubwch, Bwoschn	17	8	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
Woop, Z geg	116	8	50	50	8	
Dhtfrfvgiizd, Tfcpewl	91	8	42	33	8	
Cqslmigxdzngk, Hcks	183	17	58	66	25	17
Vzhtjzg, Indqyt	58	8	33	17		
Tzse 0U8/Ek Pmrdrvj,						
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 | ▾

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

List

Marksheet

Student Progress

Certificates

School Stats

Leaderboards

Feedback

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

Leaderboards

Whole School

Sort by mastery

Use date range



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

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
	Nanj ZWLCIUH	3588	31681

Export the current leaderboard to Excel.

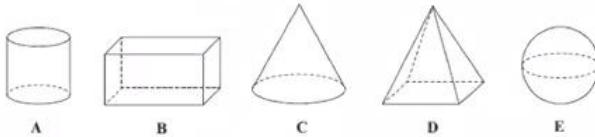
Starting a Live! game

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.



A B C D E

Write down the letter of the shape that...



127 answers in

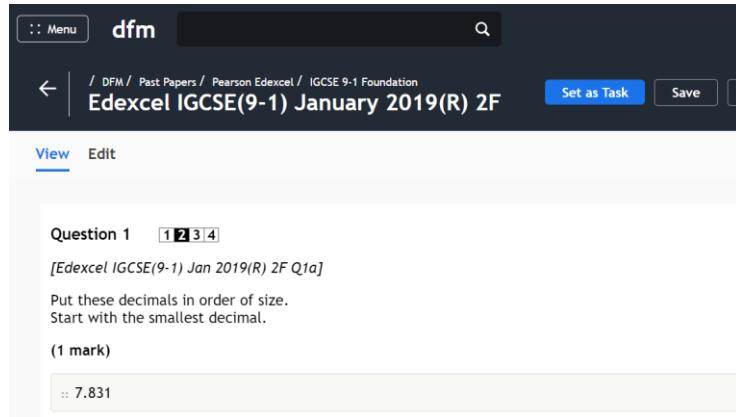
Dom	2.00 secs
Hannah	2.55 secs
Pete	2.59 secs
PAUL R	2.71 secs
Steph	2.79 secs
Jo	2.91 secs
David	2.99 secs

Stop Waiting

Num Active Participants: 135

Starting a Live! game – using a worksheet

Step 1

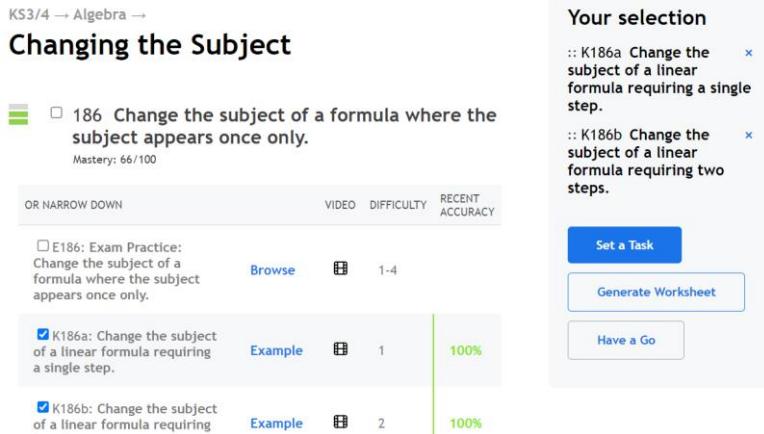


Question 1 1 2 3 4
[Edexcel IGCSE(9-1) Jan 2019(R) 2F Q1a]
Put these decimals in order of size.
Start with the smallest decimal.
(1 mark)
:: 7.831

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



KS3/4 → Algebra →
Changing the Subject

186 Change the subject of a formula where the subject appears once only.
Mastery: 66/100

OR NARROW DOWN VIDEO DIFFICULTY RECENT ACCURACY

E186: Exam Practice: Change the subject of a formula where the subject appears once only. **Browse** 1-4

K186a: Change the subject of a linear formula requiring a single step. **Example** 1 100%

K186b: Change the subject of a linear formula requiring two steps. **Example** 2 100%

Your selection

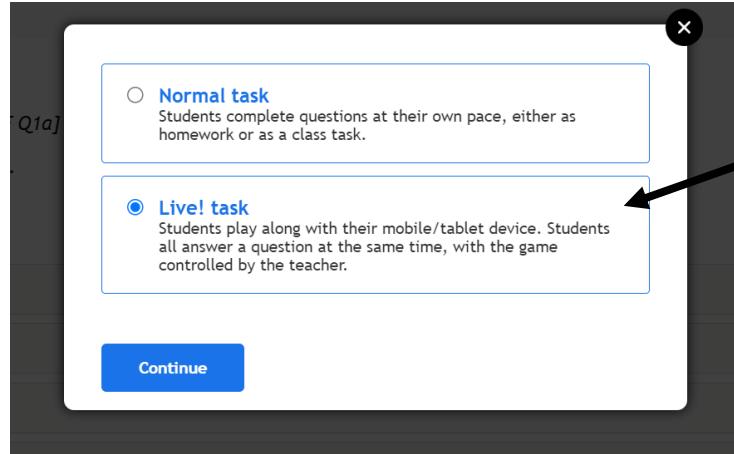
:: K186a Change the subject of a linear formula requiring a single step.
:: K186b Change the subject of a linear formula requiring two steps.

Set a Task **Generate Worksheet** **Have a Go**

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.

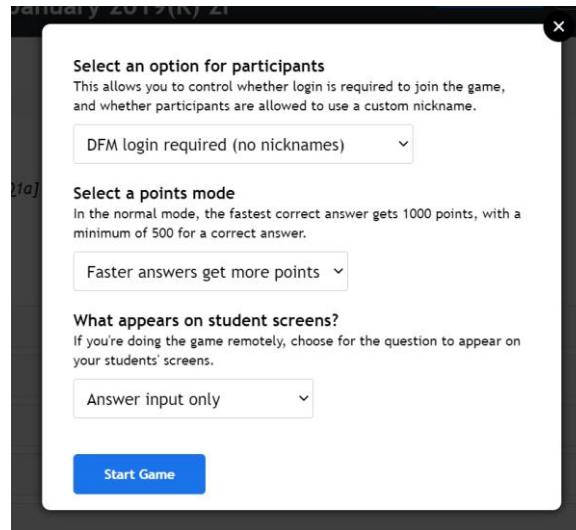
Starting a Live! game

Step 2



Choose the **Live! task** option.

Step 4



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



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

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.

Students with correct answers will be listed here.

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.

Students will see something like this on their device.

0 answers in

Stop Waiting

Num Active Participants: 1

EulerRocks (PIN: 435718)



Submit Answer

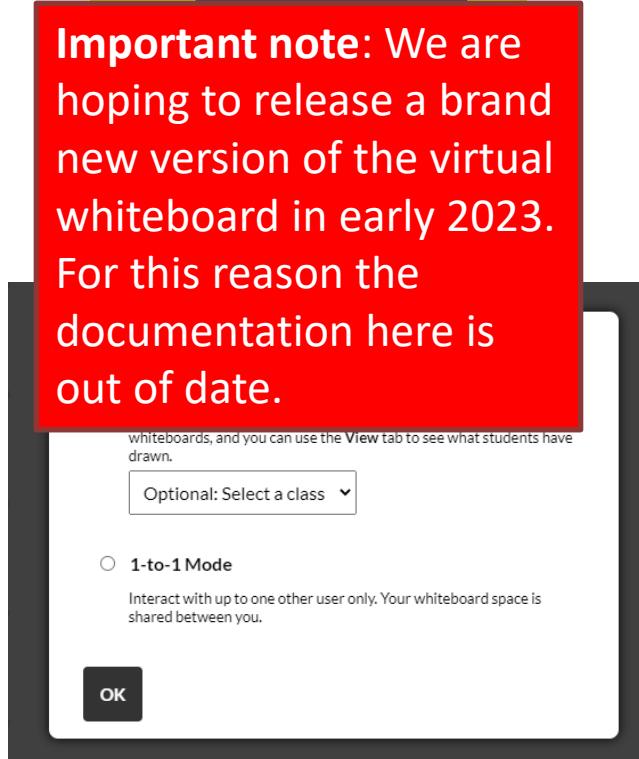
Using the Virtual Whiteboard

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



Step 2



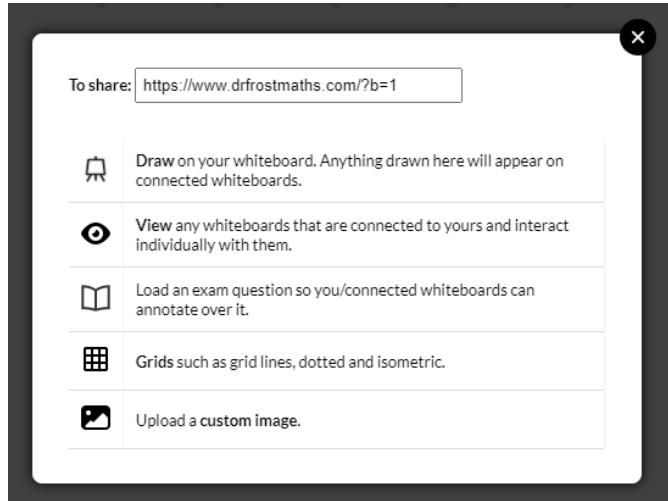
Go to
Resources → Virtual Whiteboard

or use the link on your home dashboard.

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



Step 4

A screenshot of the virtual whiteboard interface showing a grid of connected student whiteboards. The grid contains several student names with 'Interact' buttons: Vkehfa Fmumtak, Xtdf Jzmqseod, Powpy Snunw, Upwd Vrvyflw, and Dveesuhp Beacznpqgyv. Each student's name is preceded by an 'eye' icon, which is highlighted with a black box and an arrow pointing to it from the text in the adjacent box. The interface also includes a toolbar with various drawing and text tools, and a URL input field with the value <https://www.drfrostmaths.com/?b=1>.

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.

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.

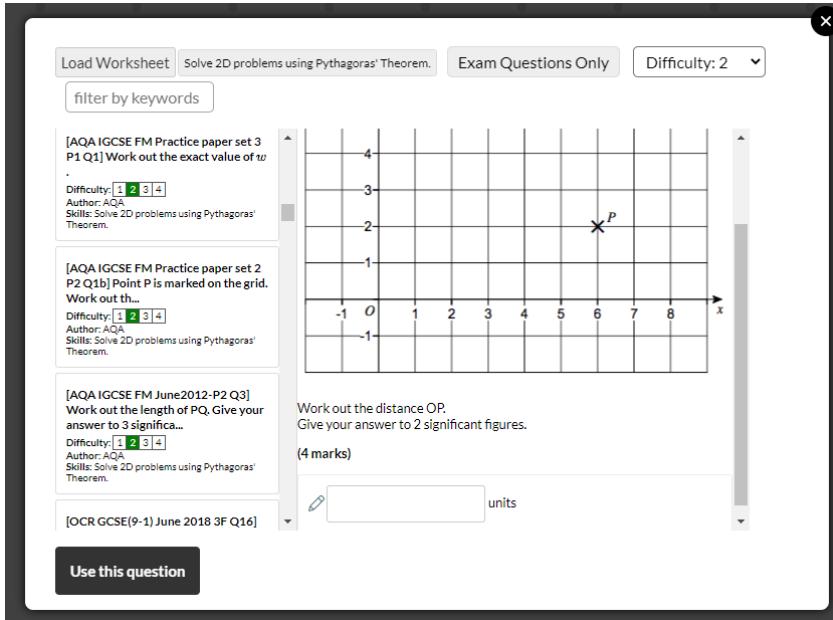
Using the Virtual Whiteboard

Step 5

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



Step 6



The screenshot shows the Virtual Whiteboard interface with a list of exam questions on the left and a graph on the right.

- Top Bar:** Load Worksheet, Solve 2D problems using Pythagoras' Theorem, Exam Questions Only, Difficulty: 2.
- Search:** filter by keywords.
- Questions List:**
 - [AQA IGCSE FM Practice paper set 3 P1 Q1] Work out the exact value of w . Difficulty: 1 2 3 4. Author: AQA. Skills: Solve 2D problems using Pythagoras' Theorem.
 - [AQA IGCSE FM Practice paper set 2 P2 Q1b] Point P is marked on the grid. Work out th... Difficulty: 1 2 3 4. Author: AQA. Skills: Solve 2D problems using Pythagoras' Theorem.
 - [AQA IGCSE FM June2012-P2 Q3] Work out the length of PQ. Give your answer to 3 significant figures. Difficulty: 1 2 3 4. Author: AQA. Skills: Solve 2D problems using Pythagoras' Theorem.
 - [OCR GCSE(9-1) June 2018 3F Q16]
- Graph:** A 2D coordinate system with x and y axes ranging from -1 to 8. A point labeled 'P' is marked at (6, 2).
- Question Preview:** Work out the distance OP. Give your answer to 2 significant figures. (4 marks)
- Input:** A text input field with a pencil icon and the word 'units'.
- Buttons:** Use this question.

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

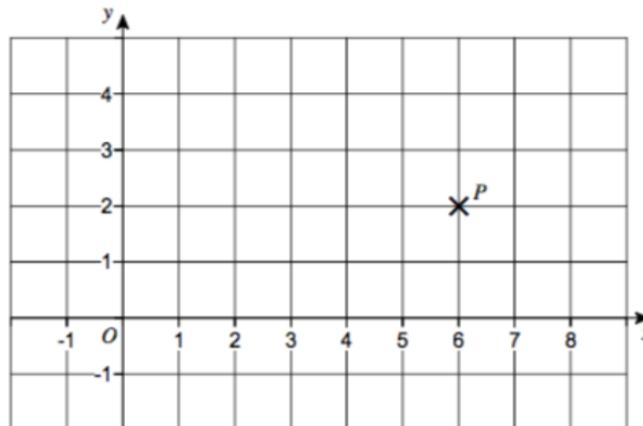
Step 7

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 shows a virtual whiteboard interface for a math question. At the top, there is a toolbar with various icons: a user icon (dfm), a color palette, and tools for drawing, erasing, and selecting. Below the toolbar is a URL bar containing <https://www.drfrostmaths.com/?b=1>, and checkboxes for 'Require a DFM login' (checked) and 'Hide Names'.

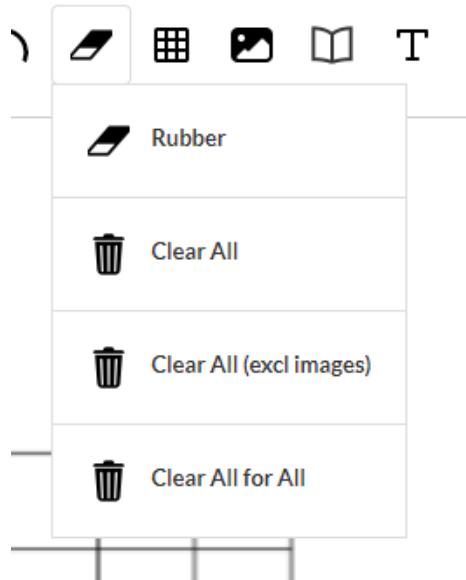
The main area displays a grid with a point labeled P marked on it. A student's work is shown on the grid: a red line segment is drawn from the origin to point P, and the distance is labeled as $d = \sqrt{6^2 + 2^2}$.

The whiteboard is populated with student names and their work:

- Mczlwz Gxdhawf**: Shows a coordinate grid with a point P marked. A red line segment is drawn from the origin to point P, and the distance is labeled as $d = \sqrt{6^2 + 2^2}$.
- Tqln Tdrwpbzt**: Shows a blank coordinate grid.
- Snvre Mxkcr**: Shows a blank coordinate grid.
- Ivjcir Wftct**: Shows a blank coordinate grid.
- Jkbt Poyuisu**: Shows a blank coordinate grid.
- Cvoxmgks Dbovczckmo**: Shows a blank coordinate grid.

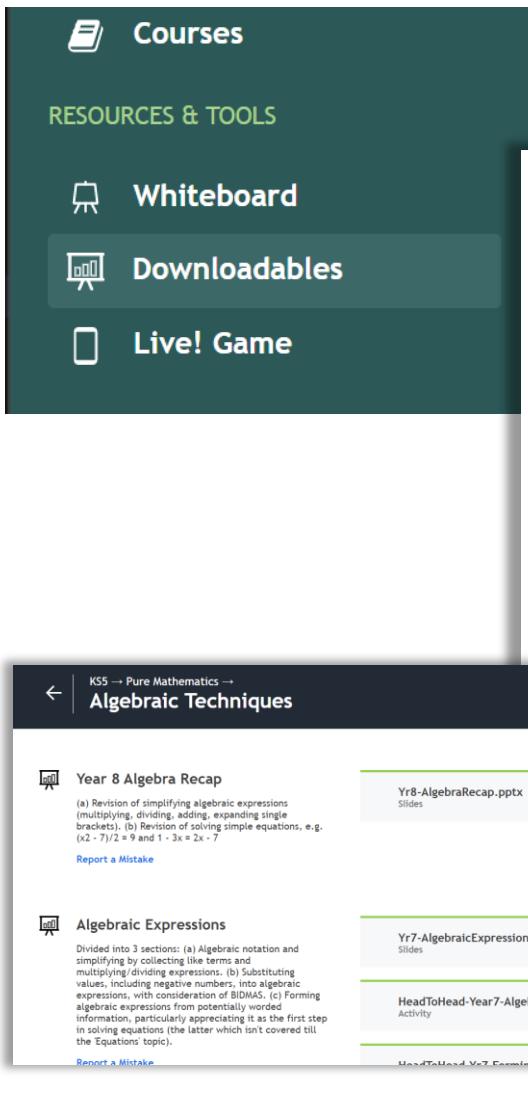
At the bottom of the screen, there is a question prompt: "Work out the distance of the line segment from the origin to point P. Give your answer to 2 significant figures." and a note "(4 marks)".

Using the Virtual Whiteboard



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

Browsing for Downloadable Resources



Courses

RESOURCES & TOOLS

Whiteboard

Downloadables

Live! Game

← K55 → 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 into algebraic 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

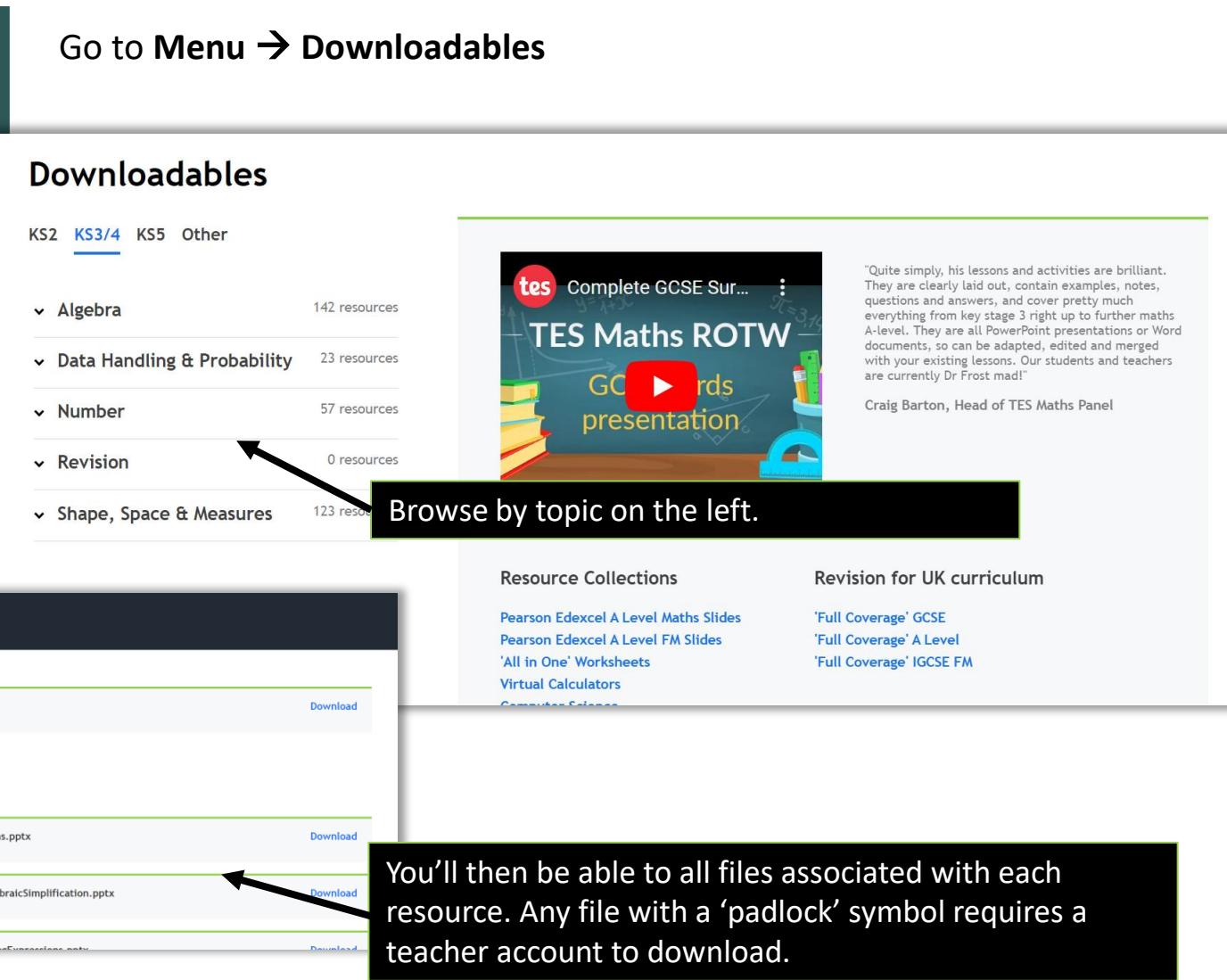
Go to Menu → Downloadables

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

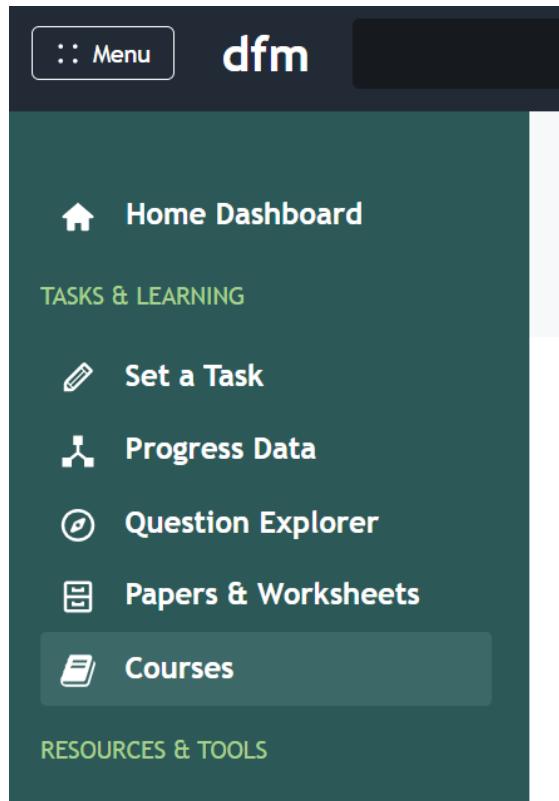
Revision for UK curriculum

- '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.

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.

The screenshot shows the DFM Courses interface for Tiffin School. At the top, there is a navigation bar with 'Menu', the 'dfm' logo, a search bar, and a user 'J Frost' with a '23' notification. Below the navigation is a breadcrumb trail 'Courses → Schools → Tiffin School' and a 'View' toggle button. The main content area features a large image of a modern school building with a circular glass-enclosed entrance. To the right of the image is the Tiffin School crest. The interface is divided into sections: 'DFM Courses' (16 courses available), 'Tiffin School' (7 courses available), and 'Exam Boards & Publishers' (24 courses available). Below these sections, there are two columns for 'Year 7' and 'Year 8', each showing a list of courses with a green progress bar above them. A callout box points to the 'View' toggle with the text: 'This toggle allows teachers to switch between View and Edit mode. Edit Mode is only available for your own school's courses.' Another callout box points to the 'DFM Courses' section with the text: 'DFM Courses are in-house courses, for those not following a specific exam syllabus.' A third callout box points to the 'Tiffin School' section with the text: "'Tiffin School' will be the name of your school, and contain your courses." A fourth callout box points to the 'Exam Boards & Publishers' section with the text: 'Exam Boards & Publishers are courses by exam boards (e.g. Edexcel, AQA) and other publishers (e.g. White Rose Maths).' A fifth callout box points to the 'Year 7' and 'Year 8' sections with the text: 'Click on a course box to open it.' A sixth callout box points to the green progress bars with the text: '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.'

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

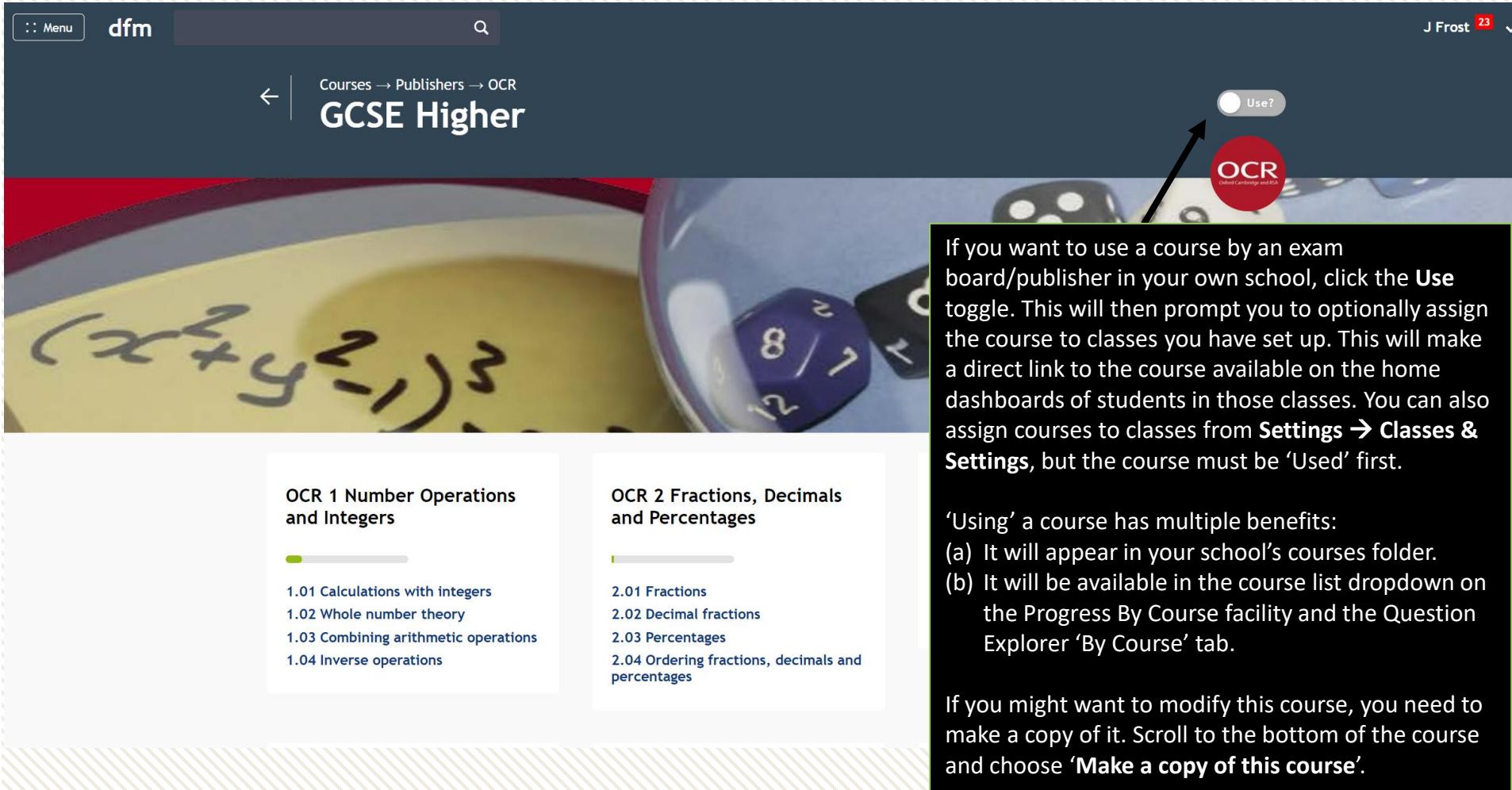
'Tiffin School' will be the name of your school, and contain your courses.

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

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

Courses → Publishers → OCR

GCSE Higher

Use?

OCR

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:

- It will appear in your school’s courses folder.
- 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**’.

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

Looking at Courses

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

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

- 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 set on a Cartesian coordinate system.



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 aspects 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.



176 Represent solutions of an inequality on a number line

Mastery: 0/100

[Set a Task](#)

[Generate Worksheet](#)

[Have a Go](#)

OR NARROW DOWN

VIDEO DIFFICULTY

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

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**.

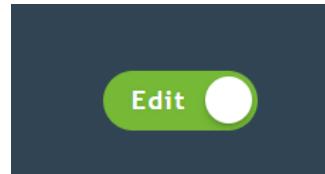


177 Solve linear inequalities.

Mastery: 33/100

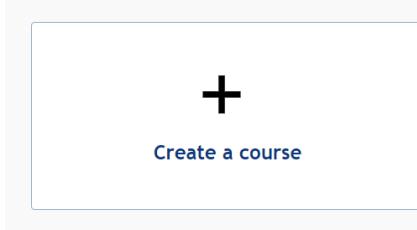
Creating Your Own Course/Scheme of Work

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.

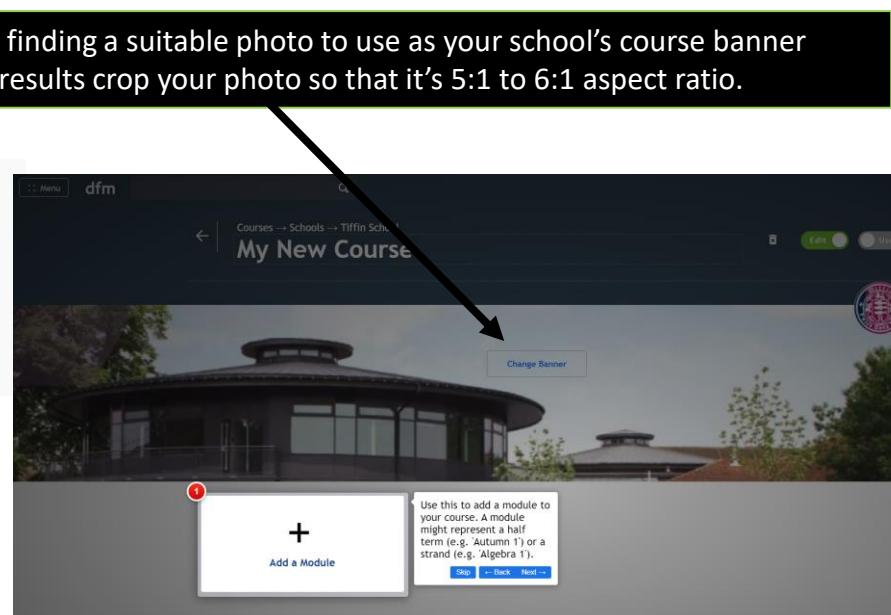
Step 2



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.

The screenshot shows a web interface for creating a course. At the top, a navigation bar shows 'Tiffin School → My New Course → Autumn 1 → Negative Numbers'. There are back, forward, and search icons, and a green 'Edit' button. The main content area shows a banner image of a school building, a 'Change Banner' button, and a text input field with placeholder text: 'Put any introductory information about this unit here. Click to update...'. Below this, a section for 'Autumn 1' shows a unit titled 'Negative Numbers' (0 skills) with a '+Unit' button. To the right, there are buttons for '+Add Resource' and '+Add Skill'. A large black callout box with white text points to the '+Add Skill' button, stating: '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.' Another callout box points to the '+Unit' button, stating: 'You can add additional units to your module by clicking this button.' A third callout box points to the text input field, stating: 'This unit does not have any content. If this is your school's course, teachers should click the 'View' toggle to change to 'Edit''. A fourth callout box points to the 'Change Banner' button, stating: 'If you want some introductory text, e.g. the learning objectives from your school's scheme of work, just click here.'

Autumn 1

Negative Numbers
0 skills

+Unit

+Add Skill

+Add Resource

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

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

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

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

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.

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.

A screenshot of a course management interface. At the top, a breadcrumb navigation shows 'Courses → Schools → Tiffin School'. Below this, the title 'My New Course' is displayed in a large, bold, white font inside a dashed box. To the left of the title is a back arrow icon. To the right are three buttons: a trash icon, a green 'Edit' button, and a grey 'Use?' button with a toggle switch. The background is dark blue.

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.drfrostmaths.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.