Guidance to presenting to others

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www.drfrost.org

Contents

Set up for presenting

Thank you for sharing www.drfrost.org with other teachers! This guide may give you some ideas on how best to explain the functionality of the platform, and key points to make.

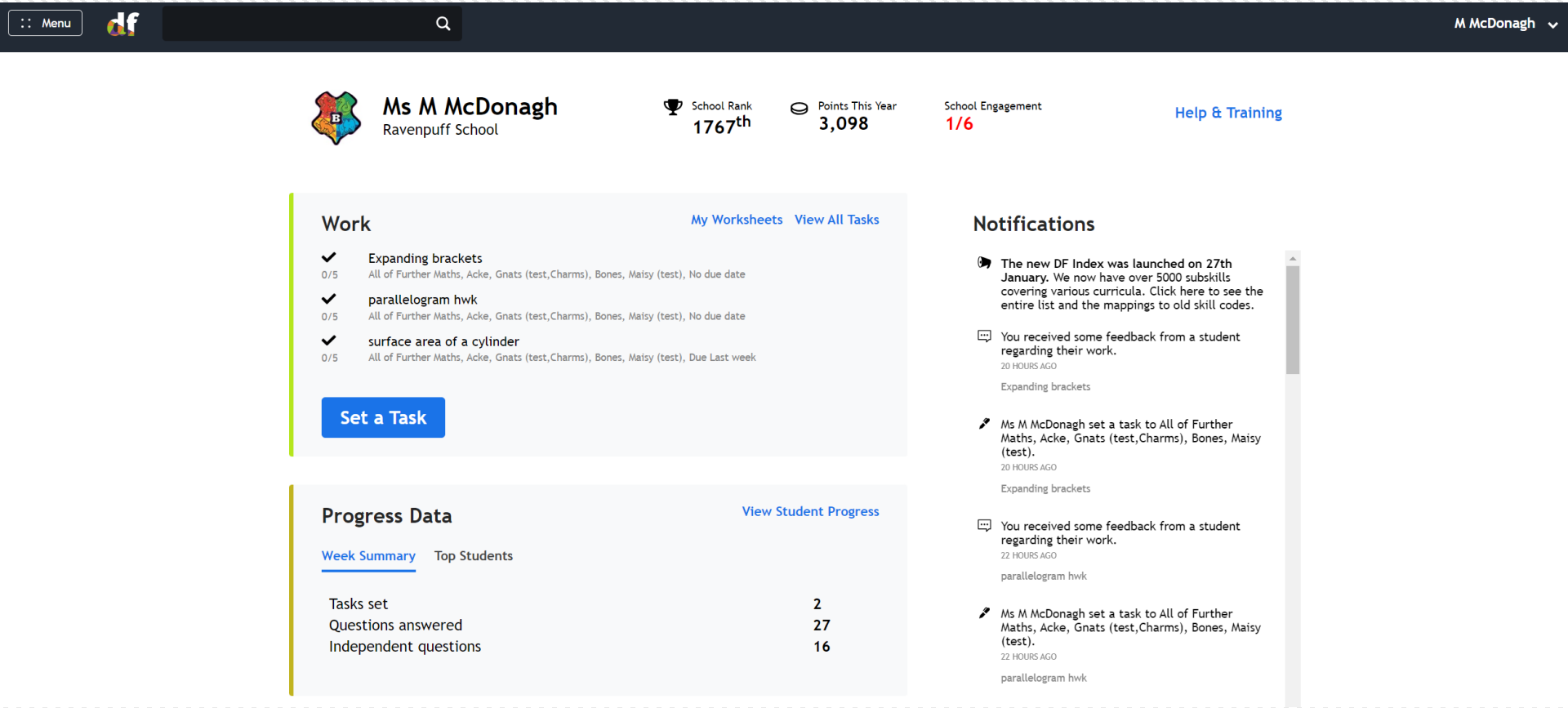
If you're presenting to teachers at other schools, anonymise student names by clicking your **name at the top right → Account Settings→ Anonymise/Demo Mode.**

Important general points to get across:

1. Dr Frost Learning is a charity.
2. Our complete skill list covers mathematical skills across all major curriculums both in the UK and internationally.
3. The platform is mostly built around question-answering, so it's important to show examples of both Questions Generators and Exam questions.
4. Schools require a subscription for more than one teacher to use the platform. Our lesson resources will always be free for teachers to download.

Home dashboard

- Make clear this is what teachers see when they first log in.
- Point out the links in “work” and “progress data” which provide access to the main functionality of the site, which is duplicated in the top menu, and the notification feed on the right.
- Point out the ‘**help and training**’ at the top right which links them to training sessions and a starter guide for teachers. Students get their own separate guide.



Setting Tasks by creating a worksheet

- Go to **Work → Set a Task**. Explain briefly what the 4 options allow you to do.

  Select **By Topic.** Make clear the difference between **Question Generators** and **Exam Skills**. Explain that a skill (e.g. Expanding brackets) has been broken down into question generators (e.g. Expand a single bracket with an integer on the front).

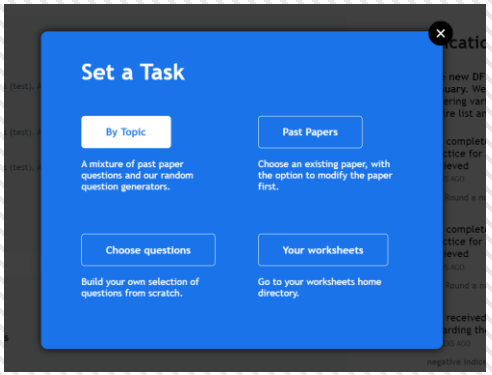
- Emphasise the aspect of **choice**, as this is a major advantage of our platform over similar products. Students can repetitively practise very specific question types, potentially with an accuracy requirement for completion, but they can also get broader practice with Exam Questions. And teachers can choose the questions, or let the system choose for them based on the needs of the student.

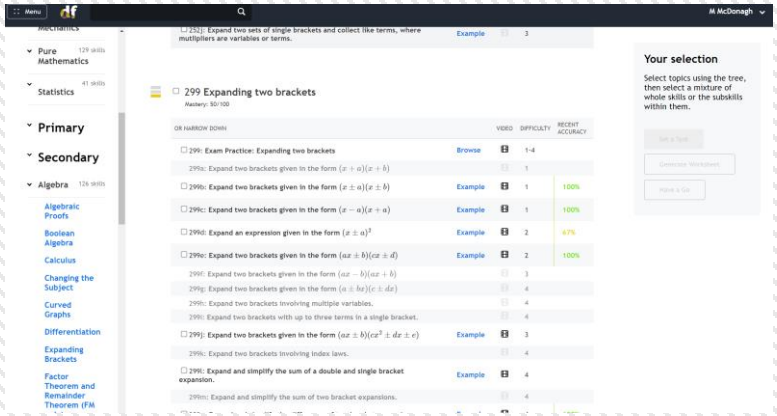
- Start by choosing **Question Generator** questions. Potential examples: (a) KS3/4 Expanding Brackets to show scaffolding and progression through the skills (b) KS3/4 Transformations → Rotate a shape to show inbuilt Desmos (c) KS3/4 Probability → Form an equation 463e which has very comprehensive answer explanation

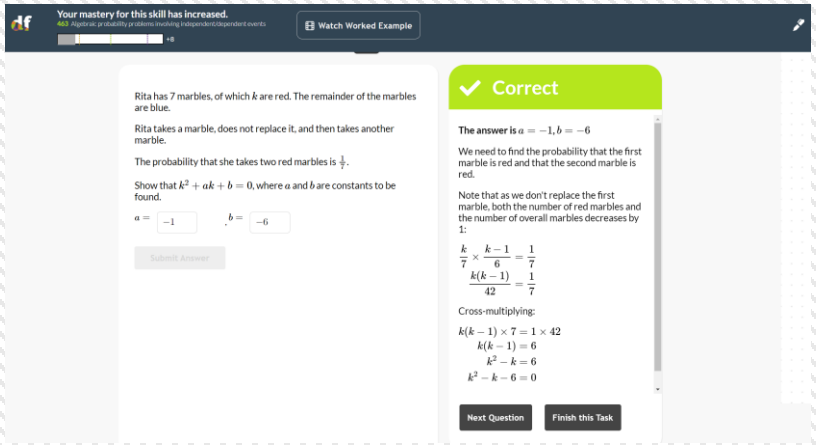
- Point out the **'Example'** and video icons. Click one of the video icons and mention that the videos are purposely short (typically 3-4 minutes) and specific to the kind of question.

- Use the **Have a Go** option (and get an answer right to demonstrate how the system responds). This demonstrates the experience for students and it's important for teachers to see this. Point out the video button at the top which students can use if stuck.

- Select a mixture of key skills and exam practice and demonstrate the 'fixed questions' option. Once this directs you to the worksheet interface, point out that this generated a 'template'. Show it is intuitive (regenerate, delete, change the order of a question, change the difficulty on the left, filter to an exam board where appropriate) and show that we could potentially make a **custom template** with exam board filters and so on. Briefly explain setting options and point out the worksheet can be downloaded to word, with answers included.







Set a task by choosing flexible questions

- Go to **Work → Set a Task**. Select **By Topic** but this time only select questions from Question Generators as flexible tasks cannot take a mixture of Exam Questions and Question Generators. Ensure you include questions from different difficulty levels.

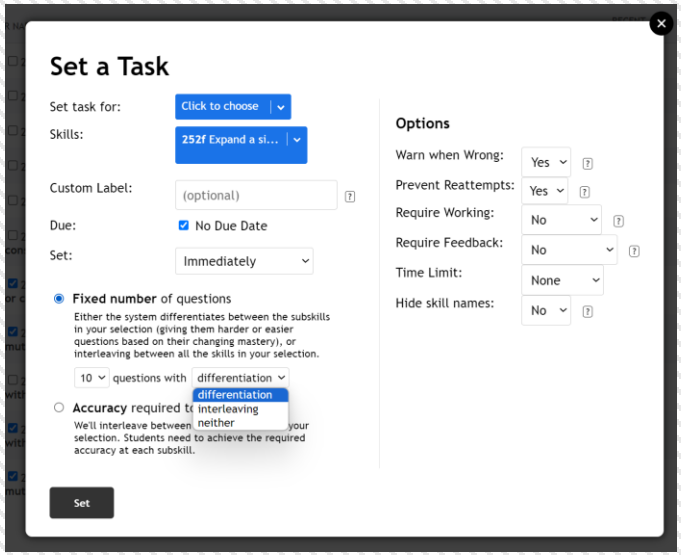
- Click **'Set a task'** and choose **'Flexible questions'.** This is the option which takes you straight to setting the task without seeing the questions first, so point out that it's a good idea to click on the example of each question type and regenerate it a few times so you have a fair idea of the type of questions the students will get give.

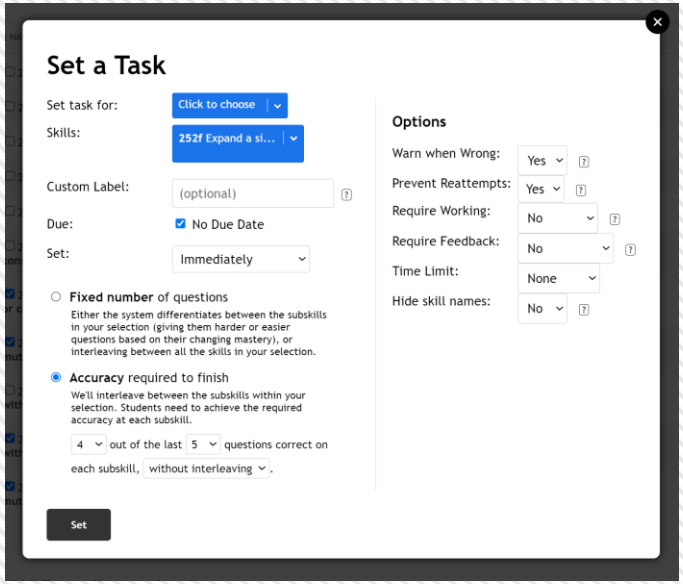
- Go through the two options 'Fixed number of questions' and 'Accuracy required to finish'. The important points to emphasise are

  - fixed number of questions with differentiation will move the learner on to the next question as soon as they are successful with it. If they keep getting the question wrong, they will get more of that type of question until they have got it right. The system cannot differentiate unless there are questions selected from different difficulty levels.

  - Accuracy required to finish therefore gives you the teacher more control over how many questions a student needs to get correct before the system moves them on.

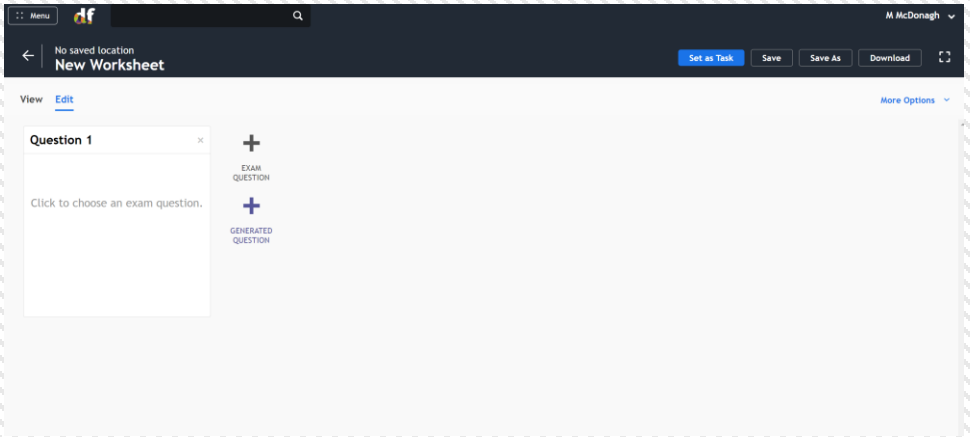
  -A huge benefit of setting questions via 'flexible questions' is that you can allow the student to re-attempt the task and try for a better mark, whilst also allowing the student to learn from their mistakes. i.e. if they get an answer incorrect, they will see the full written solution rather than having the answer concealed (as is the case when setting a task that can be reattempted from a fixed questions worksheet).

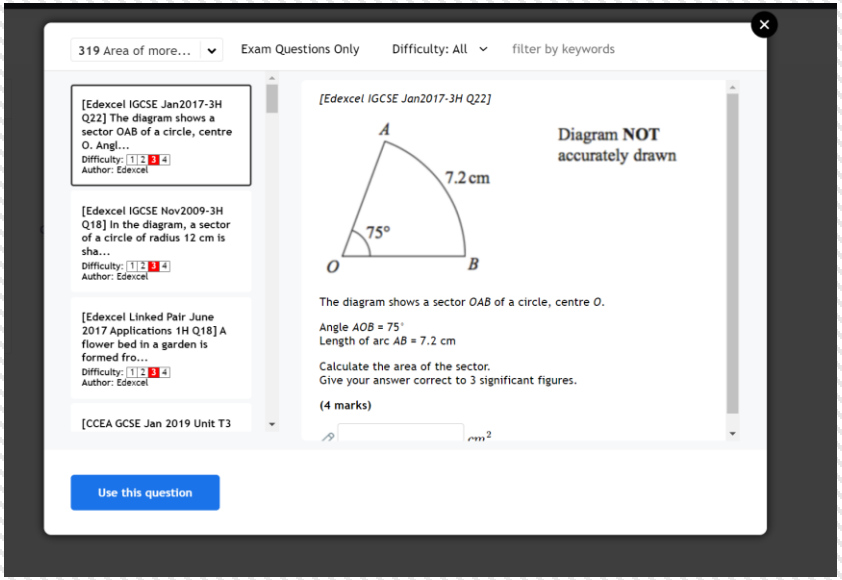




Building a custom-made worksheet

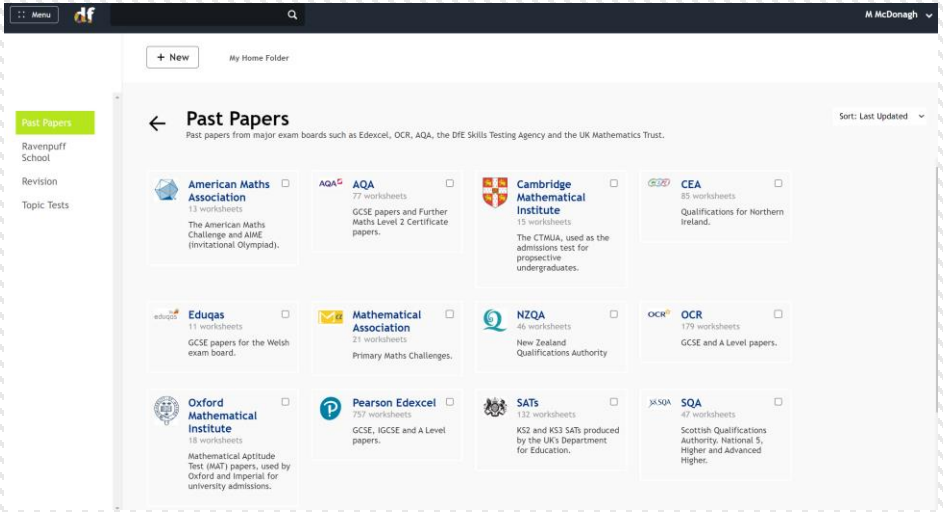
- From the home dashboard click **Set a Task and** select **‘Choose Questions’**.
- Add an Exam Skill question, mentioning the exam board filter, difficulty filter and topic filter. Some questions also have the option to ‘use all parts of this question’.
- Add a Key Skill question, show you can regenerate it.
- Save the task, possibly mentioning how you can save in different directories, such as the shared area and then click ‘Set as Task’. You would have already shown a dialog similar to this but you may want to mention the ‘use exam marking’ option, and that if you ‘require working’, teachers could then theoretically allocate partial marks based on students’ drawn working on their side whiteboard.
- Mention the **Export to Word** option, and quickly demonstrate if time, mentioning the automatically generated mark scheme.
- Mention the ‘Live!’ option, although you will unlikely have time in your demo to show.

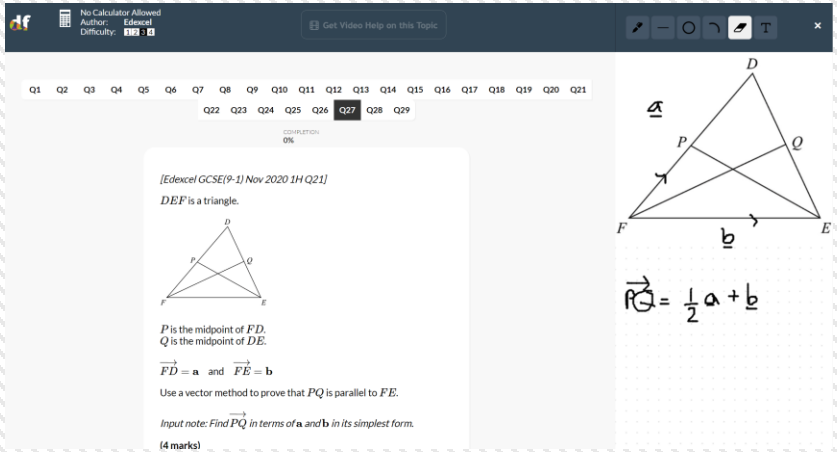


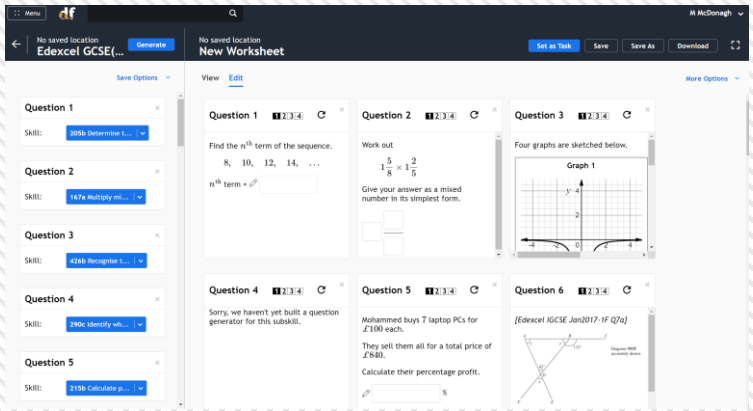


Setting Tasks – Past Papers

- Go back to **Work → Set a Task**. Choose **Past Papers**
- Explain we have past papers from major exam boards as well as the UKMT
- Choose a past paper (perhaps Edexcel GCSE 9-1, point on "last third" papers then select a full paper)
- Click **edit** and show you can delete questions if they've not yet been covered.
- Click **more options → try as a student.** Explain the student can complete in any order. Choose a question with a diagram and use the pen icon to show how a student can write working and copy the diagram to annotate. Point out the video link at the top.
- Go back and click **more options → generate shadow paper.** Briefly show the editable features. Emphasise the benefits of using this feature for missing students, regular exam practice etc.

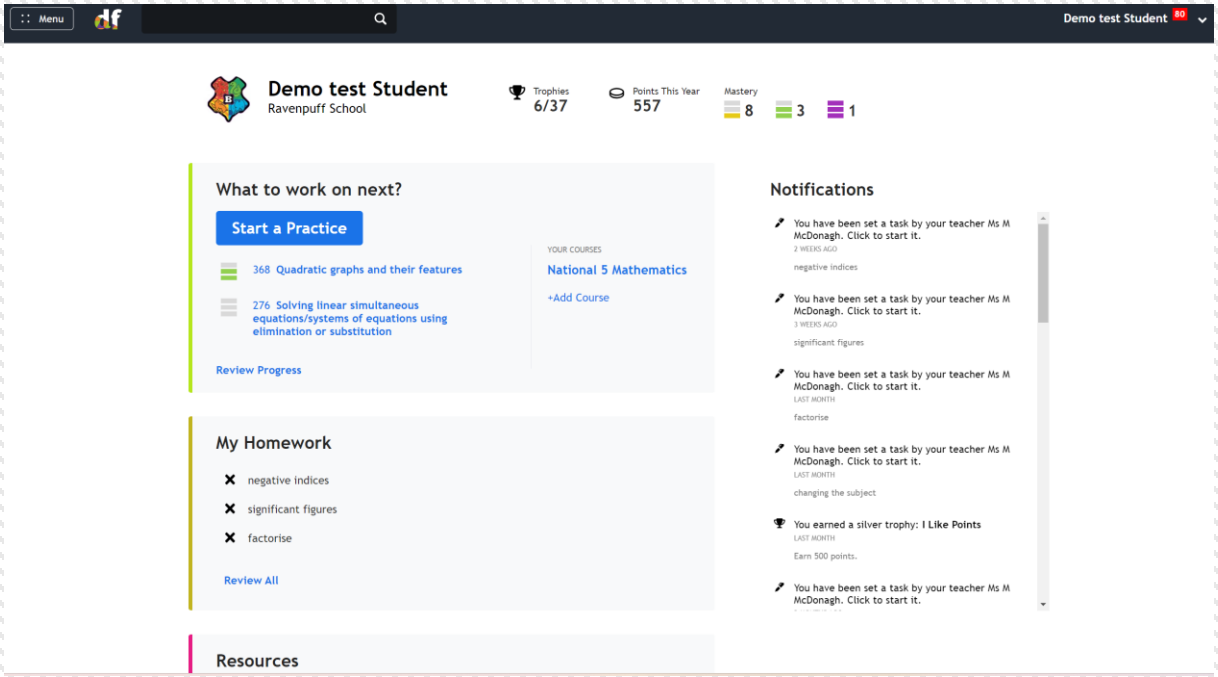






The student view and courses

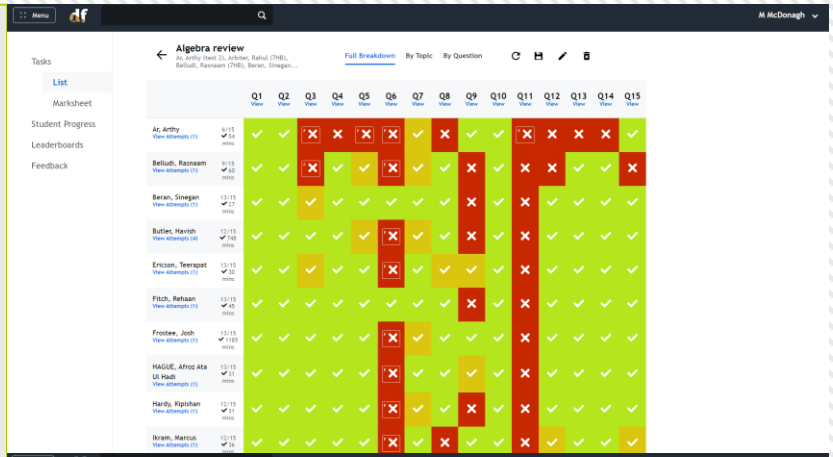
- Go to *your name* on the top right and select ‘View as Student’ then choose a class from the drop down. Ideally choose the class you have just set the task to.
- Point out where the student’s homework is located and start a task. Answer a few questions then press ‘continue later’ and show how a student can go back into their tasks, leave comments or press ‘review’ to find more questions of this type.
- If the class has been allocated a course, click on this and show how a student can navigate through a course and find relevant questions to practice. Highlight that their recent accuracy shows against questions they have tried in the past and these indicate to students what to focus on for a practice.
- Show how a student can select exam questions and filter the exam board and difficulty if desired.

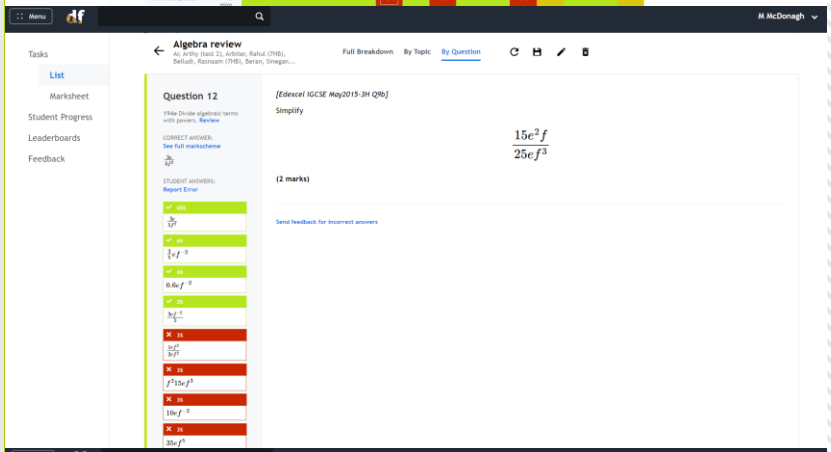


Progress Data from a task

Log off and log back in to your teacher account.

- Go to **Menu → Progress data**
- Select a class and click on a recent task (ensure you are working in anonymise/demo mode!).
- Explain red is incorrect, orange means correct on a further attempt and green means correct first time. A brown/orange means the student got the question correct after a 'nudge' on their first attempt. You can see number of attempts for each student on the left.
- Click **view** on a question where students have had varied success.
- Explain F means some feedback has been left. Click on a cell with an F and show how you can respond to feedback.
- Switch to *By Topic* view. You may want to have picked a task which has a variety of topics. Explain this is particularly useful if the teacher has set flexible questions as you still get insights into which topics have been answered. Point out the questions to the most left are the questions which have been answered the least well across the class and how a teacher can take the code for the question and quickly search for more questions of this type.
- Switch to *By Question* view and explain how effective this is in identifying common misconceptions, but also for seeing students' variants of correct answers (particularly when algebraic!). Mention that our system automatically determines algebraically equivalent variants where permitted. Point out "use feedback for all who got this wrong".
- Click on **marksheet** and select a class. Explain a red L box means late, a white task means started but not completed. Completed tasks are coloured green to red to tell you at a glance how much was correct.





Lesson Resources

Go to **Menu → Lesson Resources.** Point out the collections and enrichment area.

Search through lessons on the left hand drop down (Secondary, Algebra has plenty of new resources to showcase). Choose a topic e.g. Formulae and Simplifying Expressions and open up a lesson along with the accompanying exercises.

Point out the 'how to use these slides' page and the teacher notes at the bottom of most slides.

Emphasise the slides are well scaffolded, with the idea teachers can omit slides if desired and there's plenty of formative assessment throughout the learning content.