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What is RM Easimaths?

RM Easimaths is a school and home-based online maths tuition system for 4 to 12 year olds. It is designed to help pupils improve their maths skills in a fun and encouraging environment targeted to their individual ability level, while providing teachers with valuable information on pupil performance. Based on the popular and proven RM Maths software, RM Easimaths sees maths tuition and support refreshed for a new generation on an easy-to-access, web-based platform.

For the pupil, RM Easimaths combines engaging activities with a personal learning programme, and for the teacher, it combines background teaching support with detailed, easy-to-access progress reports on individual and group attainment across a wide range of curriculum skills.

The teacher and pupil are in control when it comes to RM Easimaths, but the recommended 15 minute sessions, three to five times a week support a ‘little and often’ approach. Pupils are guided on their individual path through up to 5,000 interactive activities by a colourful cast of animal characters with individual personalities.

While the pupils have fun encountering new scenarios and challenging activities, RM Easimaths works continuously to capture and track critical data on pupil performance using its built-in analysis system. This data is used to target the learning programme of the individual, presenting them with exercises and materials appropriate to their ability level. The pupil progresses to new and more advanced activities as they succeed. If they are repeatedly unsuccessful in a specific activity, they temporarily regress for revision to a related but simpler skill in the same topic, before returning to the skill with greater confidence and relevant skills reinforced.

Progress across the 15 topic areas is monitored closely by the system, ensuring each pupil masters the necessary skills from complementary topics before moving ahead. Existing maths skills are kept simmering in the background while pupils move on to new maths concepts, keeping existing skills current with continuous practice and enabling faster comprehension of concepts introduced in class.

The automatically collected data on pupil progress is translated into meaningful, objective reports to provide teachers with all the information they need in a range of clear and intuitive formats. Teachers can use these reports in targeting planning to support specific learning interventions. Difficulties can be identified and addressed at individual, group and whole-class level as RM Easimaths works to support pupils and teachers in the maths learning process.
Getting the most from RM Easimaths

Different teachers choose to integrate the use of the system into their daily routine in different ways. However, a common pattern is that it can take up to a month before most teachers and pupils learn to accept it as part of the classroom routine – so it is worth persevering!

To get started, here are 10 hints and tips on how teachers can get the most out of RM Easimaths.

1. **Ensure that pupils use RM Easimaths regularly**
   Completing 15 minute sessions three to five times a week helps to support the ‘little and often approach’ and produces the best learning gains among pupils.

2. **Encourage pupils to wear headphones**
   The activities use audio to provide assistance and instruction. Wearing headphones will remove distractions and help pupils to focus.

3. **Review reports regularly**
   Try to review the reports at least once a week to check that pupils are spending the required amount of time using RM Easimaths and to investigate any problem areas.

4. **Tackle problem skills with pupils**
   Regular monitoring of problem skills reveals areas where a pupil or a group of pupils is struggling, allowing teachers to target additional teaching at an individual, group or whole-class level.

5. **Organise the classroom in advance**
   Classroom organisation should be thought through and planned before you start.

6. **Start small**
   Start with one group of pupils and adapt practice before expanding to the whole class.

7. **Decide what you want to get out of RM Easimaths**
   Decide why pupils are using RM Easimaths and ensure that you know the off point.

8. **Incentivise pupils for using RM Easimaths**
   Pupils are rewarded for completing RM Easimaths activities with the end of session game Flingaball. However, you could also award your own rewards to pupils for using and achieving in RM Easimaths.

9. **Brief parents on RM Easimaths**
   RM Easimaths is easy to use, so pupils can work independently at school and at home, learning at their own pace. Encouraging pupils to access RM Easimaths at home enables parents and carers to get actively involved in learning.

10. **Feed progress into your overall assessment**
    Teachers can generate reports of their pupils’ progress in terms of the specified local curriculum (new or previous English National Curriculum or Scottish Curriculum for Excellence (CfE)). These reports can be used to inform their teaching strategy or to support the assessments of their pupils.
Support

This guide contains lots of useful information on how to get the most from RM Easimaths, and lots of hints and tips to help you to work more quickly and efficiently. Should you require any more help or technical support, please visit the help page: http://www.rmeasimaths.com/help

Curriculum mapping

The activities in RM Easimaths have been mapped to the new English National Curriculum, the old English National Curriculum and the associated bands within the Scottish Curriculum for Excellence. For details on how to select the appropriate curriculum for your school, see the Changing the local curriculum section.

The examples provided in this user guide are based on a school using the old English National Curriculum. The same functionality is available when the local curriculum is set to the Scottish Curriculum for Excellence and the new English National Curriculum.

New English National Curriculum

The new English National Curriculum mapping uses a pupil’s school year, with three further sub-divisions for Reception to Year 5 and four sub-divisions for Year 6, to determine their level, progress and achievement.

The sub-divisions have been set as:
B – Beginning
W – Within (or Working within)
S – Secure
Ex – Exceeding (for Year 6 only)

For example, a pupil’s level at the start of Year 4 would be listed as Y4 – B. By implication, if a Year 4 pupil moves from Y4-S to Y5-B, then they can be considered to be a Y4-Ex.
Requirements

Adobe® Flash® Player - In order to view the RM Easimaths activities, you will need Adobe® Flash® Player. If you do not already have it on your computer, you can install it for free from here: http://get.adobe.com/flashplayer/

(it is strongly recommended that you only download Flash Player from the official Adobe® site, though some browsers, such as Google Chrome, already have Adobe® Flash® Player built in.)

Headphones will be required or the sound on the computer will need to be unmuted as the activities use audio to provide instruction and assistance. No reading ability is assumed for RM Easimaths; full audio support is given.

As it is a web-based service, RM Easimaths is accessible online using an internet browser that supports Flash.

RM Easimaths minimum supported browsers:
Internet Explorer 7
Chrome 42
Safari 7
Firefox 29
Apps for iPad and Android

Pupils who already have a licence for RM Easimaths, either through their school or an @Home licence, can also download the free RM Easimaths apps for iPad and Android.

Designed for pupils, the app provides the same access to content as the main RM Easimaths website. Only pupil accounts currently work on the apps, so you will not be able to log in with a teacher or school administrator account.

Download the apps for free here:

- iPad: https://itunes.apple.com/gb/app/rm-easimaths/id684769038

For users who have not yet purchased an RM Easimaths licence, the iPad app provides the option to purchase an iPad-only subscription from within the app itself. This subscription can only be used on an iPad and cannot be used to log into the program on the RM Easimaths website.

In-app purchasing is not currently available on the Android app.

For more information on in-app purchasing and for further details on how to use RM Easimaths on iPad and Android devices, please visit the support page: http://www.rm.com/support/
Getting started

Logging in to RM Easimaths

To set up RM Easimaths in a school, please see the School setup and administration section.

In order to log in to your account you will need the following login credentials:

- Username
- Site id
- Password

When you purchase your RM Easimaths subscription, the person named as school administrator will receive an email from RM Easimaths providing the username, password and site id for the administrator account.

The administrator is the user who is able to set up teacher accounts and import pupil data. See Teacher setup for more details.

If you are a teacher and have not been provided with an RM Easimaths account, please check with your school administrator.

Once you have your RM Easimaths login credentials, click Log in on the RM Easimaths homepage.

Enter your username, site id (in the field after the @ sign) and password, then click Login and you will be taken to the Teacher dashboard. Note that teacher and school administrator passwords are case sensitive.

If you have forgotten your details, they can be recovered using the Forgot details links.

If you are an RM Unify user, click Log in with RM Unify and you will be taken to the RM Unify sign in page. Enter your RM Unify username and password and click on the RM Easimaths tile from your Launch Pad.
Teacher dashboard

The Teacher dashboard allows teachers to unleash the full potential of RM Easimaths. To get the most out of this powerful tool, it is recommended that teachers visit the dashboard at least once a week to:

- monitor pupils’ progress through the curriculum
- check that pupils are performing their sessions as expected
- discover if there are any Problem skills that pupils have had trouble with, either individually or as a group

Everyone who has been granted a teacher account can access the Teacher dashboard. It allows teachers to view Reports, Problem skills, Groups, and the Topic menu (where they can access activities).

They can also update their details by clicking My details.

Reports

The Reports tab is the first screen visible when entering the dashboard and will default to Group Overview.

All example reports have been generated using pupil data measured against the old English National Curriculum. The same reports can also be generated using the Scottish Curriculum for Excellence and the new English National Curriculum. See the Changing the local curriculum section.

Group Overview

Group Overview shows the progress of a class across the skills, with each skill divided into In progress, Mastered and Problem skills according to the percentage of activities completed that fall into these categories. Rolling over each coloured portion shows the percentage of skills in each category.

Roll over the red arrow indicators and view the right-hand scale to see the number of pupils in the group who have raised problem skills in the topic. This indicator can help to identify if a few individuals have encountered a lot of problems or if many children are having difficulties with a particular topic.

To see an overview for a different group, select the Choose a group dropdown, which displays the name of the desired group. The graph will change to display the data for the selected group.
Selecting reports

To select a report, first choose the teacher then the group. The report selection dropdown gives the options of Group Overview, Group Usage, Group Position Overview, Group Progress Snapshot, Group Curriculum Progress, Group Progress History, Group Activities Snapshot, Pupil Topics Overview, Pupil Progress and Pupil Activities History.

Once a report has been selected, additional Report options are shown underneath, which allow custom filters to be applied to the reports.

To reset any filters that you have applied in the Report options, click the Reset report options button.
Group Usage

The Group Usage report shows the hours spent by each pupil on the activities within the specified timeframe. The report provides Last day, Last 7 days, Last 30 days, Last year and Academic year options for selection as well as the ability to customise the timeframe.

The start date and end date can be changed using the date pickers.

Roll over the time bar to see details of the duration spent on RM Easimaths activities.
Group Position Overview

The Group Position Overview shows the curriculum levels that all pupils in the selected group are currently working at in RM Easimaths.

Ticking the Show group average check box will enable you to compare how each pupil is performing in relation to the group average.
Group Progress Snapshot

The Group Progress Snapshot report shows the number of curriculum sub-levels that pupils in the group have progressed during a specified timeframe.

The timeframe can be set in the Report options by choosing from Last day, Last 7 days, Last 30 days, Last year and Academic year. Alternatively a Custom timeframe can be selected by setting the start and end dates in the date pickers.

Rolling over the coloured bar for a pupil will provide more details on their start and end level and the number of sub-levels that they have progressed during the set timeframe.

Ticking the Show group average tick box will display the average progress made by the group during the specified timeframe.
Group Curriculum Progress

The Group Curriculum Progress report shows which curriculum levels pupils have mastered during a selected timeframe. Mastery of a skill requires pupils to submit answers correctly the first time.

Pupils’ names are shown in the Report options to the left of the graph with a colour key to identify a pupil and an x button to remove the pupil from the graph. Multiple pupils may be added and their progress can be compared side by side.

A node on a pupil line represents where the pupil has successfully mastered a curriculum sub-level. Rolling over a node on the line will show the date and time that the sub-level was completed.

The first node on the progress line indicates when the pupil started RM Easimaths. Note that it may take some time for pupils to complete enough activities before they master a curriculum level and therefore appear in this report.
Group Progress History

The Group Progress History report shows the progress of one or more pupils in a group during a set timeframe.

Once a group has been selected from the Choose a group dropdown menu, the names of the pupils in that group will appear in the Report options, each with their own colour code. Click the tick boxes next to the pupils you would like to include in the report.

Rolling over a node on a pupil’s progress line will show the sub-level that the pupil is at, at that point in time.

Clicking the Show group progress tick box enables you to view the group’s average progress over time.

The Group Progress History report has two graphing modes: Absolute and Relative to group. The graphing mode can be changed by selecting the desired option from the Choose graphing mode dropdown menu in Report options.

Absolute mode

Absolute graphing mode displays shows how much progress the group of pupils has made through the curriculum levels during the specified timeframe.
Relative to group mode

In the Relative to group graphing mode, a horizontal dashed black line represents the group’s average progress during the selected timeframe. The pupil progress lines show how far above or below that average each pupil was over time.

Description

The Group Progress History report shows all the sessions the selected pupils completed during the selected timeframe. Each plotted point represents the level of the last completed activity during that session, indicating what level the pupils are working at.
Group Activities Snapshot

The Group Activities Snapshot report shows the scores pupils in a selected group achieved during a specified timeframe.

Every pupil who answered a question during the timeframe has an activities bar broken down into how they performed. A question can be answered Right first time, Right second time, Right third time or have its Answer shown. Each segment of the bar corresponds to an answer colour and its height depends on the number of answers answered in that way.
Pupil Topics Overview

The Pupil Topics Overview report shows the progress of pupils across the RM Easimaths topics. The report will default to show the progress of the selected group. It is also possible to filter to display the progress of an individual pupil in the Report options.

The start and end points of the horizontal bars show the range of curriculum sub-levels covered by each topic.

The different coloured bands demonstrate the percentage of mastered skills, skills in progress and problems skills encountered in each topic, enabling you to pinpoint problematic topic areas at a group or individual level. Rolling over each coloured band will provide you with the number and percentage of skills represented.

The Not relevant grey colour band indicates the number of skills in that topic with a lower sub-level than the pupil’s starting level. If a pupil regresses to a skill with a lower sub-level than their starting level, some of the grey band will change colour.

The dotted black line indicates a pupil’s initial starting level.
Pupil Progress

The Pupil Progress report enables close monitoring of activity within RM Easimaths. Each activity undertaken by a pupil is visible in this report and the status of the skill is visible. It is therefore possible to identify when pupils have only been presented with an instance of an activity and not mastered it, when they have encountered a problem skill or when they have been able to master the activity. The time, date and skill information for the activity is plotted onto each node of the report graph.

Individual pupils who have data recorded in RM Easimaths may be selected from the dropdown menu. It is then possible to filter the topics visible on the chart using the tick boxes, allowing you to fine-tune the display to show only the specific types of skill required.

Description

The Pupil Progress report shows the activities that the selected pupil completed during the selected timeframe. Each point is associated with a topic with a circle representing a viewed activity, a diamond as a problem skill or a plus symbol as a mastered skill.
Pupil Activities History

The Pupil Activities History report shows the breakdown of scores that a pupil has achieved in RM Easimaths during a specified timeframe.

Mastery of a skill requires pupils to submit answers correctly the first time. This report indicates how often RM Easimaths intervenes to assist pupils with activities before the pupil is permitted to move on to another activity, or a problem skill is raised.

Description

The Pupil Activities History report shows the selected pupil’s weekly performance during the selected timeframe. Each bar represents how many activities the pupil completed within that timeframe with the colour representing the performance in each.
Formatting and printing reports

Tabular reports

Reports can be viewed in tabular form by clicking the Table button.

### Year 4 All Levels Group Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>In progress</th>
<th>In progress (%)</th>
<th>Mastered</th>
<th>Mastered (%)</th>
<th>Problems</th>
<th>Problems (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
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<td>Multiplication</td>
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<td>0.15</td>
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<tr>
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<td>14.12</td>
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<td>0</td>
</tr>
<tr>
<td>2D Shapes</td>
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<td>1.16</td>
<td>223</td>
<td>11.26</td>
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<td>0</td>
</tr>
<tr>
<td>Area</td>
<td>20</td>
<td>0.93</td>
<td>161</td>
<td>7.47</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Time</td>
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<td>1.22</td>
<td>445</td>
<td>9.72</td>
<td>7</td>
<td>0.15</td>
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<tr>
<td>Number Patterns</td>
<td>9</td>
<td>0.97</td>
<td>2</td>
<td>0.22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number Abstraction</td>
<td>3</td>
<td>0.24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Numerals</td>
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<tr>
<td>Painting</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Printing reports

You can print any tabular or graph report by clicking the Print button.

Exporting reports

You can also export group reports to a CSV file by clicking the CSV button.
Problem skills

If a pupil fails to answer an activity correctly a number of times, they will be regressed automatically to an activity that will aid their understanding of the more difficult task. Once the pupil has mastered the regression activity, they will be given the more difficult skill in their next session. See the section on Regression for further information.

If an activity has been flagged as a problem, it is reported in the Problem skills tab for their teacher’s attention.

Regular monitoring of these problem skills reveals areas where a pupil is struggling and allows teachers to target additional teaching. As the number of pupils who are having problems with a particular skill is listed, teachers are able to target specific teaching to the whole class or to a particular group of pupils.

(Please note: problem skills will be listed according to their appropriate Curriculum for Excellence level when the Scottish Curriculum for Excellence is chosen as the local curriculum in the school details.)

Problem skills can be organised by Topic or by Pupil, and are displayed in expandable rows that can be sorted. The sorting options are A-Z or Frequency, where the topic or pupil (depending on the Organise by setting) with the most problem skills will be shown first.

Organised by Pupil and A-Z
Organised by Topic and Frequency

To run a particular problem skill activity, click on the problem skill to expand the menu and click **Preview activity**.

Problem skill activities are automatically added back into the pupil’s sessions after a period of 30 days, which reduces the need to manually retest skills. However, teachers can select a problem skill for retesting sooner by clicking the tick box next to the relevant pupil and clicking **Retest selected** for the highlighted skill. The relevant activity will then be presented to the pupil again.

Not all pupils will have raised problem skills or mastered activities. In the **Problem skills** tab, the indicator chart on the left-hand side of the screen shows a summary of the pupils whose scores have been tracked by the system, and provides a quick way to see how well the group is progressing as a whole.
Groups

The powerful reporting system of RM Easimaths works from the data collected in Groups. Groups can be managed under the Groups tab of the Teacher dashboard. You can add as many or as few groups as you require, but it is recommended that every pupil is made a member of at least one group so that their progress may be monitored and compared.

Groups can be updated, and pupils added and removed, at any time. There can be one or several groups per class, allowing you to monitor the progress of pupils of differing abilities independent of the class they happen to be in. Pupils can also belong to more than one group. The flexibility of the RM Easimaths Groups system allows teachers and school administrators to compare the progress of pupils across differing abilities, backgrounds and ages, for example:

<table>
<thead>
<tr>
<th>Pupils in Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surname</strong></td>
</tr>
<tr>
<td>Acade</td>
</tr>
<tr>
<td>Aplington</td>
</tr>
<tr>
<td>Aprigiano</td>
</tr>
<tr>
<td>Bajji</td>
</tr>
<tr>
<td>Balton</td>
</tr>
<tr>
<td>Blobber</td>
</tr>
<tr>
<td>Blinn</td>
</tr>
<tr>
<td>Bragas</td>
</tr>
<tr>
<td>Briere</td>
</tr>
<tr>
<td>Dairmau</td>
</tr>
<tr>
<td>Rasta</td>
</tr>
<tr>
<td>Edgeron</td>
</tr>
<tr>
<td>Endevcoet</td>
</tr>
<tr>
<td>Frithol</td>
</tr>
<tr>
<td>Gerger</td>
</tr>
<tr>
<td>Oswason</td>
</tr>
<tr>
<td>Gurdian</td>
</tr>
<tr>
<td>Hiek</td>
</tr>
<tr>
<td>Holtslander</td>
</tr>
<tr>
<td>Horace</td>
</tr>
</tbody>
</table>
Add a group

School administrators can create groups for other teachers. See Add groups for other teachers in the School setup and administration section.

1. Click Add group.
2. The Enter a group name box appears.
3. Type in the name of the new group.
4. Click OK and the new group name appears on the Groups page, and the teacher will be taken to the Add/remove pupils screen (see below).

Add a pupil to a group

1. To add a pupil to a group, click the relevant group’s button and click Edit group.
2. An Add/remove pupils pop-up containing a list of all pupils on the system will appear.
3. Click the Add button next to the pupils to be added to the group.
4. Click Save changes when finished.
Edit a group name

You can edit the group name from within the Add/remove pupils pop-up. Click Edit name and type in the new name in the field that appears. Then click OK (or Cancel to leave without any changes).

Delete a group

1. To delete a group, click the cross in the corner of the group button.
2. A warning will appear asking for confirmation of the delete action. Please note that deleting the group will not delete the pupils’ details or reporting information.
3. Click OK to delete the group from the system.

Remove a pupil from a group

There are two ways to remove a pupil from a group.

1. Click Edit group and in the Add/remove pupils pop-up, click Remove next to the pupils that are to be removed and click Back to groups. The group display will be updated with the appropriate pupils removed.
2. Alternatively, on the Groups screen, click the tick box next to the pupils to be removed, and click Remove selected pupils. A warning will appear asking for confirmation.

However, by removing a pupil from a group, their details and reporting information will not be deleted. Pupils can be removed and added to any group at any time without it affecting their data.
Change the group owner

Once a group has been set up, school administrators can subsequently change the owner of the group, allowing them to set up the groups centrally and then assign them to the appropriate teachers.

1. As a school administrator, you can change the owner of a group by clicking the Change group owner button next to the appropriate group.
2. In the Change group owner pop-up that appears, select the owner that you require from the list.
3. Click OK to confirm your selection.

Retrieve a pupil’s password

To retrieve a pupil’s password, click the green information button in the Status column next to their name in the Groups tab. This will bring up the pop-up below.

This can also be found on the Pupil setup tab of the School setup page if the user has admin privileges.
**Topic menu**

The content in RM Easimaths can be accessed through the **Topic menu** from the **Teacher dashboard**. The content may be explored independently of the progress tracking system used for pupils.

The menu can also be used in conjunction with an interactive whiteboard as a whole-class teaching tool to explore concepts before learners practise the skills through their own login.

When entering the **Topic menu**, you will automatically be taken to the **Addition** topic.

All the topics are listed down the left-hand side. To change to a different topic view, click on that topic’s title. The maths curriculum elements and skills covered in that topic will be displayed with links to each activity.

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**Addition**

This topic includes:

- Addition of objects;
- Introduction of the + and = signs;
- The commutative nature of addition (3 + 5 has the same answer as 5 + 3);
- Number bonds to 10;
- Gradual development of addition of increasingly larger 2 digit and 3 digit numbers;
- Emphasis on mental strategies;
- Adding money;
- Adding decimals to one and two decimal places.

These are examples of some of the activities in this topic. The examples listed are in increasing order of difficulty and there are many other activities within Addition.

**Skills**

Adding objects to a group, maximum 5

- **Physically adding one more object to a group of 1-4 objects, with the introduction of "altogether" (combined maximum 5)** - Level 1c

- **Physically adding 2-4 more objects to a group of 1-3 objects (5 objects maximum)** - Level 1c

Counting the objects in two separate groups, maximum 5

- **Counting one group of 1-4 objects and another group containing a single object, with the introduction of "altogether" as the combined total of both groups (maximum 5)** - Level 1c

- **Counting two groups of 1-3 objects each (maximum 6)** - Level 1c
Pupil homepage

When a pupil logs in, they will be taken to their Start Session page. If it is their first time logging in, the activity will be selected from the level set in the Pupil setup screens (see Setting and changing pupil levels). If the pupil has used RM Easimaths before, their starting activity for the session will be selected from the level they have reached during their time using RM Easimaths.

To access their RM Easimaths session, the pupil clicks on the yellow Start button. They are then presented with the first of the session’s targeted activities.
Activity player

- When a session starts, the first activity in the session will load in the activity player.
- When the pupil believes that they have completed the activity, they click the blue submit arrow in the bottom right-hand corner of the player.
- When they complete the activity successfully, the pupil is given positive audio feedback and is automatically taken to another activity at their level.
- If the pupil does not complete the activity successfully, the pupil gets two more chances with more audio feedback and, where appropriate, visual hints.
- If the pupil’s third attempt at completing the activity is not successful, the pupil is told and shown the correct answer and given the chance to take in all the information on screen.
- When the pupil is ready to move on, a click of the mouse will take them to an activity appropriate to their ability level.
- The pupil can end a session at any time by clicking the cross in the top right-hand corner of the screen.
- The activity can be enlarged to take up the whole screen by clicking on the Full screen icon below the player.

![Activity Player Image]

Session time-out

If there is no interaction with an activity for 20 minutes, the pupil’s login session will time out and they will be asked to log in before continuing. It is recommended that the user logs out and then closes their browser after completing a session.
Information button

Clicking the information button in the top left-hand corner of the player screen will provide the activity ID, instance value, level value, plus the activity’s skill and sub-skill. It will also show the duration of the current session in minutes.

In activities that require pupils to type in text, they can use the on-screen keypad instead of their keyboard if they wish.

To enable the on-screen keypad, click the information button to open the information panel. Then click the On/Off button next to Keypad and make sure that it is set to On.

The on-screen keypad will then appear whenever the pupil is presented with an activity requiring text entry.

If you need to enquire about an activity with the RM Easimaths support team, please capture and provide the information found here.
End of session game – Flingaball

Flingaball is a physics-based game with a selection of short, fun levels for pupils to play as a reward for completing RM Easimaths activities. Points earned during their progress in RM Easimaths unlock more levels and features.

Pupils earn points for every activity they complete within RM Easimaths. They will earn:

- 15 points if they successfully complete the activity on the first submission.
- 10 points if they successfully complete the activity on the second.
- 5 points if they successfully complete the activity on the third.
- 0 points if they do not get the activity correct.
- Bonus points can be earned for mastering a skill.

At the end of each RM Easimaths session, the pupils will see their results on-screen.
Clicking Continue will take pupils to a screen where they can choose whether to start a new RM Easimaths session, or play the game.

If they select **Play Flingaball** and the points they have scored in their session have unlocked levels or items, they will see a screen detailing how many items and levels they have unlocked.

Selecting an unlocked level will take them into the game.

All levels are mouse-controlled, intuitive and physics-based. The pupil collects stars by launching a series of flingables from the catapult in levels of graduated complexity.
School setup and administration

When first logging in as a school administrator, this pop-up will appear.

There is a School setup button on both the pop-up and the Teacher dashboard. Click this button to create and edit both teacher and pupil details.

Changing school details

School administrators can update school details by clicking Change school details on the school setup page.

On this form, the school administrator is able to change/update the contact details for the school, including the contact name, school name, address, telephone number and email address.
Changing the local curriculum

School administrators can choose which local curriculum will be used to calculate the data for their school's reports by selecting either the New English National Curriculum, the old English National Curriculum or the Scottish Curriculum for Excellence from the Local curricula dropdown menu.

When any school administrator or teacher at your school accesses the reports from the Reports tab on the Teacher dashboard, the data will be displayed using the selected curriculum. The chosen curriculum will also be used wherever curriculum levels appear in RM Easimaths, including in the Problem skills tab, the Groups tab, the Topic menu tab and the Pupil setup tab.

Changing the standard RM Easimaths session time

Via the Session limit dropdown, you can select 10, 15, 20, 25 or 30 minutes as the limit for each session of RM Easimaths, or you can choose to completely remove the session limit.

Enabling and disabling the end of session game

As a school administrator, you can disable and re-enable Flingaball, the end of session game, simply by selecting the Yes or No radio button next to Allow game.

A school administrator can also prevent pupils from accessing Flingaball until they have completed a session by selecting the Yes radio button next to Require session completion.

Once you have finished editing the school details, click Apply changes to save your amendments.
Teacher setup

1. In School setup, the first screen is the Teacher setup.
2. Click Add Teacher. The button changes to Cancel and at this point, no other teacher can be edited.
3. Select a Title, type in the Surname, Forename and Email address. 
4. In the Administrator column, click the Off button to On if they should have admin rights. The warning box below will appear explaining what this means.

5. A school administrator can remove admin rights from a teacher at any time by clicking the On button to Off in the Administrator column.
6. The administrator can reset the teacher’s username and password at any time by clicking the icon in the status column.
Pupil setup

1. In School setup, select the **Pupil setup** tab.
2. Click **Add Pupil**. The button changes to **Cancel** and at this point no other pupil can be edited.
3. Type in the Surname, Forename and Date of birth.
4. Select a curriculum level for the pupil to start from. This will determine the level of activity that the pupil will begin at when they log on for the first time. It is recommended that the level is set slightly lower than the pupil’s current working level, so that they start with slightly easier content while they learn how RM Easimaths works. (The pupil can log in if they don’t have a level set, but when they click the start button they get an error message asking them to contact the teacher.)
5. The Status will now show as **Created**.

You can amend a pupil’s details at any time by typing the amended information into the appropriate field (Surname, Forename or Date of birth). Any changes made here will be automatic and will not require you to manually save them, so care should be taken not to accidentally amend these fields.

If you click the **Created** field, a pop-up appears showing the login details (username and password), which may be updated by the school administrator.
Pupil login cards

On the Pupil setup page, there is an option to print out a pupil card for each selected user.

These quick reference cards contain the pupil’s username, current password and Site ID. They can be cut out for each child to keep, take home or handed out at the start of a class session.

To access the cards, tick the checkbox at the end of the row containing the pupil’s details. Then select Print pupil card above the table of details.

This will bring up a new browser page with all the chosen cards set up ready to print out.

---

**Example Pupil Login Cards**

**John Paul Endecott**
- **Username**: JohnPaul.Endecott
- **Password**: LP0315
- **Site ID**: Pennine

**Tyrel Eakle**
- **Username**: Tyrel.Eakle
- **Password**: LP0324
- **Site ID**: Pennine
Import pupils via a CSV upload

RM Easimaths also allows the school administrator to import many pupils at once via a CSV file upload. On the School Setup screen, go to the Pupil setup tab and select Import pupil details.

Make sure ‘First row contains column headings’ is ticked. If this is left unticked, then you will not be able to match the columns to the right type easily (see further down this page) and your column headings (‘Forename’ ‘Surname’ etc.) will be imported as if they were a pupil’s details.

The CSV file needs to contain columns for:
- Forename
- Surname
- Date of birth (in dd/mm/yyyy or dd-mm-yyyy format)
- Username (unlike other pupil details, this must be unique)
- Password
- Level (the pupil’s curriculum start level)

If you leave some or all of the username and password boxes blank in the CSV, RM Easimaths will create usernames and passwords for those pupils automatically.

The column headings in the CSV file do not matter, as long as you know which column contains the relevant fields. Before the CSV file can be imported, RM Easimaths will ask which column contains the relevant information.

The Username, Password and Level columns can be blank, but they should have a header in the CSV file.

The Level data can be entered at a later stage.
**CSV errors**

Any CSV data that is missing or is in the wrong format will be highlighted in red. These errors must be dealt with before the import process can complete. Red errors are fixed by changing the contents of fields highlighted according to the guidelines above them or clicking ignore on that row’s checkbox. Once the errors have been corrected the error guidelines and red highlights will be removed.

Each row has an **Ignore** checkbox that can be individually selected. When it is ticked, the row will appear greyed out and the data in that row will not be imported. Pressing the **Ignore All** button will auto-tick all visible rows, meaning none of them will be imported at this time.
If there are duplicate username entries in the table, then selecting the **Ignore Duplicates** button will ignore the second occurrence onwards of each username, leaving just the first to be imported.

**Existing usernames**
Any usernames in the CSV that already exist in RM Easimaths will be flagged as duplicates. RM Easimaths offers the ability to update existing pupils using the pupil import feature, so the both CSV rows and the existing rows will be shown together.
By default **Use existing** is selected in case a mistake has been made, as this will ignore the CSV data. If you want to overwrite the existing user information using the CSV, then selecting the **Use CSV** checkbox will update the Forename, Surname, D.O.B. and Password fields for that user.

You can choose to select all the rows on screen by using either the **Select All CSV** or the **Select All Existing** buttons, which will check all of the buttons in that column.

<table>
<thead>
<tr>
<th>Username</th>
<th>Location</th>
<th>Forename</th>
<th>Surname</th>
<th>D.O.B.</th>
<th>Password</th>
<th>Use CSV</th>
<th>Use existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>jHayden04</td>
<td>CSV row 3</td>
<td>James</td>
<td>Hayden-Brown</td>
<td>10/01/2008</td>
<td>Password123</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Existing</td>
<td>James</td>
<td>Hayden</td>
<td>10/01/2008</td>
<td>Password123</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once **Import** has been selected, the process will start and cannot be undone. Any changes required after this point will need to be done via the **Pupil setup** page.

After the import has happened, an **Import Feedback** screen appears, listing any imports that have been made (added, updated and ignored users). After clicking **OK**, this summary information is not available again.
Export pupil details

To get a list of pupil usernames and passwords, click Export pupil details. This CSV file may be directly opened or saved to a computer.

<table>
<thead>
<tr>
<th></th>
<th>Surname</th>
<th>Forename</th>
<th>Username</th>
<th>Password</th>
<th>Date of birth</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Jackson</td>
<td>Sarah</td>
<td>SarahJackson54</td>
<td>OrangeOctagon54</td>
<td>07/08/2007</td>
<td>3c</td>
</tr>
<tr>
<td>3</td>
<td>Nair</td>
<td>Deepa</td>
<td>DeepaNair61</td>
<td>BlueSquare61</td>
<td>28/07/2007</td>
<td>3a</td>
</tr>
<tr>
<td>4</td>
<td>Moore</td>
<td>Jessica</td>
<td>JessicaMoore28</td>
<td>RedCircle28</td>
<td>10/10/2006</td>
<td>3b</td>
</tr>
<tr>
<td>5</td>
<td>Simons</td>
<td>Colin</td>
<td>ColinSimons30</td>
<td>YellowRectangle30</td>
<td>02/02/2007</td>
<td>3a</td>
</tr>
<tr>
<td>6</td>
<td>Singh</td>
<td>Raju</td>
<td>RajuSingh12</td>
<td>RedSquare12</td>
<td>30/12/2006</td>
<td>2c</td>
</tr>
<tr>
<td>7</td>
<td>Stevens</td>
<td>Freddie</td>
<td>FreddieStevens65</td>
<td>PinkHexagon65</td>
<td>15/03/2007</td>
<td>2b</td>
</tr>
<tr>
<td>8</td>
<td>Stewart</td>
<td>Paul</td>
<td>PaulStewart22</td>
<td>GreenCircle22</td>
<td>16/03/2007</td>
<td>3a</td>
</tr>
</tbody>
</table>
Group setup

1. In School setup, select the Group setup tab.


3. Type in the new group name.

4. Click OK and the group will be created.

5. By default, the admin user currently signed in will be made the owner of the new group. This can be changed by clicking the owner name in the Setup table, then clicking Change owner. Existing teacher accounts are shown and the group may be assigned to one of them.
If a group is empty, then users can be added by selecting the 0 value in its Members column. This will show the Add/remove pupils pop-up. If a group isn’t empty, selecting the value in its Members column number will show you all of its members. Selecting the Edit button on that pop-up will bring up the Add/remove pupils pop-up, allowing you to add and remove group members.
Import groups via a CSV upload

School administrators can also import a CSV file defining which group a pupil should be in.

1. In School setup, select the Group setup tab.
2. Click Import group details and tick ‘First row contains column headings’.
3. The CSV file needs to contain columns for:
   - Username
   - Group Name
4. Match the headings.
5. Click Import

If any of the group names in the CSV are new, then a new groups screen will be shown, where the owner of each group can be assigned using the dropdown provided.
If any of the group names in the CSV already exist, you will be shown the existing groups screen and given four options to choose from:

1. Add users to group – shown if any of the users in the CSV don’t exist in the selected group. These will be added on import.
2. Add a new version of the group – you can assign the owner using the select owner dropdown.
3. Ignore the group entirely – don’t add any of the current CSV users to a group.
4. Replace the group entirely – don’t add any of the users in the CSV.

The Import feedback screen lists the changes that have been made.
Printing

You can print teacher details lists from the Teacher Setup page and pupil detail lists from the Pupil Setup page by clicking the Print details button.

Deleting information

1. To delete a record from one of the Teacher, Pupil or Group setup pages, select the checkbox of a row, and click Delete selected.
2. A warning will appear asking for confirmation. This is because this information will be completely removed from the system and the action cannot be undone later.
3. Click Continue to delete the record from the system, or Cancel to stop the action.
Unleashing the potential of RM Easimaths

The teacher’s role

Use the Teacher dashboard at least once a week to check that the pupils are spending the required amount of time using RM Easimaths, and to see whether they are having any problems. This information can be used to improve teaching in the classroom. This can take the form of helping individuals or groups, or teaching the class as a whole. By acting on the information retrieved from the Teacher dashboard, the effectiveness of RM Easimaths is significantly increased.

Ensure that the pupils use RM Easimaths regularly – an average of three or four sessions a week produces the best learning gains, and 15 minutes is the ideal session time – long enough for a pupil to settle and concentrate on their work, but without exceeding their attention span. The program is designed to be used by one pupil at a time, or in a class teaching scenario.

Integrating RM Easimaths with other maths teaching

The system works by ensuring that pupils work on several topics in each session. This ensures that a wide range of topics are practised and are fresh in pupils’ minds. This approach is different to that of normal classroom teaching, where the focus of a maths session would normally be on a specific topic or skill.

Some teachers have initially been concerned that the pupils’ work in RM Easimaths is not synchronised with their class teaching or other maths schemes. However, they have soon realised that RM Easimaths is designed to work and reinforce class learnt skills while providing an excellent monitoring system. Because a range of topics are kept ‘simmering’ in pupils’ minds, the pupils are, in fact, more likely to understand new material introduced by the teacher. The pupil profiles produced by RM Easimaths can also be extremely useful in helping the teacher split the pupils into differentiated groups as part of their whole-class teaching strategies.

Teachers can generate reports of their pupils’ progress in terms of the specified local curriculum (New or previous English National Curriculum or Scottish Curriculum for Excellence). These reports can be used to inform their teaching strategy and lesson plans, or to support the professional assessments of their pupils.

Accessing from home

RM Easimaths is easy to use, so pupils can work independently at school and at home, learning at their own pace. Encouraging pupils to access RM Easimaths at home enables parents and carers to get actively involved in learning.
How RM Easimaths works

Curriculum design and structure
- The system has been carefully designed by some of the UK’s leading educationalists and maths experts.
- Finely graded progression means each skill is a small step on from the last, making learning a more natural and enjoyable process.
- The sequencing of skills has been carefully considered to make sure that prerequisite skills are in place when they are needed, ensuring pupils get the teaching they need to help them progress and help them reach their potential.

Focus on mental methods
- Building mental fluency in pupils’ number work.
- Developing a range of strategies for doing mental arithmetic, and building a sound foundation for future mathematics development through an understanding of the structure of numbers.
- Supporting class learning through introduction and reinforcement of other mathematics.
- The on-screen and aural approach ensures a focus on mental procedures.

Examples of strategies employed
- Instant recognition of 5 objects as being 5 in number.
- Developing ‘5’ as a key stepping stone to ‘10’.
- Looking for patterns in numbers: 6 + 2 = 8, 16 + 2 = 18, 26 + 2 = 28
- Learning and recalling addition bonds (for example, 5 + 4 = 9) and partition bonds (for example, 9 = 5 + 4) to 10.
- Understanding the significance of the ‘decade barrier’ and that 9 + 4 is harder than 11 + 4 without counting on.
- Performing subtraction by complementary addition (for example, 27 - 23 can be thought of as 23 + ? = 27).
- Use of number lines and number grids as a way of visualising number operations.
- Knowing that if you can do 3 + 2, then 30 + 20 is not much more difficult just because the numbers are bigger.
- Understanding and applying the commutativity principle (for example, 2 + 17 looks a lot easier when thought of as 17 + 2; similarly 9 x 3 may be more easily recalled as 3 x 9).
- Building up a real understanding of place value by breaking numbers into their component parts (for example, 52 = 50 + 2).
- Making problems that seem difficult more manageable with the use of ‘stepping stone’ stages:
  - 44 + 37 is the same as 44 + 30 + 7, which is 74 + 7
  - 37 + 8 can be thought of as 37 + 3 + 5, which is 40 + 5
- The importance of estimation in assessing answers and spotting ‘silly’ mistakes (for example, 317 + 482 is approximately 300 + 500, so the answer should be approximately 800).

Curriculum presentation
- Topics are selected ‘randomly’ to improve variety and keep all topics ‘simmering’ even if other classroom maths work is currently focused on a specific topic.
- Each skill has many contextual variants and many explore a range of number values, resulting in approximately 5,000 different activities.
Response, correction and teaching

There are three levels of response to mistakes:

- The first time the pupil makes a mistake within an activity, they are generally told that their answer was not correct and are asked to have another go.
  - This means pupils who make errors in their answer entry have another chance to get the skill right before being given further explanation or help.
  - This also aids in the ability to identify and correct their mistakes, a valuable part of the learning process supported by RM Easimaths.
- If their second attempt is unsuccessful, they may be given a ‘clue’ or alternative explanation of the task and concept involved.
  - The clue may be auditory, visual or both.
  - In some cases this might be an explanation of why their answer is wrong.
  - In other activities, part of the correct solution is given, displaying more of the expected method and providing further teaching in that method.
- If the pupil’s third attempt to complete the activity is unsuccessful, the program intervenes and completes the activity for the pupil with a detailed explanation of the steps taken (where appropriate).

Skill attainment

- Each skill has an associated number known as its attainment criterion, which affects each pupil’s progression through the respective topic.
- If a skill has an attainment criterion of 3, the pupil will only progress to the next skill when they achieve three, consecutive, first-attempt correct answers.
- The attainment criterion determines the amount of ‘practice’ the program requires the pupil to have at each skill before the pupil can be said to have mastered that skill.
- Attainment criteria vary between 1 and 6.
- The majority of skills have an attainment criterion of 3.

Progression

- Each pupil progresses at a rate appropriate to their specific level of success across activities and their work rate.
- When a pupil has mastered a skill, the next time they are given an activity in that topic, they will progress on to the next skill. The program analyses pupils’ progress across topics and adapts to ensure pupils progress fairly evenly in all topics.
  - If they fall behind in one topic, the system automatically adjusts the mix of activities to give them more practice in the problem topic.
  - This ensures that they do not encounter problems in later topics due to prerequisite skills being missed by progressing prematurely in other topics.
- Only first-time correct answers result in a pupil being moved on to the next skill.
- Second time correct answers do not reliably confirm the pupil has understood a concept, nor show conclusively that they have not.

Regression

- If a pupil fails to complete an activity successfully or does so only on the third attempt, the system logs this as an indication that the pupil is having difficulty with that skill and the system adjusts the pupil’s learning experience accordingly.
- If a pupil encounters a difficulty with a skill, they are offered another attempt at the ‘difficult skill’.
- If they still have difficulties, they are regressed to an earlier skill. This allows the pupil to revise earlier skills, chosen to provide help and support for the skill that caused the difficulty.
- The regression moves the pupil to a skill that they have almost certainly succeeded at before, affording the pupil positive reinforcement by giving the general impression that they are successful most of the time.
- The pupil is presented with the revision skill until they have successfully completed it a number of times.
- Once the pupil has reached the required number of successful completions, they return to the problem skill, hopefully with the revised skills to master it.
- If the pupil continues to fail, the regression cycle repeats.

Success and motivation

- Pupils progress on to new material by mastering skills. They do this at a pace that suits them.
- Pupils are given more practice and support as they meet more challenging concepts as regression cycles ensure that they progress at a rate that is right for them.
- As each pupil’s experience of RM Easimaths is targeted to their skills and attainment, all pupils achieve a fairly similar success rate in terms of the percentage of activities successfully completed in each session.
- Due to this positive reinforcement and appropriate difficulty level, pupils of all abilities remain motivated:
  - Those at the lower ability levels because they see themselves as succeeding, while being unaware of how quickly or slowly they are progressing in real terms.
  - Those at the higher ability levels because they are provided with new and challenging material as soon as they are ready, preventing repetition fatigue and boredom.
- Pupils who use RM Easimaths on a regular basis and make progress, gain access to more levels and items in the RM Easimaths end of session game, Flingaball.

Problem skills

- If the pupil continues to have difficulty with a particular activity, it is flagged as a problem skill in the Teacher dashboard, and the program moves the pupil on to the next skill in the topic.
- If any problem skills are more than a month old at the beginning of a session, a maximum of two of these problem skills will be presented to the pupil before reverting to normal activities. This allows for improvement in the pupil’s ability in that skill during the previous month, either through RM Easimaths or through targeted classroom teaching. If some targeted teaching has been offered, a teacher may want to re-test a pupil before a month has elapsed. Teachers can set a pupil to be re-tested on a problem skill at the start of their next session by clicking on Retest selected on the Problem skills screen in the Teacher dashboard (see Problem skills in the Teacher dashboard section).
- The pupil is automatically re-tested monthly on each problem skill from the date the skill is flagged until the pupil has mastered that skill.
  - The number of times the pupil has to get the skill right first time is controlled by the skill’s specific attainment criterion.