

01 / START HERE

Explore learning built around the student.

A practical guide to the Study Buddy public sandbox.

This is a basic demonstration. It shows a small part of the direction of the planned platform, with fictional learners and scripted fraction activities. It is not the full adaptive learning service.

Open the website

www.mystudybuddies.co.uk

Open the application demo

www.mystudybuddies.co.uk/demo/

A five-minute first visit

1. Choose Learner in the Explore a view menu.
2. Select Ava, Bilal or Chen as the example learner.
3. Open My learning and read the starting focus.
4. Start diagnostic, answer a question and inspect the feedback.
5. Open Preferences to combine teaching approaches.
6. Open My progress to see the evidence from your visit.

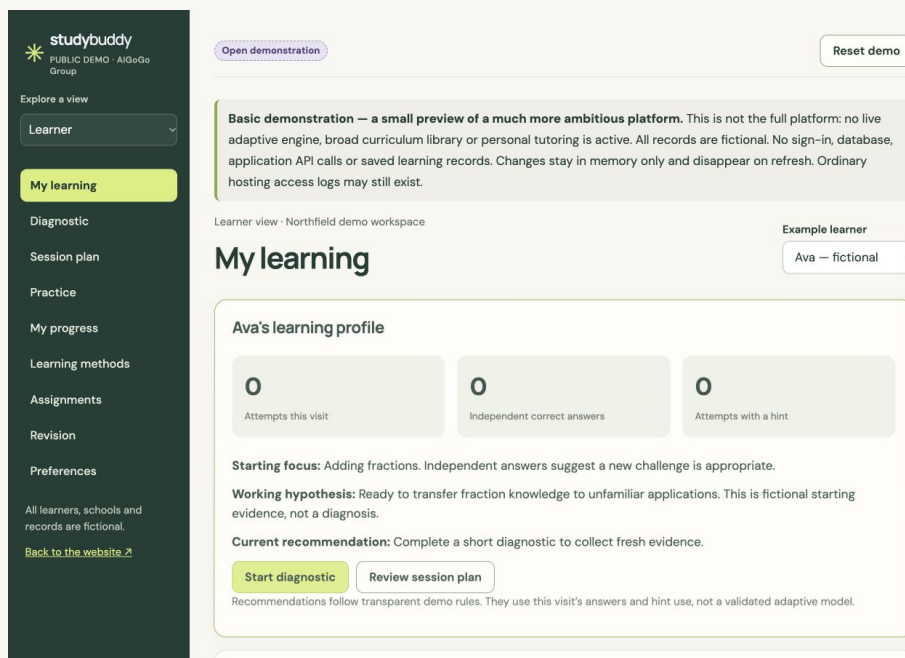
On mobile: tap Menu to reveal navigation and the view selector. Selecting a section closes the menu.

Nothing is saved. Refreshing or choosing Reset demo clears answers, progress and preference changes. There is no sign-in or subscription.

02 / THE LEARNER

A profile, a plan and a clear next step.

The three fictional profiles have different starting points. Ava begins with adding fractions, Bilal with equivalent fractions, and Chen with simplifying fractions. Each also has an individual starting teaching mix.



studybuddy
PUBLIC DEMO - AIQGoGo Group

Explore a view
Learner

My learning

Diagnostic
Session plan
Practice
My progress
Learning methods
Assignments
Revision
Preferences

All learners, schools and records are fictional.
[Back to the website ↗](#)

Open demonstration

Reset demo

Basic demonstration — a small preview of a much more ambitious platform. This is not the full platform: no live adaptive engine, broad curriculum library or personal tutoring is active. All records are fictional. No sign-in, database, application API calls or saved learning records. Changes stay in memory only and disappear on refresh. Ordinary hosting access logs may still exist.

Learner view · Northfield demo workspace

Example learner
Ava — fictional

My learning

Ava's learning profile

Attempts this visit	Independent correct answers	Attempts with a hint
0	0	0

Starting focus: Adding fractions. Independent answers suggest a new challenge is appropriate.

Working hypothesis: Ready to transfer fraction knowledge to unfamiliar applications. This is fictional starting evidence, not a diagnosis.

Current recommendation: Complete a short diagnostic to collect fresh evidence.

[Start diagnostic](#) [Review session plan](#)

Recommendations follow transparent demo rules. They use this visit's answers and hint use, not a validated adaptive model.

Published learner view. All names and records are fictional.

My learning shows the objective, what success looks like, the starting hypothesis and a recommendation based on this visit. Use Work on this objective to begin.

Session plan gives a suggested sequence: check the starting point, explore the idea, apply it independently and reflect. Time estimates are suggestions; the demo does not run a session timer.

Changing student switches to that student's evidence and choices. Recommendations follow simple, explained rules and should not be treated as a diagnosis or a validated learner model.

03 / TEACHING PREFERENCES

Build a mix. Change it as you learn.

Open Preferences or Learning methods. Select any combination of approaches. There is no need to assign the student a fixed learning type.

Pictures & diagrams

Compare fraction bars to see the relationship between an amount and its written fraction.

Audio explanations

Request browser read-aloud, stop it when needed, or use the visible transcript. Voice availability depends on the browser and device.

Worked examples

Follow the calculation and the reason each step preserves the value.

Small guided steps

Use a targeted prompt to make the next action manageable.

Quick checks

Try a short question to check what can be done without support.

Challenge questions

Explain a counterexample or justify an idea beyond the initial worked example.

Session pace: choose One step at a time, Balanced exploration or Challenge me. The preview describes a different session structure for each choice.

Example context: choose Art & design, Space & science or Sport & strategy. The context changes; the fraction objective stays the same.

Preferences remain separate for each fictional student during the current visit. They disappear on refresh or Reset demo.

04 / PRACTICE AND PROGRESS

See the evidence behind the next step.

Diagnostic and Practice use eight scripted questions across four objectives: equivalent fractions, simplifying fractions, comparing fractions and adding fractions. Topic buttons let you choose where to work.

Answering a question

1. Enter a fraction, such as $\frac{4}{8}$, in Your response.
2. Choose Show supporting hint if needed.
3. Choose Check response.
4. Read the explanation, then select Next question.

The demo expects the exact fraction requested. It does not reliably interpret alternative notation or mark written reasoning.

My progress separates independent correct answers, correct answers reached with a hint and unsuccessful attempts. Attempt history records the topic, question and support use for the selected student.

Revision prioritises topics with unsuccessful or supported attempts. A fresh item provides another opportunity to practise. Recommendations change using the latest session evidence.

Assignments offers a fictional explain/apply/reflect activity for the current focus. There is no submission, deadline or teacher notification.

How to interpret the numbers

One correct answer is not mastery. Repeating an item can increase counts without proving learning. This small question bank does not measure long-term retention or establish educational effectiveness.

Reset demo returns to the Parent/Children starting view and clears temporary activity. Refresh does the same. Switching views alone keeps the current visit's evidence available.

05 / ADULTS AND BOUNDARIES

Explore freely. Understand the limits.

Parent view

Children introduces the fictional learners. Progress includes this visit's evidence alongside clearly labelled synthetic starting records. Support at home gives conversation prompts; Upcoming work is illustrative.

Teacher view

Classes lists the demo learners. Learner evidence shows fictional starting insights and current visit evidence. The Resource library contains example explanations. Assignment creation and profile editing are disabled.

Administrator view

Overview, Roles & permissions, Integrations and Audit example describe the intended operating model. They cannot change access, connect services or modify real school records.

What works in this release

Navigation, student switching, teaching-mix controls, scripted questions, hints, feedback and temporary progress. The header remains available while browsing, and section changes begin at the top.

What is not active

Live AI tutoring, broad curriculum coverage, a validated adaptive engine, connected school systems, persistent accounts, saved learning records, real notifications or safeguarding report routing.

If something seems wrong

Use Reset demo or refresh to begin again. If audio cannot play, read the transcript. On mobile, use Menu to access the sections. For a safeguarding concern, contact a trusted adult or your school; this sandbox does not receive reports.

The sandbox has no connected application database and makes no application API calls. Ordinary hosting access logs may still exist. No real child information is needed to explore it.