

Introducing Toby in the Classroom

A note for teachers

Toby is not a replacement for teaching, and it is not a “lesson in a box”. Toby is a support tool that works best when teachers decide how and when to use it.

Teachers stay in control at all times. You choose the topic, you choose the question, and you choose when Toby is used. Toby does not introduce new content on its own, and it does not move learning in a direction you have not planned.

Using Toby is similar to pausing a lesson to explain an idea in a different way. You might use Toby to introduce a topic, to slow things down when pupils are confused, or to revisit an idea that needs strengthening. You can stop, replay, or discuss at any point.

Asking “Shall we ask Toby?” models good learning behaviour. It shows pupils that when something is unclear, we take time to think it through. This supports confidence and curiosity, and it reassures pupils that understanding matters more than speed.

Toby is also for teachers.

You can use Toby explanations to refresh ideas, explore alternative ways of explaining concepts, or support your own subject confidence. Everything Toby does is internal to your classroom and under your control.

Toby does not collect data, respond to pupils directly, or connect to social media. It is a closed, teacher-led resource designed to support safe, thoughtful learning.

When used in this way, Toby becomes part of your teaching voice, not a replacement for it or a threat to it.

Toby is still learning. And it needs your input, too. So go ahead and ask Toby, and our editors and authors will add what we do not have (within the scope of the curriculum topics we cover).