

GO 4 SCHOOLS - EXPLAINED

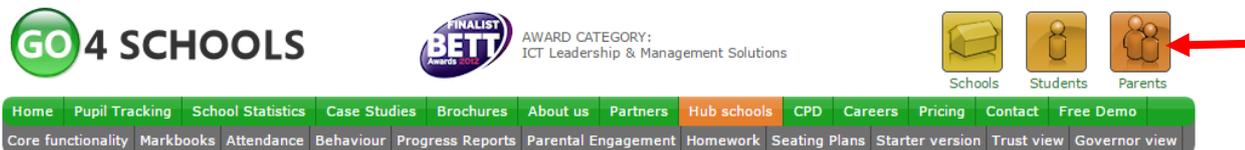
You may be aware by now that we use Go 4 Schools to keep you informed of your child's targets, progress, timetable, homework, and a wealth of other useful data which you can access to you at the click of a button.

A link to Go 4 Schools can be found on the school website (www.churchstretton.shropshire.sch.uk).

There is so much to look at, we thought we would prepare this simple hand-out to try and guide you through the information.

LOGGING IN

When you first open the Go 4 Schools web page (www.go4schools.com) you will see three different areas: Schools (that's our bit), Students and Parents. Click on the Parents icon:



Clicking the Parents box takes you to the Log In page. Enter the email address you have supplied the school with and, if you've used Go 4 Schools before, the password.

If you are new to Go 4 Schools then enter your email address under the "First-time User" heading and request a password:

Welcome Start here if you have logged in before

Welcome to the GO 4 Schools login page for Parents and Guardians. If you have been provided with access by your child's school you can use GO 4 Schools to access their reports and to see their attainment, attendance and, for many schools, their behaviour records too.

Email address:

Password:

Remember my email address

First-time User? Start here if you've never logged in

If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "please send me a password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

If you have forgotten your password then you can enter your email address and you will receive an email with a new one.

Forgotten your Password?

If you have forgotten your password, we can send a new one to your email address.

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

[Please send me a password](#)

You can change your password by clicking on My Settings. Once you have a Password you can ask Go 4 Schools to remember your email address so future log-ins will only require you to enter your password. You can save the page to your favourites or create an icon to place on your phone or desktop. We have requested the development of an APP with GO 4 Schools.

WHAT YOU SEE NEXT

Now that you've successfully logged in you will see the following information:



Student Name - Year 7 (Current)

[Today's timetable, ongoing and recent homework tasks, detailed progress, attendance, progress and reports](#) ←

The light blue headings above (underneath your child's name) are all links to various parts of the page – you can click on them as “short cuts” to get where you want to be, or you can scroll down the page.

The “At a Glance” box shows your child's current attendance together with their Tutor Group and the name of their Tutor

At a glance	
Attendance	92.86%
Registration group	R2 (Miss L Sollars)

[View full profile](#)

“Today's Timetable” is exactly that – your child's hour by hour timetable for the day.

Today's timetable

We	09:10 French 7x/Fr2 Mrs M Tilson D3	10:10 Maths 7x/Ma1 Mrs H Bowler G1	11:10	11:25 Science 7x/Sc2 Mrs D Dury B3	12:25	13:20 PSHE 7T/Ps Ms A Moore PE	14:20	14:20 English Language 7x/En1 Ms S Holder R6	15:20
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[View full timetable](#) ←

Clicking on the “view full timetable” link will show you the whole timetable for the week. If you want to see the next week simply click on the right-facing arrow. If you really want to you can even look at last week’s timetable by clicking on the left-facing arrow! When you are done looking at the full timetable, return to the summary page by clicking on “Return to what you were doing”.

Timetable :

Return to what you were doing 

		06 Feb 2017 - 10 Feb 2017									
Mo	09:10 English Language 7x/En1 Ms S Holder R6	10:10 Science 7x/Sc2 Dr A Wood B5	11:10	11:25 Maths 7x/Ma1 Mrs H Bowler G1	12:25		13:20 PE 7x/Pe1 Mr T Ward	14:20 Thinking Humanities 7T/Th Ms A Kitson W4	15:20		
Tu	09:10 Thinking Humanities 7T/Th	10:10 Science 7x/Sc2	11:10	11:25 Maths 7x/Ma1	12:25		13:20 Thinking Humanities 7T/Th	14:20 PSHE 7T/Ps	15:20		

Homework

You can see when the homework is due, when it was set, guidance time for completion, and the subject and title of the homework. The title is in blue and is a link to more details, and sometimes to a worksheet or link to help your child with their homework.

Ongoing and recent homework tasks

Showing 5 homework tasks due within the next 7 days or the last 3 days | 5 tasks in total | [View full list of homework tasks](#)

Due	Subject	Title	Guidance time	Set
Today	French	Spelling test	30 min.	Mon, 30 Jan 2017
Tomorrow	Drama	Physical Theatre Quiz	15 min.	Thu, 26 Jan 2017
Fri, 03 Feb 2017	French	houses and location	30 min.	Fri, 27 Jan 2017
Mon, 06 Feb 2017	Maths	Very Important Graphs	30-40 min.	Tue, 31 Jan 2017
Tue, 07 Feb 2017	Art	Bridget Riley 	up to 30 min.	Fri, 27 Jan 2017

In the example above, clicking the Art homework “Bridget Riley” link opens up another box as follows (click on the X to close the box and return to the summary page):

Bridget Riley x 

Research OPTICAL artist Bridget Riley. Collect four images of her paintings and write two sentences about each one (include your opinion! mention any techniques or materials used). Present on A4 paper.

This task should take up to 30 minutes to complete.

Detailed Progress

The “Detailed Progress” box shows all your child’s subjects, together with their GCSE target grade, and their current progress. The column headed “Current” is live and will change each time an assessment is added. This means you are always kept up to date with how your child is doing. A written report containing teachers’ comments is provided once a year, and you will be notified by email when this is available. PE target grades will be used from Year 9 onwards. Practical skills marks only will be used in Year 7 and 8.

Only in exceptional circumstances will the Target change as in most cases this is set externally using validated data based on both national, and your own child's previous performance.

Detailed progress

Subject	Target	Current	Breakdown
Art	5-	5	-
Combined Science	3+	3	-
English Language	4	4+	-
English Literature	4	4	-
Geography	3+	4	-
Maths	4-	4	-
PE	4-	4	-
Spanish	4-	4-	-

Next you will see a summary of your child's attendance. This will always display the position up to and including the previous school day.

Attendance

Attendance	92.86%	 <ul style="list-style-type: none"> ■ Attendance ■ Authorised absences ■ Unauthorised absences ■ Unknown marks
Authorised absences	1	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	14	

Progress and Reports

Finally, the Progress and Reports section shows you your child's current grade and also grades which have been reported previously – in the example shown below the Current is the same as 26th Jan 2017 because no further updates have been made since the report was issued. Where you have been notified that a report is available you can access this by clicking on the "view report" link. Opening the link also enables you to view it as a PDF document, which can be printed if desired. This could be useful if, for example, your child is attending a college interview.

Progress and reports

Subject	26 Jan 2017	Current
Art	5	5
Combined Science	3	3
English Language	4+	4+
English Literature	4	4
Geography	4	4
Maths	4	4
PE	4	4
Spanish	4-	4-
Attendance	94.71%	93.82%
	View report 	

Frequently Asked Questions

1. Some of my child's progress indicators are below target, should I be concerned?

Not necessarily as it may be only just below target and it is not unusual for progress indicators to fluctuate between grades. The first time this arises you may want to ask your child why they think it might be below and what they could do to improve. You could perhaps ask them about a subject where they are on target and ask them why there is a difference. Encourage them to speak to the teacher concerned. If it has remained below target for two or more grade updates you should contact the class teacher and ask for advice.

2. There is one or more progress indicators that are two or more grades below target, should I be concerned?

This needs to be investigated. Contact the Head of Department or class teacher to seek clarification on the reasons for being this far below target. If there are two or more such grades you should consider contacting the House Leader who will then offer the appropriate support needed.

3. What should I say to my child after I have read their report?

If they have the majority of their subjects on target then 'Well done!' Where the indicators suggest that they are below target you should ask your child why they think that is. If they say that they don't know, ask them if they can think of anything else that they could do to improve their performance. Encourage them to talk about that subject and explore any difficulties they have. Talking to the class teacher will give them valuable advice on how to improve.

4. Who do I contact if I am concerned about progress in a particular subject?

The Head of Department or subject teacher will be able to talk to you about progress in their subject. You can telephone the school and the member of staff will return your call. You can email in to office@csschool.co.uk and the email will be passed on to the appropriate member of staff.

5. Who should I contact if I am concerned about progress across a range of subjects?

The House Leader is the person to speak to. They will liaise with a number of subject teachers on your behalf and report back to you what they have found. They will monitor progress between grade updates and offer advice to the student on how to improve.

6. What do you mean by an aspirational target?

We set targets at Church Stretton that are challenging, but within reach for a student with that prior attainment. The targets we set are taken from progress indicators generated by a company called Fisher Family Trust. They compare the Key Stage 2 data of similar students nationally from previous

years and the GCSE grades they went on to achieve. We select an indicator that would place your child in the top 20% of similar pupils nationally if they go on to meet their targets. We estimate this target from our own tests and assessments if there is no KS2 data available.

7. What do you mean by attainment?

Attainment means the actual score/grade that a student achieves in a test/assessment.

8. What do you mean by progress?

Progress is a measure of how well your child is doing when compared to how well they should be doing given their prior attainment (e.g. KS2 results). For example if a student were to achieve their target grade in a given subject they would be making progress in-line with the top 20% of similar students nationally. Of course nationally students with similar starting grades at KS2 go on to achieve the full range of grades for a variety of reasons. Progress is measured by calculating the difference between the attainment achieved in a test/assessment and the expected attainment of similar students nationally.

9. What is an attitude to learning?

Attitude to learning is a way of showing how well a student approaches their work in and out of school. The right attitude is essential to learning. A grade of good is the minimum expected standard that students should strive for. The majority of students get a 'good'.

10. How can my child be below target but have a good or outstanding attitude to learning?

At any particular time a student may be in the process of acquiring the skills needed to achieve a particular grade as well as any associated knowledge needed to achieve that grade. A student may not have yet developed the skills needed to achieve a particular grade but is doing all that they can to achieve this, showing a positive attitude to learning and a desire to succeed. In this situation the student is clearly showing an outstanding attitude but has not yet achieved their target. Attitude to learning is not linked to attainment, a student will not get outstanding just because they are on target or even above target. Similarly being below target does not mean that a student will get a 3 or 4 for attitude to learning.

11. My child's target is too low/high?

The target is merely a point on a scale against which progress can be measured. It does not place a restriction on what can be achieved and it does not mean that the indicated grade can be easily achieved. A class teacher may raise the target for students that meet their target easily. In KS3 we are trying to predict what grade a student is tracking towards. There are obviously many factors that can influence the final outcome so it is not unusual for the current projected grade to fluctuate during a student's time in school. It is however important to notice any trend that may begin to show in a subject or across a range of subjects at any particular point in the year. If you have any concerns about this you should contact the relevant Head of Department or House Leader.

12. Why does my child not have a target in Year 7/8 for PE?

GCSE targets are available for all subjects in all year groups, however we plan to introduce the GCSE PE target from the start of Year 9 in preparation for GCSE PE courses and the Pathways process (Yr. 9 option choices). This is because the GCSE in PE is based on theory (60%) and practical ability (40%). During Years 7-8 students will be marked on their practical ability in a range of sports. These marks will be available to view on GO for Schools. In Year 9 an element of theory will be introduced alongside the practical ability and we will then be able to report against the GCSE target.

In Year 7 and 8 your child's practical marks are reported as one of the following descriptors:

Highly Competent:

This pupil is at the elite end of the performance pyramid. They excel in almost every sport covered and will be county standard in at least one sport. They have the potential to score full marks for the practical component of GCSE PE. They could be competing for the school in a range of different sports. They should speak to a PE teacher if they are not already competing more seriously outside school hours.

Competent:

This pupil is a high-level performer that is regularly successful. They show consistency in nearly all sports covered on our curriculum and could be representing the school in more than one sports team. They have the potential to score highly for the practical component of GCSE PE. They should speak to a PE teacher about how they can progress into the 'Highly Competent' performance band.

Moderately Successful:

This pupil demonstrates proficiency in a number of sports. They are likely to have weaknesses in some of the sports on our curriculum and should speak to their PE teacher about their 'next steps'. They have the potential to score well for the practical component of GCSE PE but would need to focus on weaknesses as they move towards KS4. This pupil has the ability to represent the school in more than one sport but should actively attend lunchtime clubs to aid progression.

Developing:

This pupil has demonstrated sporting potential but is currently unable to find any consistency across the sports completed. Often the pupil has the skills needed to succeed but is unable to apply them in a competitive situation. They are likely to have one stand-out sport that is of a good standard but should consider that GCSE PE requires three assessed sports. They have the potential to represent the school. Attending multiple lunchtime clubs would aid progress and development.

Emerging:

This pupil is still working on the skills and tactics needed to succeed in sport. They have shown glimpses of higher level performances but need more consistency when applying them. This pupil should look to attend lunchtime clubs to help accelerate progress. They should also speak to a PE teacher to find out how they can develop performance within the sports covered so far.