



Key stage 3

Years 7, 8 & 9

Guide to Go4Schools

2021-22

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Introduction

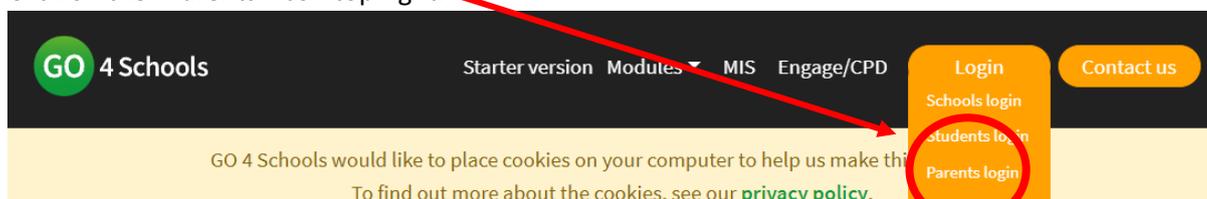
Go4Schools is a database where we record information about your child. It makes the information available through a website and an app.

This website makes a lot of helpful information available easily and quickly. Attendance and behaviour information is updated daily and formal assessment data is made available shortly after the assessment rather than having to wait for a summary at an end of term report.

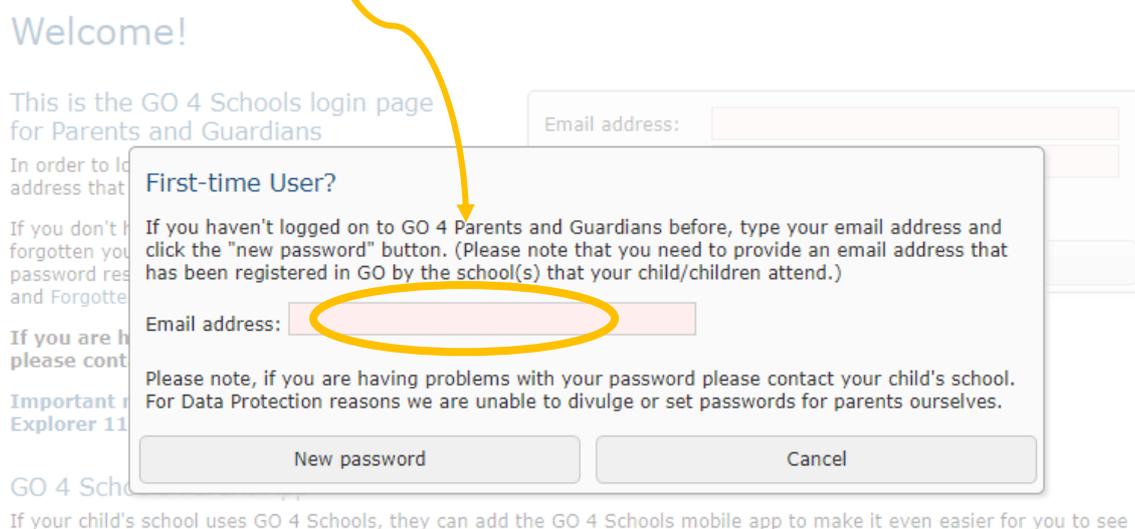
At the end of terms 2, 4 and 6 we will also take a "Snapshot" report of the assessment data so you can see what progress is being made.

Logging on for the first time.

1. Go to the Go 4 Schools website: www.go4schools.com
2. Click on the "Parents" icon top right.



3. Click "First-time User" then enter the email address we hold on record for you and click "New password." If you need to provide us with an email address, please call the school office with the relevant details. Go4Schools will update overnight and you will be able to try logging on the following day.



4. Go4Schools will email you a temporary password which you then enter under the "Welcome" area. You can change the password once you have logged in.
5. If you do not receive a welcome email from Go4Schools, this is because we do not have your current email address on record. Please call the school office and they will update our records with the correct address. The server refreshes overnight so you will be able to log on the following day.

Student timetable

You will automatically see today's timetable. If the student has been marked present you will see a green box with a forward-slash (AM) or backward slash (PM) as in the picture below:

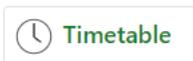
Today's timetable

| | | | | | | | | | | | |
|----|--|--|-------|---|-------|--|-------|---|--|-------|-------|
| Mo | 08:45 Humanities 7S2 Hu Miss G TRAFFORD H1 | 09:45 English 7y Eng2 Miss S HARTIGAN E5 | 10:45 | 11:05 I.T. 7y It3 Mr A HOLMES B11 | 12:05 | 12:05 Science 7S2 Sci Mr M DIXON S10 | 13:05 | 13:50 P.E. 7S2 P Miss L S10 | 14:10 English 7y Eng2 Miss S HARTIGAN E5 | 15:10 | 16:10 |
|----|--|--|-------|---|-------|--|-------|---|--|-------|-------|

[View full timetable](#)

If the student has been marked absent you will see a red box with an "N." Please be aware that sometimes a student may have to talk to their Head of House or be taking part in a special event, such as an instrumental music lesson, and this may explain the "N." This is normally rectified quickly.

You can see the timetable for the week by clicking on this icon:



Homework

Please ignore the homework section as we are continuing to use Microsoft Teams for this.

Detailed Progress: "Current" assessments



This section gives you all the formal assessments that have been carried out so far this year. As a minimum, teachers will input a formal assessment three times a year in time for the end of term snapshot reports. Teachers will add additional assessments as and when they are completed.

You will see two different types of assessments given. The **maths and languages departments** use a progression Scale of 12 Steps to describe performance and these are set by Edexcel, the exam board they will ultimately take their languages and maths GCSEs with.

Steps range from 1 to 12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point and in languages assumes no prior knowledge of the language. Step 12 represents the highest GCSE grade. Students' achievement in the steps may fluctuate across the year as they tackle new and different topics and language.

The maths department report the step achieved so far. For example "5th" means Pearson Step 5.

The languages department report the step and also how well they have achieved that step through four letters: **B**eginning, **D**eveloping, **S**ecuring, **E**xcelling. So a student with "4-E" has achieved Pearson Step 4 and they are nearly ready to achieve Step 5.

All other subjects use the following six expressions to describe how a student is working in class. These are reported in individual assessments and, in most cases, an average of them all is given in the "current grade." In some subjects the current grade reflects the best or most recent grade achieved.

These expressions are not linked to GCSE outcomes but are intended to help students focus on their development as an independent learner to prepare effectively for GCSE courses in Year 10 & 11.

The expressions are:

| | In class.. | What you should do next is.. |
|-------------------|---|--|
| Expert | you work independently and in depth using higher order thinking and learning skills at all times. You regularly teach others and show leadership. | 5% of students across the country reach Grade 9. Will you be one of them? |
| Mastery | you apply your learning in new and unfamiliar situations, in greater depth, using higher order skills in a range of contexts over time. You support others which helps you summarise and retain information better. | add greater depth to your learning by working more independently, read more widely, take more of a lead in your own learning and in class. |
| Secure | you complete all main tasks each lesson and your skills and knowledge are mostly secure. | aim to deepen your learning by improving the quality of your work and/or going into more depth. |
| Developing | you complete most main tasks each lesson and your skills and knowledge are nearly secure. | make sure all your class and homework is finished to a good standard to secure your knowledge and skills |
| Emerging | you complete tasks with some help from others. | aim to make your learning secure by completing more tasks with less support. |
| Foundation | you complete basic tasks with lots of help from others | make good use of all the support given to you so that you are able to complete more of the tasks in class with less help. |

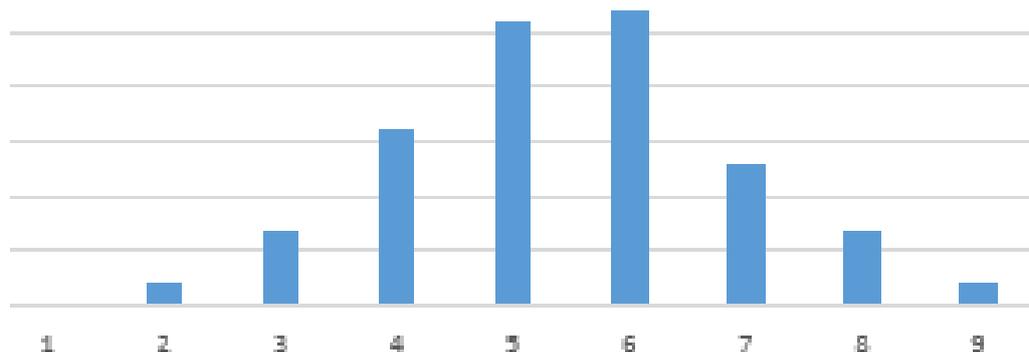
To reach the “strong pass” standard of GCSE Grade 5 by the end of Year 11, students should be working to at least “Secure” level. To be confident of reaching Grade 5 students will need to work at “Mastery” level. To reach the highest grades 7 to 9 they will need to be working at Mastery and Expert level throughout their time at the academy.

On G4S, where an assessment is underlined (hyperlink) you will be able to click for more details.

Detailed Progress: Effort, Homework & Progress

At Oxford Spires we firmly believe in developing a growth mindset as defined by Professor Carol Dweck. Research shows that the more effort students make in class, the higher their grades will be. We believe that students have unlimited potential, but only if they work hard enough.

As an example, the graph below shows the GCSE grades achieved by students with average KS2 SATs results across England. You will see that the grades achieved range from GCSE grade 2 to the highest grade 9. We believe effort is what makes the difference.



We use a simple RAG rating to give feedback on Behaviour, effort, homework completion and homework quality. In short, students should aim to be green which indicates they are doing everything properly. Amber shows that they are a little way off but with some adjustments could quickly catch up. Red shows that there is a problem and they need to make some big improvements. Purple is reserved for a small number of students in each class who are making exceptional effort compared to the rest of the class.

More specifically the words mean:

Behaviour:

Purple: Is exemplary in their conduct at all times, demonstrates excellent values and shows leadership.

Green: Is consistently well behaved, wears the correct uniform at all times and consistently demonstrates routines for success.

Amber: Is not sufficiently well behaved at times and needs to always follow the routines for success to ensure they learn to the best of their ability.

Red: Poor behaviour is having a significant impact on their work and on the learning environment in the classroom.

Effort:

Purple: Is an exceptionally hard worker

Green: Making a good effort in class

Amber: Is not making enough effort to achieve their potential in class

Red: Very rarely makes an effort or shows enthusiasm in class

Homework completion

Purple: Always hands homework in and meets all deadlines

Green: Always hands homework in

Amber: Has missed several deadlines

Red: Very poor record of homework completion

Homework quality

Purple: Exceptional homework

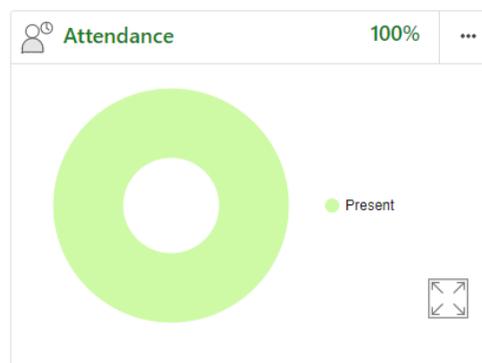
Green: Homework is regularly of a good standard

Amber: Homework is sometimes unsatisfactory or needs improvement

Red: Homework is frequently unsatisfactory and needs to be done again

Attendance

A summary of attendance so far this year is given on the home page.



If you click “Attendance” you can see more information like daily attendance and also attendance to individual subjects.

Behaviour

When students complete good work or make good progress in class teachers may award them positive points which are:

- “HP” Housepoints. The number beside HP shows how many housepoints have been given. For example “HP4” means 4 housepoints.
- “BWF” “Best work first” The student has done their absolute best the first time round on a piece of work.
- “COMM” Commendation. This is for really exceptional work or progress and is worth 10 housepoints.

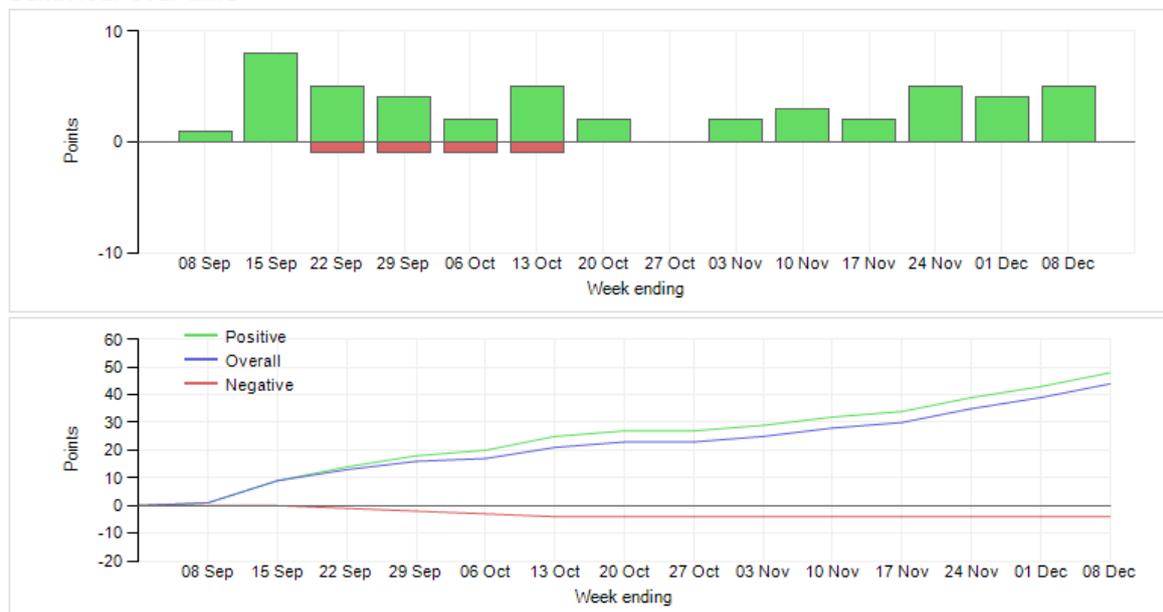
When students don’t meet academy expectations they receive negative points.

If a student’s behaviour is not as expected, teachers may set a detention as a punishment and to give an opportunity for the teacher to talk to the student so they understand the implications of their behaviour and behave better in future. If students do not attend the teacher’s detention they are given a Senior Leadership Team detention which is recorded in this “managed detentions” section. These are very serious and students should avoid them.

Today's and upcoming managed detentions

| Detention session | When event occurred | Event and managed detention |
|---------------------------------|---------------------|-----------------------------|
| No managed detentions recorded. | | |

Behaviour over time



The behaviour over time charts show a summary of all the points to date. The green bars on the top of the line represent positive points and the red bars below the line represent negative points. On the line graph, the green line represents all the positive points and the red line represents the negative points. The blue line is the total points when the negative points are subtracted from the positive points.

Progress and Reports

Progress and reports

| Subject | 25 Jan 2018 | 21 Jun 2018 | Current |
|------------|-----------------------------|-----------------------------|------------|
| Art | Secure | Developing | Developing |
| Design&Tec | Secure | Secure | Secure |
| Drama | Secure | Secure | Secure |
| English | Secure | Secure | Secure |
| Geography | Mastery | Mastery | Mastery |
| German | 5-B | 5-E | - |
| History | Developing | Secure | Secure |
| Maths | Secure | 6 PS | 6 PS |
| Music | - | Mastery | Mastery |
| P.E. | Secure | Secure | Secure |
| R.E. | - | Secure | Secure |
| Science | Expert | Secure | Secure |
| Attendance | 100.00% | 100.00% | 100.00% |
| | View report | View report | |

This section gives you a summary of the assessments recorded at each report stage. These snapshots of current data will be taken at the end of terms 2, 4 and 6. If you click on "View report" you can see all the data recorded at that time. The last column, "Current" gives a summary of all grades at the time of viewing the page.

I hope you find this guide helpful. If you have any queries please email mdixon@oxfordspiresacademy.org