



4 SCHOOLS

***An introduction and overview for
parents & carers***





[GO 4 Schools](#) is a web-based platform used to record attendance, behaviour and attainment, providing students, parents and carers with real-time access to live data.



In order to access to the parent homepage, please follow these steps:

- Go to the website at www.go4schools.com.
- Click on the Login button at the top right, then select Parents login.

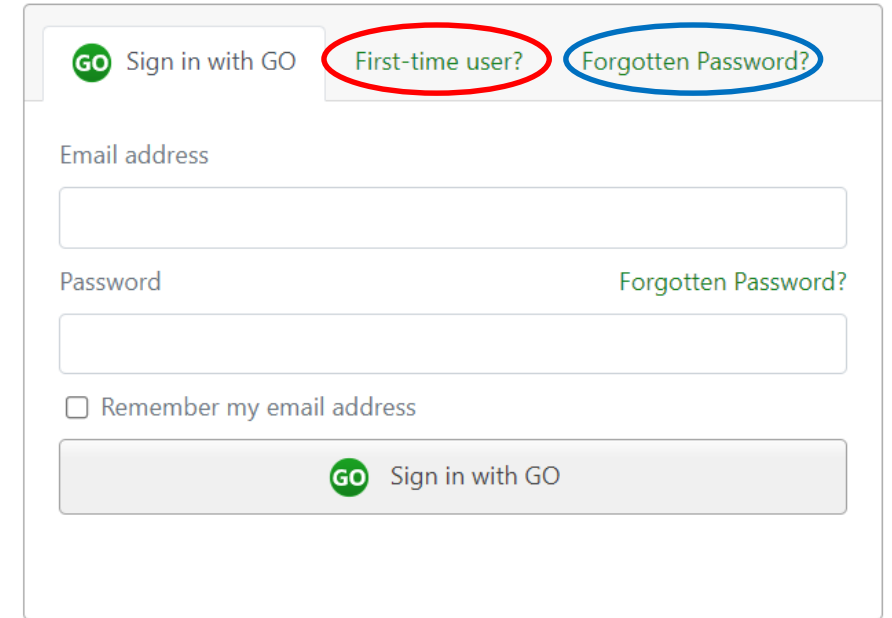
If you have not logged on to Go4Schools before:

- Click on the **First-time User?** tab in the login box.
- Enter the email address that you provided to the school when you completed the registration documents for your child. A link to set your password will be sent to this email address.

If you are an existing user:


- Log in using the email address that you have provided to the school.
- If you have forgotten your password, there is a **Forgotten your password?** tab in the login box - enter your email address and the system will send you a link to reset your password.

If you have not yet provided the school with an email address, or need to change your email address, please contact the school office.


A screenshot of the GO 4 SCHOOLS login interface. At the top, there is a navigation bar with a "GO" logo, a "Sign in with GO" button, and two tabs: "First-time user?" (highlighted with a red circle) and "Forgotten Password?" (highlighted with a blue circle). Below the navigation bar, there are two input fields: "Email address" and "Password". To the right of the "Password" field is a link that says "Forgotten Password?". Below the input fields is a checkbox labeled "Remember my email address". At the bottom of the form is a large button with the "GO" logo and the text "Sign in with GO".

On your parent homepage you will see, using the menu on the left:

- **Overview:** This gives you quick access to the current day's timetable, a behaviour overview chart and a summary of current attendance for the year to date. You can click these titles to jump to the relevant sections.
- **Attendance:** summary of session (AM/PM) attendance and punctuality.
- **Behaviour:** Information about individual events, number of positive and negative behaviour points, and any detentions.
- **Progress:** Current progress for each subject will show here when they are uploaded following the assessment window in February. Please note that not all subjects will have grades associated with them. Attitude to Learning is recorded and shared every term.
- **Reports:** Here you will find links to all reports from the current academic year. An Attitude To Learning report was published in November.
- **Timetable:** Your child's full timetable for the week, including attendance marks. You can click back and forth through the weeks. There is the option of viewing information from previous years, where available.

 Overview

 Attendance

 Behaviour

 Progress

 Reports

 Timetable





Overview

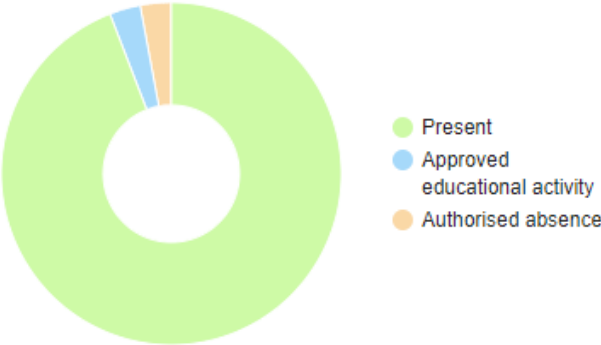
🕒 Timetable

08:30	09:00	Tutor Period, 7WR/Tp
09:00	10:00	Spanish (La), 7G/La2
10:00	11:00	Art, 7G/Ar3
11:20	12:20	English, 7G/En2
13:00	14:00	Music, 7G/Mu3
14:00	15:00	English, 7G/En2



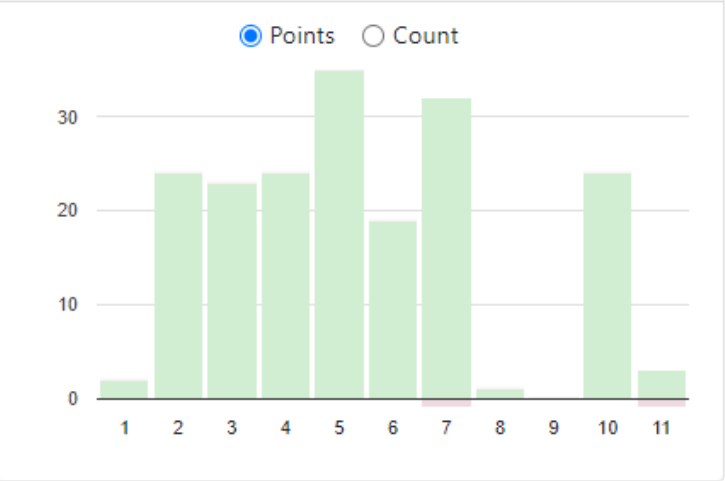
Attendance

97%



Behaviour

+187 | -2



SURNAME, First name

2024 ▾ Year 7 (Current), 7WR, House: Rippon



Click here

Overview

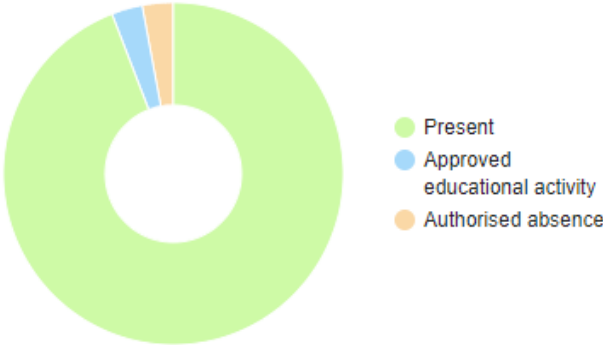
⌚ Timetable

08:30	09:00	Tutor Period, 7WR/Tp
09:00	10:00	Spanish (La), 7G/La2
10:00	11:00	Art, 7G/Ar3
11:20	12:20	English, 7G/En2
13:00	14:00	Music, 7G/Mu3
14:00	15:00	English, 7G/En2



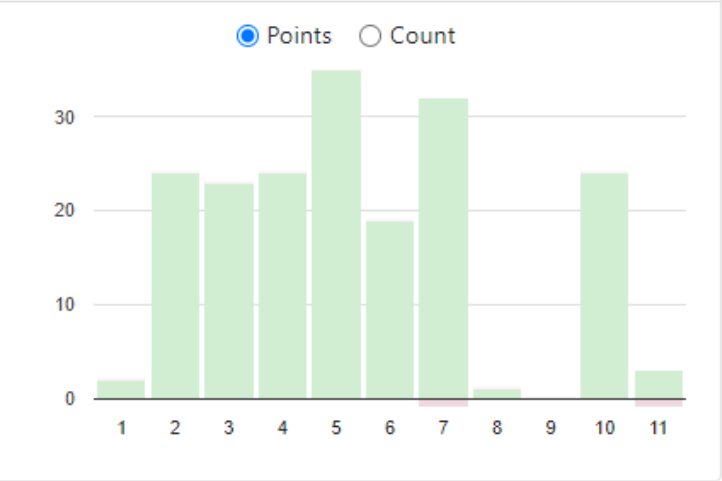
Attendance

97%



Behaviour

+187 | -2



Example Year 7 student Overview page.



Student profile		×
Date of birth		██████████
Positive behaviour points	315	
Negative behaviour points	0	
Reading metrics: Reading Age, Year 6	12:11	
Reading metrics: Reading Competency, Year 6	Expected	
Reading metrics: Reading SAS, Year 6	107	
Reading metrics: Reading Stanine, Year 6	6	

- NGRT is a fully adaptive, standardised, reading assessment. As it's adaptive, it offers a personalised experience for each student, ensuring it's accessible for those who are struggling and challenging for those who need to be stretched.
- NGRT assesses reading and comprehension skills and allows us to identify gaps in understanding of vocabulary, particularly important at this time as reading is fundamental to a student's ability to access all areas of the curriculum.
- This helps us to identify where students require extra support. It is expected that results will fluctuate for students this academic year due to interrupted learning at primary in their transition to secondary.





Student profile		×
Date of birth	[REDACTED]	
Positive behaviour points	315	
Negative behaviour points	0	
Reading metrics: Reading Age, Year 6	12:11	
Reading metrics: Reading Competency, Year 6	Expected	
Reading metrics: Reading SAS, Year 6	107	
Reading metrics: Reading Stanine, Year 6	6	

Reading age: we would hope this is in-line with or above a student’s current age.

SAS (Standardised Age Score): student scores are adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. Scores between 89 - 111 are within the average range and that if a student scores within this range on each NGRT assessment then they are performing as expected for their age.

Understanding Stanines			
Stanine:	1 - 3	4 - 6	7 - 9
Meaning:	Below Average	Average	Above Average





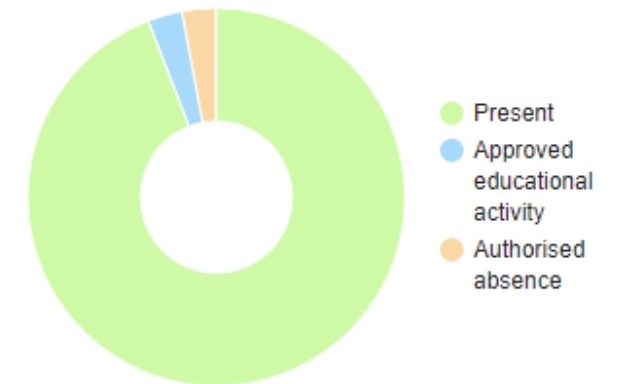
Example Year 7 student Attendance page.

Attendance summary

Attendance

Summary session attendance

		Sessions	%
Present	▼	64	94.12%
Approved educational activity	▼	2	2.94%
Authorised absence	▼	2	2.94%
Unauthorised absence		0	0%
Unknown		0	0%
Late		1	1.47%



Session attendance marks of various types, expressed as a raw figure and as a percentage of the maximum possible session attendance over the whole year.


[Behaviour summary](#)
[View behaviour events ▼](#)
[🕒 Detention summary](#)

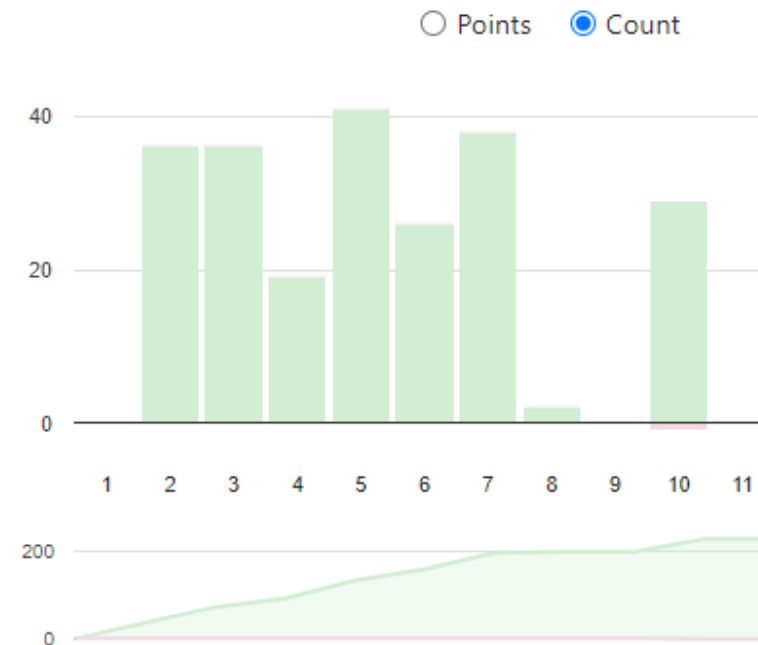
Example Year 7 student Behaviour page.

Summary

Recent behaviour

Fri, 4 Nov	1POS - Excellent Work
Mr Gilder	Year 7, Computing, It, 7H/It3, Room: I3W
Fri, 4 Nov	1POS - Excellent Verbal Contribution
Mr Gilder	Year 7, Computing, It, 7H/It3, Room: I3W
Fri, 4 Nov	1POS - Excellent Effort
Mr Gilder	Year 7, Computing, It, 7H/It3, Room: I3W
Fri, 4 Nov	1POS - Excellent Work
Mr Brown	Year 7, Religious Studies, Re, 7H/Re3
Fri, 4 Nov	1POS - Excellent Verbal Contribution
Mr Brown	Year 7, Religious Studies, Re, 7H/Re3

Behaviour over time



Summary of all events

Event	Count	Student score
POS - ATL ALL OUTSTANDING OR ACTIVE LEARNER (10)	1	10
POS - PARTICIPATION IN AN ACADEMY EVENT (10)	3	30
POS - 100% Punctuality (Half termly) (3)	1	3
POS - Consistently Meeting the Academy Expectations (3)	1	3
POS - Use of initiative	1	1
POS - Taking on responsibility voluntarily	1	1
POS - Personal Development	1	1
POS - Improvement in a Subject	1	1
POS - Excellent Resilience	1	1
POS - 100% Punctuality (Weekly) (1)	3	3
POS - Excellent Independence	4	4
POS - 100% Attendance (Weekly) (1)	4	4
POS - Excellent ability to deal with Challenge	4	4
POS - Correct Equipment and KO	5	5
POS - Excellent Collaboration	8	8
1POS - Excellent Verbal Contribution	41	41
1POS - Excellent Work	63	63
1POS - Excellent Effort	84	84
ATT - Meeting - Student	1	0
1st failed homework	1	0
NEG - Inappropriate use of mobile phone / electronic device (-1)	1	-1
Total positive	227	267
Total neutral	2	0
Total negative	1	-1

Common attendance codes seen:

- / or \ Present
- L Late
- I Authorised absence due to illness
- O Unauthorised absence
- V Approved education activity or trip



Timetable

Example Year 7 student Timetable page.

Date Range for Week Viewed

<

Current

>

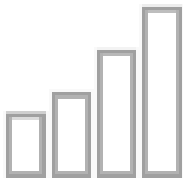
Mo	08:30 Tutor Pe 7WB/Tp	09:00 Technology 7H/Te1	10:00 /	10:00 Technology 7H/Te1	11:00 /		11:20 PE 7H/Pe3	12:20 /		13:00 PE 7H/Pe3	14:00 /	14:00 Geography 7H/Gg3	15:00 \
Tu	08:30 Tutor Pe 7WB/Tp	09:00 Music 7H/Mu3	10:00 /	10:00 History 7H/Hi3	11:00 /		11:20 Spanish (La) 7H/La1	12:20 /		13:00 Maths 7H/Ma3	14:00 \	14:00 English 7H/En1	15:00 \
We	08:30 Tutor Pe 7WB/Tp	09:00 Maths 7H/Ma3	10:00 /	10:00 Science 7H/Sc3	11:00 /		11:20 Drama 7H/Dr3	12:20 /		13:00 English 7H/En1	14:00 \	14:00 Science 7H/Sc3	15:00 \
Th	08:30 Tutor Pe 7WB/Tp	09:00 English 7H/En1	10:00 /	10:00 Maths 7H/Ma3	11:00 /		11:20 Spanish (La) 7H/La1	12:20 /		13:00 Science 7H/Sc3	14:00 \	14:00 Enrichment 7E/Er5	15:00 /
Fr	08:30 Tutor Pe 7WB/Tp	09:00 Maths 7H/Ma3	10:00 O	10:00 Computing 7H/It3	11:00 L		11:20 Art 7H/Ar3	12:20 /		13:00 Religious Studies 7H/Re3	14:00 \	14:00 English 7H/En1	15:00 \

Progress

Summary - Projected

☒ Subject name ☐ Grade value

Activity Tr...	Art	Computing	Drama	English	Food Tec...	Geography	History	Mathema...	Music	PE	Religious ...	Science	Spanish	Technology
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-




Progress

Grades

☐ Compact view (main grades only) ☐ Broad view (all grades) ☒ Detailed (all grades plus marksheet grades)

Subject	Current	Sheet summary
Activity Tracker, Mrs A Ghafoor, Mrs E Goodman (+6) ⓘ	-	
Art, Mrs S Coupland	-	Attitude To Learning Engaged Y7 KAP 0% Y8 KAP 0% Y9 KAP 0%
Computing, Mrs A Ghafoor	-	Attitude To Learning Engaged Y7 KAP 0% Y8 KAP 0% Y9 KAP 0%
Drama, Miss S Hatton	-	Attitude To Learning Requires Improvement Y7 KAP 0% Y8 KAP 0% Y9 KAP 0%
English, Mr A Garbutt, Ms J Highfield (+1)	-	Attitude To Learning Engaged Y7 Autumn Checkpoint 0% Y7 KAP 0% Y7 Summer Checkpoint 0% Y8 Autumn Checkpoint 0% Y8 Spring Checkpoint 0% Y8 KAP 0% Y9 Autumn Checkpoint 0%

Reports
















Year 7 ATL
Autumn 2023-
24, Yesterday



Reports

Example Year 7 student Report page.

Attainment

Subject		Yesterday	Current
			Grade
Art		Not Included	-
Computing		Not Included	-
Drama		Not Included	-
English		Not Included	-
Geography		Not Included	-
History		Not Included	-
Mathematics		Not Included	-
Music		Not Included	-
PE		Not Included	-
Religious Studies		Not Included	-
Science		Not Included	-
Spanish		Not Included	-
Technology		Not Included	-



Reports

Example Year 7 student ATL report.

Subject	Attitude to Learning	Group teacher(s)
Art	Engaged	Mrs S Coupland
Computing	Engaged	Mrs A Ghafoor
Drama	Requires Improvement	Miss S Hatton
English	Engaged	Miss S Fox, Mr A Garbutt, Ms J Highfield
Geography	Engaged	Mr P Rowson
History	Engaged	Mr J Brown
Mathematics	Outstanding	Mr C Hall, Mr I Jahangir
Music	Engaged	Mrs K Drummond
PE	Engaged	Mr D Hutchinson
Religious Studies	Engaged	Mr J Brown
Science	Engaged	Mr P Newham
Spanish	Engaged	Miss A Tompkin, Mrs S Naylor
Technology	Engaged	Miss K Stark, Mrs C Chapman

Report Key

Attitude to Learning	Attitude to Learning (ATL) grades describe how engaged a student is with their learning in each subject. We have high standards and expect all students would strive to be "Engaged" in all subjects.
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Attitude to Learning

Outstanding	You believe in yourself and take extra responsibility in order to make great progress and achieve to the best of your ability.
Engaged	You believe in yourself and take responsibility for your learning. You are focused and work hard but could improve.
Requires Improvement	You try to believe in yourself, but you don't engage as well as you should, and are at risk of not fulfilling your potential.
Serious Concern	You don't always believe in yourself and your attitude and engagement means you aren't achieving your potential.
/	You have not attended sufficient lessons for your teacher to make this assessment.

Session Attendance Information

Percentage attendance:	80.00%
Attendance:	64
Authorised absences:	6
Unauthorised absences:	10
Possible sessions:	80



Behaviour Information

Positive points:	214
Negative points:	0

Attitude to Learning (ATL) grades describe how engaged a student is with their learning in each subject.

At regular intervals throughout the year, teachers review the Attitude to Learning of students to consider how best to support them moving forwards. This information is updated and accessible on Go4Schools.

We have high standards and expect all students would strive to be “Engaged” in all subjects.

Outstanding	Engaged	Requires Improvement	Serious Concern
<i>You believe in yourself and take extra responsibility in order to make great progress and achieve to the best of your ability.</i>	<i>You believe in yourself and take responsibility for your learning. You are focused and work hard but could improve.</i>	<i>You try to believe in yourself, but you don't engage as well as you should, and are at risk of not fulfilling your potential.</i>	<i>You don't always believe in yourself and your attitude and engagement means you aren't achieving your potential.</i>



	Outstanding	Engaged	Requires Improvement	Serious Concern
	<i>You believe in yourself and take extra responsibility in order to make great progress and achieve to the best of your ability.</i>	<i>You believe in yourself and take responsibility for your learning. You are focused and work hard but could improve.</i>	<i>You try to believe in yourself, but you don't engage as well as you should, and are at risk of not fulfilling your potential.</i>	<i>You don't always believe in yourself and your attitude and engagement means you aren't achieving your potential.</i>
Ready to Learn	You are always ready to learn and organised: you attend well, you are punctual, have your equipment, and manage your time well.	You are regularly ready to learn: you attend well, you are punctual, have your equipment, and manage your time well.	You are sometimes ready to learn, but there are possible times when you are late or forget your equipment.	Your learning and progress is being affected because of your attendance, punctuality or lack of equipment.
Engagement	You always listen carefully to teachers and other students so that you can learn from them and build upon their ideas. You make excellent and regular contributions to group work and class discussions.	You typically listen carefully to teachers and other students so that you can learn from them. You usually get involved and make positive contributions to group work and class discussions.	You listen to teachers and other students, but sometimes get distracted and let yourself down. You don't always make the effort to ask and answer questions and rely on other students, only answering questions when directly asked.	You don't always do as the teacher asks or interrupt lessons, which means you stop the learning of other students. You rarely make meaningful contributions to discussions and group work.
Behaviour	Your behaviour is exemplary - you work hard; show respect.	You behave well and will require few reminders from staff.	You might have received warnings in lessons for your behaviour and effort, and may have been given a negative point.	You regularly receive warnings and negative points for your behaviour in lessons.
Classwork & Homework	You always work to the best of your ability, producing high quality work in lessons. You always hand in your homework on time and show you have worked hard on it.	You complete all classwork and homework on-time and to a good standard.	Your classwork or homework may be incomplete or lack detail, and may not be completed on-time.	You do not consistently complete classwork or homework to the best of your ability.
Independence	You are an independent learner, taking responsibility for developing what you have learnt in lessons in your own time, e.g. doing wider reading, completing extension tasks and attending interventions.	You are trying to take responsibility for your learning and progress, e.g. doing wider reading, completing some extension tasks and attending some interventions.	You lack independence, and do little outside of lessons, missing homework deadlines and not accessing additional opportunities.	You lack independence, and often fail to hand in homework on time or rush it. You don't access or engage with extra interventions.
Resilience	You are determined to succeed and never give up – showing resilience when it is hard, and seeking support when needed.	You typically show resilience when work is hard, and seek some support if needed.	You lack resilience and may not ask for help when you don't understand.	You lack resilience and give up easily, not asking for help when you don't understand, or even refusing it.
Progress	You are a reflective learner who follows feedback and acts on the advice to help you improve and make progress. You are working in line or above expectation.	You follow feedback and act on most of the advice to help you make progress. You are working in line with expectations.	You sometimes follow feedback, but this is not consistent. You are at risk of not fulfilling your potential or reaching your target grade.	You often don't follow feedback or act on it. You are working below expectations and are unlikely to fulfil your potential or reach your target grade.

How can Parents & Carers support?

Research suggests that students who make most progress from their individual starting point are often those who also engage in regular conversation and reflection about their learning and experiences at school. This is where parents and carers can help. Below are suggested 'over the dinner table' conversation starters about the assessments.

- How did you prepare for the assessment?
- What topics did you struggle with?
- How might you approach the next assessments differently?
- What opportunities are available to push yourself further next time?
- Why do you think your teacher has graded your attitude to learning in this way?

Where further clarification or support is required, parents are encouraged to make contact with the student's year leader.





You can also access information via the GO 4 Schools app, available on the App Store and Google Play. **If you are accessing GO 4 Schools for the first time, you must log in using the website before you will be able to log in to the app.**

Details of how to use the Mobile App, and its features can be found on the GO 4 Schools page on the school website →

Please note that reports are best viewed by downloading the pdf. If you have any queries or feedback about GO 4 Schools, please email the school office: office@bluecoatwollaton.co.uk

Useful resources:



Logging in to the GO 4 Schools website



More information about GO 4 Schools



Mobile App Quick Start Guide



Bluecoat Wollaton
believe in yourself, in others, in God

“Work hard; show respect”

I have lost my password - what do I do?

Go to the GO 4 Schools website, click the 'parents' icon and follow the 'Forgotten your password' instructions.

My email address is not recognised - why is this?

Only email addresses registered with the school are recognised by GO 4 Schools. If your email address is not recognised it means that the school do not hold your email address information. In order to update your information please email office@bluecoatwollaton.co.uk.

Who can access my child's data?

You, as the registered email and school staff are the only people who can access your child's data.

When, and how often should I access GO 4 Schools?

The information is always available so that you can access it when you wish. Student achievement data is updated at least every half term, so as the school year progresses more academic information will become available.



How do I receive reports?

Reports will be issued via GO 4 Schools. When your child's report becomes live on GO 4 Schools you will receive an email informing you that a new report is now available. You can then view the report and print it if you require a hard copy.

What should I do if I am concerned about my son's/daughter's progress in a particular subject?

Talk to your son/daughter to check that they are aware of what they need to do to make progress in the subject. Are they following the guidance from their teacher on how they need to improve? Have they spoken to the teacher to help them set a realistic target to improve? If you have further concerns contact the school at office@bluecoatwollaton.co.uk who can ask their teacher to make contact.

