

# Go4Schools at Copleston



A Guide for the  
Parents of Year 7  
and 8 Students

**Please retain this booklet for use during the  
academic year 2018—2019**

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## **INTRODUCTION**

At Copleston High School, we use Go4Schools as our online data, behaviour, attendance and reporting system. Parents who have registered their email address with us can access up-to-date information about their child's day to day performance at school by logging on to the Go4Schools website.

This guide is intended to give you all the information that you need to know about how to access Go4Schools; the information that you will find there and how to understand what the data is telling you.

**Accessing data from a website is only one way of finding out information about how your child is doing, however. We always welcome contact with parents, and would encourage you to make contact with your child's Head of Year if ever you have any worries, or enquiries that you would like to make.**

## **CONTACT INFORMATION**

**Main School Switchboard**

01473 277240

**Head of Year 7 (Miss H Bradshaw)**

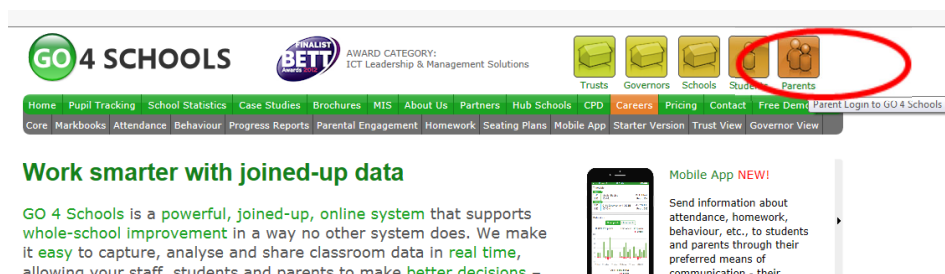
[hbradshaw@copleston.suffolk.sch.uk](mailto:hbradshaw@copleston.suffolk.sch.uk)

**Head of Year 8 (Mrs M Crofton-Sleigh )**

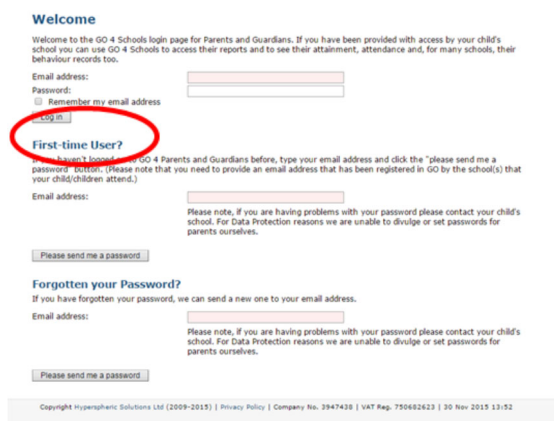
[mcrofton-sleigh@copleston.suffolk.sch.uk](mailto:mcrofton-sleigh@copleston.suffolk.sch.uk)

# 1 HOW TO ACCESS GO4SCHOOLS

- Search for Go4Schools in your web browser (e.g. Google / Firefox)
- Click “Parents” to access the parents’ section of the site:



- In the First-time User box, enter the email address that you supplied to us



- Click pass- “Please send me a word”
- Enter the password that Go4Schools sends you via email, into the password box, and, as soon as you have logged in, change the password to something you can remember.
- Click the name of the child whose information you want to view.

*If you encounter any difficulties with accessing Go4Schools, please contact the school so that we can try to assist. Please note that the school does not issue passwords or log ins to Go4Schools.*

## **2 WHAT DOES THE GO4SCHOOLS PAGE TELL ME?**

### **At a glance.**

This gives you a quick overview of your child's attendance and behaviour points.

### **Timetable for the day.**

This shows you your child's lessons for the day. Clicking "View full timetable" allows you to see the whole week's timetable. Use the arrows at the top of the full timetable to see the timetable for the following week.

#### **Today's timetable**

Fr	08:40	09:45	09:45	10:50	11:10	12:15		13:00	14:05	14:05	15:15	15:15	16:15
Tu	Maths		P E		IT			Art		Eng			
Pd	7X/Ma2		7X4/Pe		7X/It2			7X/Ar2		7X2/En			
7R													

[View full timetable](#)

### **Ongoing and recent homework tasks.**

At the moment this will be blank. That does not mean your child is not getting any homework! Currently all homework is recorded by hand in the students' homework diary. Over time we are looking to move to an online homework system. When we do, this is where the details will appear.

### **Detailed Progress.**

This shows you the results of assessments completed by your child throughout the year. More details about our Key Stage Three Progress Ladder are given in section 4 of this booklet. Students should complete one formal assessment in each subject each term. There may also be individual teacher based judgements of your child's progress recorded here. The results from the teacher judgements and the formal tests will be aggregated to give an overall current grade for that subject.

## 2 WHAT DOES GO4SCHOOLS TELL ME?

Detailed progress

Subject	Year 7 Baseline	Target	Current	Breakdown
Art Mrs J Cooper, Mrs M Green	B2	I2	F3	Start of year 7 assessment - Basic elements of Art F3 Landscapes - Portraiture F3
Drama Mrs A Howard	B2	I2	I1	Start of year 7 assessment - At the Oscars F3 Storytelling B1 Horror B1 Characterisation B3 Parody I1 Tragedy -
Eng Mr C Webb	B2	I2	I2	Year 7 Writing I2 Year 7 Reading I2
Food Tech Mrs J Burgess, Ms S Quirk	B2	I2	B2	Start of year 7 Assessment F3 Introduction to food technology B2
Geography Mrs J Crane, Miss S Acton	B2	I2	B3	Y7 Assessment points B3
History Mr S Harrington	B2	I2	I2	Overall Assessment I2
IT Miss B Borras	B2	I2	I2	Start of year 7 assessment - ICT Skills I2
Maths Mrs L Jackson, Mr R Jones	B1	I1	I2	Unit 1P I2 Unit 1B I2 Unit 2P I2 Unit 2B I2 Unit 3P I2 Unit 3B I2 Unit 4B I3 Unit 5P I2 Unit 5B I2 Unit 6P -

Different units of work within the same subject assess different skills, so we would not necessarily expect a continuous improvement in the student's result. For example, a student might be much stronger at practical skills than written ones, and will therefore perform more strongly when practical skills are the focus for assessment.

The "Current Grade" calculated takes into consideration the different levels achieved, and generates an average result for the subject. This can therefore fluctuate throughout the year. The current grade shown is also likely to be behind the target grade. This is because the target is set for the end of the year or key stage. Students work towards their target grade through the year. Their progress towards target is featured in the school reports (see section 3)

Assessments which have not been completed DO NOT affect the calculation of the current grade. However, if your child has been absent from school, we would expect him/her to complete any missed assessments on his/her return. This is to ensure that we have as full a record as possible of your child's achievements.

## 2 WHAT DOES GO4SCHOOLS TELL ME?

**Attendance:** This shows you, in the form of a pie chart, your child's attendance for the year so far. More details are given in the table to the left. If you have any queries about any aspects of your child's attendance, please contact the Attendance Office direct, via the main school phone number given at the beginning of this guide.

**Behaviour:** This shows you the most recently logged

### Attendance

<b>Attendance</b>	99.44%	
<b>Authorised absences</b>	1	
<b>Unauthorised absences</b>	0	
<b>Unknown marks</b>	0	
<b>Possible sessions</b>	178	

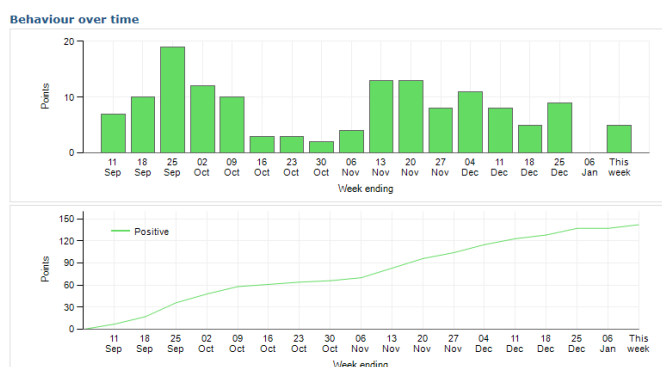
behaviour events, both positive and negative, for your child. Members of staff will contact you to discuss your child's behaviour if it is a real cause for concern. Behaviour trends are also shown in bar chart form, to show

### Most recent events

All events in 2017, Sep 2016, Oct 2016, Nov 2016, Dec 2016, Jan 2017

When	Event
Wed, 11 Jan	Excellent Class Work Year 8, Spanish, Room: A21
Tue, 10 Jan	Logbook Present/Signed Year 8, Tutor Pd, 8CG/Tp
Tue, 10 Jan	Excellent Group Work Year 8, Perf. Arts, 8X/Pa1
Tue, 20 Dec	Logbook Present/Signed Year 8, Tutor Pd, 8CG/Tp
Tue, 20 Dec	Postcard Sent Home Year 8, Registration, 8CG

you how your child's behaviour has changed over the year.



## 2 WHAT DOES GO4SCHOOLS TELL ME?

### Progress and reports

This is a very important section as it shows your child's school reports. You can view the report by clicking on the blue “view report” link.

#### Progress and reports

Subject	01 Dec 2016	Current
Art	-	I2
Drama	-	B3
Eng	-	I3
Geography	-	I3
History	-	A1
IT	-	I3
Maths	-	A3
P E	-	A2
Science	-	A2
Spanish	-	I2
Textiles Tech	-	-
Attendance	95.20%	96.00%
	<a href="#">View report</a>	

When you click this link the report will open automatically in a new tab in your browser. If you want to print the report, then click “view as PDF” at the top of the report page.

Return to what you were doing, [View report as PDF](#)

This is your child's first Copleston School Report. It gives a snapshot of how well your child is performing in lessons. If you have any queries or concerns about the content of this report, please contact Miss Bradshaw, Head of Year 7.

When reports are issued, you will be informed via an email directly from Go4Schools, and also in a letter through parent-mail.

Other reports from previous years will always be accessible to you via Go4Schools. To access a report, just click “View Report”.

## COPELSTON REPORTS

Copleston High School reports are issued twice in Year 7, and Year 8.

We aim to provide you with up-to-date summary information about your child's progress towards their target levels and key action targets to help them progress.



### **3 CONTENT OF REPORTS**

**Target:** this is your child's target *for the end of the academic year*.

**Progress towards target:** this indicates how well your child is progressing towards the end of year target:

<i><u>Exceptional</u> Student is likely to achieve well above target grade or is making exceptional progress from their starting point in this subject.</i>
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<i><u>Strong</u> Student is likely to achieve above target grade or is making strong progress from their starting point in this subject.</i>
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<i><u>Good</u> Student is likely to achieve target grade or is making good progress from their starting point in this subject.</i>
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<i><u>Limited</u> Student is likely to achieve below target grade and is making limited progress from their starting point in this subject.</i>
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<i><u>Very Limited</u> Student is likely to achieve well below target grade and is making very limited progress from their starting point in this subject.</i>
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**Learning Profile Summary:** this describes your child's learning behaviour, and other aspects of their approach in the classroom. A full set of Learning Profile descriptors is provided on page 9.

**Classwork / Homework :** these summarise the quality of your child's classwork / homework on a scale from Excellent to Weak. Where none or little has been completed, this will be recorded on the report.

**Positives:** these indicate some of your child's strengths as a learner, and as an individual.

**Action Target:** these indicate what your child needs to be doing better in order to make more rapid or sustained progress in each lesson. Further specific advice can be found in your child's exercise books or folders.

## COPLESTON PROGRESS LADDER

At Key Stage Three we report pupils' targets and attainment using a progress ladder.

Targets, based on the expectations from KS2 outcomes, are set on entry for the end of Year 7, and reviewed at the end of Year 7, ready for progression into Year 8.

Our Key Stage 3 curriculum has its foundations in skills and mastery. Each department has identified the skills necessary to make a successful progression to KS4, and the curriculum is planned in order to develop students' mastery of these skills. Curriculum plans for subjects are available for parents to view on the Copleston website .

Students' mastery of each skill is assessed through a variety of different tasks as they progress through each unit of work, and their performance is recorded using the Progress Ladder below.

We would expect that most students will reach "Breakthrough" in Year 7, and progress to "Intermediate" by the end of Year 8. More able students will progress along the ladder more quickly

Working below Foundation	Foundation - average achievement for end of KS2			Breakthrough - average achievement for Year 7			Intermediate - average achievement for Year 8 and more able Year 7			Advanced - working above the expectation for Year 8 - more able Year 8 should be working here. Very able Year 7 should be aspiring to be			Exceptional - working well above expectation for KS3. Very able Year 8 should be aspiring to be here			
	S	F1	F2	F3	B1	B2	B3	I1	I2	I3	A1	A2	A3	E1	E2	E3

and may attain "Advanced" or "Exceptional", whereas other students with a lower baseline start point may not achieve "Intermediate" by the end of Year 8.

A small number of students in each year group who are working below Foundation level will be reported using "Steps to Success". ("S", used mainly in English and Maths).

Progress towards targets is monitored continuously.

Go4Schools and the quality and rate of this progress is report-

## LEARNING PROFILE DESCRIPTORS

1	I am an <b>independent determined</b> learner. I have the <b>confidence</b> and <b>curiosity</b> to raise questions that help me to move my learning forward. I enjoy being challenged to go into more depth, and “stick at it” when learning gets harder. I am very focused in lessons and actively show that I want to learn. I respect staff, other students and the learning environment. I am polite and follow all instruction promptly. I am always on time to my lessons.
2	I want to achieve well and am a <b>keen learner</b> . I show good <b>commitment</b> to learning most of the time. I am developing a range of skills to help me learn, and am quite good at “sticking at it” when learning gets harder. I am focused in lessons and actively show that I want to learn. I respect staff, other students and the learning environment. I am polite and follow all instruction promptly. I am usually on time to my lessons.
3	I am <b>quite interested in learning</b> and show commitment most of the time. I show some initiative by <b>asking for help when I need it</b> . I am beginning to develop a range of skills to help my learning. I sometimes find it hard to “stick at it” when learning gets harder. I mostly respect staff, other students and the learning environment. I am mostly polite and usually follow all instruction promptly. I am mostly on time to my lessons.
4	My commitment to learning is <b>inconsistent</b> so I <b>need the teacher’s guidance</b> quite a lot. I need to increase my motivation to learn, and think about how to learn more effectively. I am not very well organised and I can find it difficult to maintain focus in lessons. I am sometimes disruptive and I am not always respectful of staff, other students and the learning environment. I am not always polite and sometimes don’t follow instructions. I am mostly on time to my lessons.
5	I <b>don’t seem very interested in learning</b> . My lack of commitment stops me and others from learning because I am at times disruptive. I find it difficult to pay attention in class and <b>need a lot of teacher support</b> . I don’t always respect staff, other students and the learning environment. I am often not polite and often don’t follow instructions. I am not always on time to my lessons.
6	I <b>don’t seem to want to learn</b> . I stop other people learning because I am often disruptive. I do not make any effort to get help. I am unable to maintain focus in lessons. I do not look after my work or hand it in on time. I don’t show respect for staff, other students and the learning environment. I am not able to be polite and I do not follow instructions. I am often late for my lessons.

## FAQs

### **How do I know how my son is doing?**

*The expected level of achievement for most pupils in year 7 is “Breakthrough”, and for year 8 students, “Intermediate” .*

*If your child is performing above or below these levels, this will give you an indication of how he compares with other children in his year. Looking at your child’s target level for each subject will give you an indication of how well they could do. A pupil with a target level of A1 (Advanced 1) is clearly very able! Looking at the “Progress Towards Target “ column should give you an indication of how well your child is progressing in lessons. If you need further information about your child’s progress in a specific subject, you are welcome to make contact with thier teachers.*

### **I want to know where my child stands in relation to other students in the year group. How can I find out?**

*We do not specifically provide this information, because we believe that all children should be encouraged to achieve their potential, (indicated by target grades) whatever that potential is.*

### **On Go4Schools it suggests that my child is underachieving. What should I do?**

*In our assessment scheme, students are given multiple opportunities to demonstrate what they know, understand and can do. If your child is underachieving, this will have been picked up by teachers, and interventions, either within classes or after school, should be in place to support them. However, if you are concerned, please contact the school. Action targets specified on your child’s report and in your child’s exercise books will give you guidance on what your child needs to do to make more rapid progress, and what you may be able to do at home to support them. Are they completing homework? Are they writing accurately and reading regularly at home? These can all help boost attainment!*

## FAQs

### **Why are some subjects missing from my child's report?**

*Some subjects do not have a very high proportion of curriculum time, and therefore it is difficult for teachers to gauge pupils' progress effectively until more data has been collated. RE and Performing Arts are two such subjects. When members of staff are absent during the report writing "window", reports may not be completed—however, if you require information about these subjects, you can contact the Head of Department who will be able to help. Finally, some subjects work on a carousel basis (Design Technology), and the report will show your child's attainment in the Technology subject (Technology, Food or Textiles) most recently covered. Please note though, that as these subjects are closely related, they assess, and report on, similar skills across all three disciplines.*

### **How can I help my child at home?**

*There are lots of ways you can help.*

*Firstly, make sure that your child has all the necessary books and equipment for the day ahead. Check his/her timetable on Go4Schools. Check his or her logbook too: ingredients for Food Technology and details of homework deadlines will be in there! Encourage your child to read for pleasure (even if it is not set for homework!). Reading a book together can be very pleasurable, and if they see you reading, they're more likely to do it too. Ensure that homework is being done properly, and without the distraction of TV/laptop and phone. Check what they have done, and encourage them to present work neatly and with pride.*

*Keep tabs on Go4Schools, as this can give you a much clearer picture of what is happening at school—we all know how teenagers like to keep home and school separate!*

*Come to Parents' Evenings. These are a valuable opportunity to talk to your child's teachers and get some detailed feedback about how he or she is doing.*

*Let us know as soon as possible if your child has any worries or problems that we may not be aware of. Copleston is a very supportive school, and we are keen to help ensure that every child feels safe and supported, and that they are all able to work to their full potential*

## FAQs

**My child has achieved a higher result in an assessment, but this doesn't seem to be fully reflected in his / her current grade. Why is this?**

*Different skills and components in each subject have different weightings (depending upon the importance that exam boards place on them), and this is reflected in our KS3 mastery curriculum. A good result in one assessment might not therefore "count" as much as another result on a different assessment which is focused on a more highly weighted skill.*

**I can't access Go4Schools. How can I get access to it?**

*If you have not provided us with your email address, or you have changed your email address, please complete the form opposite, and return it to the Main School Office. As soon as your email address has been updated, you will be able to log in as described at the beginning of this booklet. Although we try to process information promptly this may take a day or two.*

*If you do not have access to the internet, you can request a paper copy of your child's report. Please fill in the request form below, and return it to the Main School Office. Please note that printed reports can only be printed after the date of publication, so you may not receive your report for a few days after the report letter is sent out.*

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### REQUEST PAPER REPORT

Name of child:

Form:

Please supply a paper copy of my child's reports for the academic year 2018-2019

Signed:

Parent/Carer

Date:

## GO 4 SCHOOLS ACCESS INFORMATION

Name(s) of Child(ren) for whom you have parental responsibility	Year/Form Group

### Details of Parents/Carers with parental responsibility

FULL FORENAME	SURNAME	RELATIONSHIP TO STUDENT	HOME ADDRESS	PRIMARY EMAIL ADDRESS
<i>e.g. Margaret</i>	<i>e.g. Bloggs</i>	<i>e.g. Mother</i>		

Signature of Parent/Carer: \_\_\_\_\_

Date: \_\_\_\_\_