



**Information for
Parents/Carers and Students
Year 9
September 2026**



Dear Year 9 Student,

Welcome to your third year at The Community College, and I hope you have had a relaxing break.

This is a key year for you and there will be lots to take on: option choices, starting your GCSE courses in English (and Maths and Science later in the year), and a greater requirement for independent study.

We know that Year 9 is a very exciting year but it can also seem quite daunting. Expectations are raised again and, by July, you will have chosen your GCSE subjects, which will start to define your future. Many aspects of college life might feel unchanged and quite familiar, but this year it is really important to aim high in order to achieve, and to learn from your mistakes. Please remember that improving your reading will have a huge impact on your GCSE results, allowing you to access all questions covered in the examinations you sit.

In college, we find that a student's motivation is the most important factor in determining whether they succeed in the long-run. What we mean by motivation is not only the desire to achieve, but also the love of learning, the willingness to be challenged and the ability to thrive on the 'struggle'. Successful students are those that plan to achieve but always look to learn from their mistakes. If it is easy, then you are not learning.

There will be times when it doesn't all work out as you had planned and it's at those times that we are there to support: talk to your learning coach, Head of House or subject teacher and do your best to support each other in class, so that you have a successful year.

Mr R Thorley

Headteacher

Dr I Willoughby

Deputy Headteacher

KEY DATES FOR

YEAR 9 STUDENTS, PARENTS AND CARERS

Target Setting and Reports:

Target Setting Fortnight:	Monday 7 th – Friday 11 th September 2026
PASS Survey:	Monday 19 th – Thursday 22 nd October 2026
Parents' Evening:	Thursday 26 th November 2026
Progress Review 1:	Thursday 26 th November 2026
Target Review Week 1:	Monday 18 th – Friday 22 nd January 2027
Progress Review 2 and Full Report:	Tuesday 2 nd February 2027
Target Review Week 2:	Monday 10 th – Friday 14 th May 2027
Progress Review 3:	Wednesday 25 th May 2027

Options Dates (2025-26):

Straw Poll Assembly and Form	Monday 23 rd November
Options Subjects Assemblies	Tuesday 23 rd November – Friday 4 th December
Options Evening	Thursday 3 rd December
Straw Poll Deadline	Friday 11 th December
Options Booklet Issued	Monday 11 th January
Option Deadline	Friday 5 th February

Term Dates, PD Days and Events

Autumn Term (2026)

PD Day:	Tuesday 1 st September
Term Starts:	Wednesday 2 nd September
PD Day:	Wednesday 30 th September
Half Term:	Monday 26 th October – Friday 30 th October
PD Day:	Friday 27 th November
Term Ends:	Friday 18 th December
Holiday:	Monday 21 st December – Monday 4 th January

Spring Term (2027)

Term Starts:	Tuesday 5 th January
PD Day:	Wednesday 27 th January
Half Term:	Monday 15 th – Friday 19 th February
Term Ends:	Friday 26 th March
Holiday:	Monday 29 th March – Friday 9 th April

Summer Term (2027)

Term Starts:	Monday 12 th April
May Day:	Monday 3 rd May
Half Term:	Monday 31 st May - Friday 4 th June
Term Ends for Students:	Wednesday 21 st July

GENERAL WAYS TO SUPPORT LEARNING AT HOME

As staff, we are often asked how parents, carers and families can best support learning. Here are some thoughts for you to share at home.

Reading

Improving a reading age has the greatest impact on any students' academic performance. We monitor student reading ability and set aside time in the week for reading. Supporting your child in improving their reading will be a tremendous help to them. You can do this through listening to them read and talking with them about the book, its story line and characters.

Parents' Evening

This takes place at the end of the Autumn Term and, together with the Progress Reviews, is a way for us to communicate with you about the progress your child is making. We would ask that students are present at these meetings, so they can hear the positive comments and specific steps for improvement, identified by staff. It is good for students to be involved in discussions, hearing the feedback first-hand, so that they are clear on how to move forward in each subject. We would also ask that, when the Progress Reviews and Full Report are sent home, you sit and discuss these with your child focusing, in particular, on their attitude to learning grades. We find this is a key indicator of how successful our students will be in their studies. Please see the criteria attached to aid discussions with your child. If you have any questions or concerns, then please contact your child's Head of House or subject teacher.

Having the Correct Equipment

It is important that students are ready to learn. Although it is the student's responsibility to make sure they have the right equipment, many can often do with a little help. Students should have their pencil case, reading book, planner, exercise books and other materials needed for the day e.g. PE Kit or cooking ingredients. The college shop is an excellent place to stock up on those items which are running low; a range of stationery is available, all sold at cost price. We want to develop independent learners and a good starting point is having the right equipment.

ALL SUBJECTS	SUBJECT SPECIFICS
Black or blue pen (at least two) for writing	Small French dictionary (Year 7 upwards)
Pencils (at least two)	Small Spanish dictionary (Year 8 upwards if studying Spanish)
30 cm ruler	
Protractor	Coloured pencils for geography
Compass	Scientific calculator for maths and science.
Red and Green Pen	Scientific calculator for GCSE geography

PE Winter Kit (September - Easter)

CCBC sports top (short sleeved or rugby shirt)
Black shorts/skort
Red football socks
Trainers (suitable for indoor-use)
Football boots
Shin pads
Gumshields
Swimming kit (inc. goggles)

(Leggings, tracksuit bottoms and long sleeved zip-up sports tops are permitted, but must be plain black)

PE Summer Kit (Easter - July)

CCBC sports top (short sleeved advised)
Black shorts/skort
Red football socks **or** white sports socks
Trainers
Swimming kit (inc. goggles)

All jewellery should be removed for PE lessons and long hair should be tied back. It is the student's responsibility to bring a hair tie.

It is strongly advised that students wear a gumshield when participating in hockey lessons.

It is also recommended that students bring a bottle of water to their PE lessons.

A Place to Study

Homes are often very busy places, with family members on different work schedules and with access to a variety of electronics available to work on, learn with and be entertained by. It is, therefore, more important than ever to have a zone, free from distraction, where focused reading and learning can take place. For some this may be the bedroom, but often it is better that homework is done in an area that is supervised (e.g. at the kitchen table). We often find that students benefit from having a regular time to study at home. Having a set time works well because it allows a healthy balance between work and play. If there is little homework one evening, then that time can then be used to read, complete action comments, check spellings or review work.

Independent Study (Homework)

Independent study is not provided according to a timetable. Allocations of expected time allowances, over a period of time, are provided to teachers to use in a way that best fits the needs of the subject at that stage. The homework will be visible on Go4Schools, and details of how to access this and other important information from Go4Schools (G4S) will be found later in the booklet. Your child will be set more homework in subjects where they have a greater number of lessons, e.g. maths. Timing guidelines for homework will be provided with the task that has been set. This will vary but, if the work is completed quickly, we would ask that students consider the following:

- Have the spellings and punctuation errors (indicated by green highlighter) been corrected?
- Are all the action comments completed?
- Has the work been checked through for mistakes?
- If you have finished early, is there any classwork you should review?

Independent study is important because it allows students to practise skills, consolidate knowledge and carry out further research. Independent study is also about students taking responsibility for their learning. This will become particularly important as students move into their GCSE courses, where they will need to take responsibility for reviewing their learning at home.

Attendance

Attendance at the college means friendship, shared experiences and shared learning. Attendance at the college also means academic learning, and also enrichment activities, sports activities and meeting new people. Help us provide this to all our students by encouraging your child to attend every day. Most students average an attendance of 98%. If attendance falls below 95% (i.e. 1 lesson in 20 missed), it will start to impact on the young person's education. The college will always seek to support students who are unavoidably absent.

Attendance Rate	Approx. days absent
100%	0
95%	10
90%	20
85%	30
80%	40

If your child needs a medical appointment during the college day, it would help if this was scheduled in the afternoon, after 2.30pm. We are also keen, where possible, for students to return to the college when an appointment is completed.

Breakfast

There are a multitude of reasons why having a good breakfast at the start of the day is really important but, from an educational point of view, it is vital. We know that some teenagers struggle to eat their first meal of the day, but arriving at college having not 'broken their fast' will mean they are far less likely to concentrate in class and will not learn as effectively. Please do what you can to ensure they are ready to learn in this respect.

Anti-bullying

Bullying is not the same as arguing or falling out with friends; it is not a one-off event but usually a series of repeated negative behaviours towards an individual or group of individuals. In that sense, bullying is similar to racism and sexism – all of which should not be tolerated. Martin Luther King, Rosa Parks and the Suffragettes all stood up and said that bullying because of perceived differences is wrong. Like them, we firmly believe that there is no place for bullying, either at college or in the wider world. However, we can only stop bullying if we confront it and explain that it is unacceptable, as if nothing is said, then nothing can change. Remember, "bad things happen when good people pretend nothing is wrong"

We ask that our students operate a 'no-tolerance approach' by:

- telling another student or an adult they can trust;
- letting someone know, if they see an instance of bullying;
- understanding that a bully needs to be stopped and it is up to all of us to show that bullying is wrong.

All instances of repeated bullying, including cyber-bullying, are punished using the college systems. If your child is a victim of cyber-bullying, print the incident and bring it to the college, so that it can be dealt with swiftly and effectively.

ATTITUDE TO LEARNING CRITERIA (COLLEGE REPORTS)

Score	Collaboration	Engagement & Curiosity	Resilience	Self-Regulation
1: Exceptional	Leading Takes initiative to guide and support peers	Proactive & Inquisitive Drives own learning and asks deep questions	Fearless Embraces failure and challenges willingly	Autonomous Self-directed with high internal discipline
2: Strong	Collaborative Works seamlessly with others	Active & Interested Consistently participates and stays focused	Persistent Works through obstacles with effort	Reliable Follows routines and manages impulses well
3: Average	Cooperative Willingly follows group direction	Compliant & Receptive Engages when directed or prompted	Stable Manages typical setbacks with guidance	Functional Meets baseline expectations under routine conditions
4: Developing	Hesitant Struggles to contribute without prompting	Passive Listens but rarely initiates or explores	Tentative Easily discouraged by minor difficulties	Inconsistent Requires frequent reminders to stay on task
5: Concerning	Disruptive Actively hinders group dynamics	Withdrawn Disengaged or resistant to participation	Avoidant Shuts down or avoids difficult tasks	Disorganised Lacks self-control or task awareness

WHO TO CONTACT IN COLLEGE

If you would like to discuss a matter concerning your child, then please use the list below as a guide. For pastoral concerns, please first contact your son/daughter's Head of House. You can contact by calling the college, leaving a message, and then the relevant member of staff will get back to you as soon as they are free. During the day, most teachers will be in the classroom, so we would appreciate your patience whilst awaiting a response.

If you need to contact the college at any time, please telephone reception on: **01588 638257**

Ask to make an appointment with the relevant member of staff.

Email Address: admin@communitycollegebc.org.uk

Web Address: www.ccbcschropshire.com

Staff	Role	Query
Mr R Thorley	Headteacher	Whole-college matters
Dr I Willoughby	Deputy Headteacher	Issues related to curriculum, target setting and assessment data. Issues relating to teaching and learning in: Maths, MFL and Technology
Mr A Kirk	Assistant Headteacher	Issues relating to teaching and learning in: English Issues related to Safeguarding, pastoral care, behaviour and attendance.
Mrs K Russell	Assistant Headteacher	Issues relating to teaching and learning in: Science, Art, Drama, Geography, History and Music
Mrs H Plastow	Special Educational Needs Coordinator (SENCO)	Issues relating to students with special educational needs
Miss L Prall	Finance Manager	Financial and transport related enquiries
Miss S Richards	Office Manager	Admin enquiries
Mr D Smyth	Exams Officer	Exam related enquiries
Mrs C Miles	Careers	Careers & college applications
Miss V Grimes	Attendance Officer	Attendance enquiries
Mrs H Morgan Mrs L Williams Mr M Halstead Mrs G Wall	Head of Corndon House Head of Kerry Ridgeway House Head of Long Mynd House Head of Stiperstones House	Non-subject specific enquiries relating to student progress, behaviour and pastoral care

Home School Agreement

The Community College values are:

- To succeed
- To care
- To inspire

This agreement enables all involved in a student's life to support one another to achieve these goals:

Students

I will:

- Arrive at school and my lessons every day that I can, on time and ready to learn.
- Try my best to do my work and ask for help if I need it.
- Do my homework on time and raise any issues with my teachers.
- Speak to an adult about any issues I'm experiencing that may affect my work or my behaviour.
- Speak to an adult about any concerns I have about my or another student's safety
- Wear the correct school uniform.
- Bring to school all the equipment I need each day.
- Treat all members of the school community with care and respect.
- Understand and follow the school rules.
- Treat other students, staff and families respectfully on line and on social media.
- Look after school equipment, and show respect for the school environment and local community.
- Behave appropriately and respectfully on the way to and from school.

Parents/Carers

I/we will:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent.
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to school.
- Support the school, and its [Rewards, Behaviour and Discipline Policy](#), to ensure my child maintains a consistently high standard of behaviour.
- Monitor my child's mobile phone use, ensuring it is age appropriate, reducing exposure to harmful on-line content and supporting the college with any cases of on-line bullying/abuse.
- Encourage my child to try their best so they can achieve their full potential.
- Communicate to the school and concerns that I have about my child that may affect their behaviour in school or their ability to learn.
- Ensure communication with the school is respectful, and that I make every reasonable effort to address my concerns to the appropriate member of staff.
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside these hours, I can't always expect that.
- Ensure my child completes their homework on time and raises any issues with their teachers.
- Read and follow the school's [policies](#).
- Treat all members of the school community with care and respect.
- Engage in parents' meetings and work together with the school to achieve the best outcomes for my child.
- Read any communications sent home by the school and respond where necessary

College

We will:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment.
- Foster a positive approach to learning.
- Ensure that your child is taught well, looked after, treated with care and consideration and encouraged to achieve their full potential as a valued member of the community.
- Monitor and update on your child's progress at parents' meetings and in termly report.
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you and respond to any concerns from you or your child.
- Promote high standards of behaviour, and outline clear expectations in our Rewards, Behaviour and Discipline Policy so we can maintain a safe environment for all students.
- Set homework that supports the delivery of the curriculum.
- Communicate between home and school through notices, newsletters, text, email and the college website.
- Respond to communications from parents and carers in a timely manner.

Smart Surfing Code

The ICT facilities, internet and e-mail are provided to support students with their studies. Access is a privilege, not a right. Students are responsible for their behaviour and communication.

- Only use the programmes needed for the lesson and specified by the teacher.
- Make sure your device is logged off when you finish.
- Do not share your password.
- We monitor the internet for inappropriate use (for example, Facebook, Myspace, Games sites or offensive materials).
- Never give out personal details - you do not always know who you are communicating with.
- Do not respond to inappropriate requests - inappropriate messages can be scary and embarrassing.
- If you have concerns, block and report.
- Sexting is illegal and we pass information to the police when we find it occurring. This includes forwarding images.

- ✓ Check your mood: do not post if you are angry or upset.
- ✓ Be anonymous: do not post any personal information e.g. name of your college, your home address, date of birth / birthday. Always use a nickname.
- ✓ Be private: never give your location.
- ✓ IF YOU DO NOT KNOW THE SENDER, DELETE.

Remember that nothing is temporary in the online world. Once something is posted, it stays - even if you delete it!

SAFE Surfing: Information for Parents

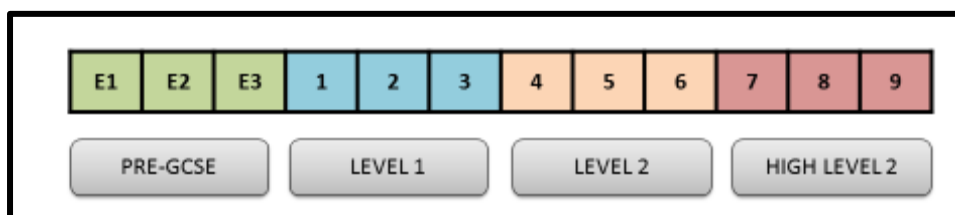
- Most websites and games use age restrictions to make sure children do not see inappropriate content.
- Children must be at least 13 to register on most social networking sites. It is unfortunately quite straightforward for younger students to join. Many parents insist that they are added as friends so they can make sure their child is acting appropriately and safely. Our advice however is to respect the age guidelines.
- Check the privacy settings –profiles should be private
- Use parental controls on your internet and ideally keep computers in a common area. Inexperienced younger children tend to be most at risk.

The NSPCC, working together with O2, have a wide range of materials to support parents including:

- [O2 NSPCC Online Safety Helpline](#) - providing personalised support for parents on privacy settings, new sites and apps and general advice.
- Netaware – a popular guide to the 50 sites, apps and games used by young people. Netaware has been awarded the Best Product for Parents and is available as an app.
- General advice, support and information <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety>

PROGRESS AND REPORTING

The college adopts a progress and reporting system based on the new GCSE model. This makes it clearer to see progression across the year groups for students, parents and staff. Whilst achieving a 2 in Year 7 does not mean that the student would actually achieve a Grade 2 if they sat the full GCSE at that time, it is an indication of the level at which they are working.



Target Grade

Your child is provided with a target grade for the end of their key stage, which is based on information taken from your child's Key Stage 2 SAT scores and CAT (Cognitive Ability Tests) on arrival at college. These are expected to be challenging targets, encouraging students to aim high. Your child's progress through the year is calculated in relation to their progress towards their target.

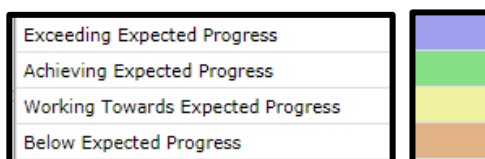
Year Group	Target Grade in Go4Schools
7, 8 and 9	End of Year 9
10 and 11	End of Year 11

Current Grade

This is the grade you will see reported to you, which indicates the point that your child is currently at. This will be derived from summative (formal) assessments and also formative (informal or teacher observation) assessments throughout the year.

Progress on Reports

The difference between these two grades will place your child's progress in a subject into a category. Over the course of the year, a grade (which might have fallen into the green category 'achieving expected progress') could move down into the yellow 'working towards expected progress', if there is no movement upwards.



Reporting

Year 9 receive three Progress Reports throughout the academic year.

The first is 'Attitude to Learning' only and gives an indication of your child's readiness to learn and participation in class. These attributes are graded 1-4, with 1 being excellent.

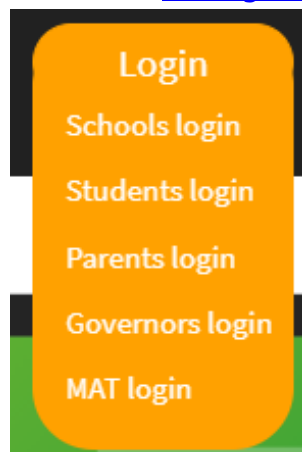
The other Progress Reports are issued throughout the year. These will include your child's target grade and current grade and the indicators shown above progress.

One of these reports will also include a written comment by your child's subject teachers and learning coach, including actions to take to ensure that progression takes place.

GO4Schools Parents Guide

Logging in for the first time

Browse to www.go4schools.com and from the **Login** menu choose **Parents login**



On the login page, click the **First-time User?** tab

Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Google

 Sign in with Microsoft

 Sign in with GO

First-time user?Forgotten Password?

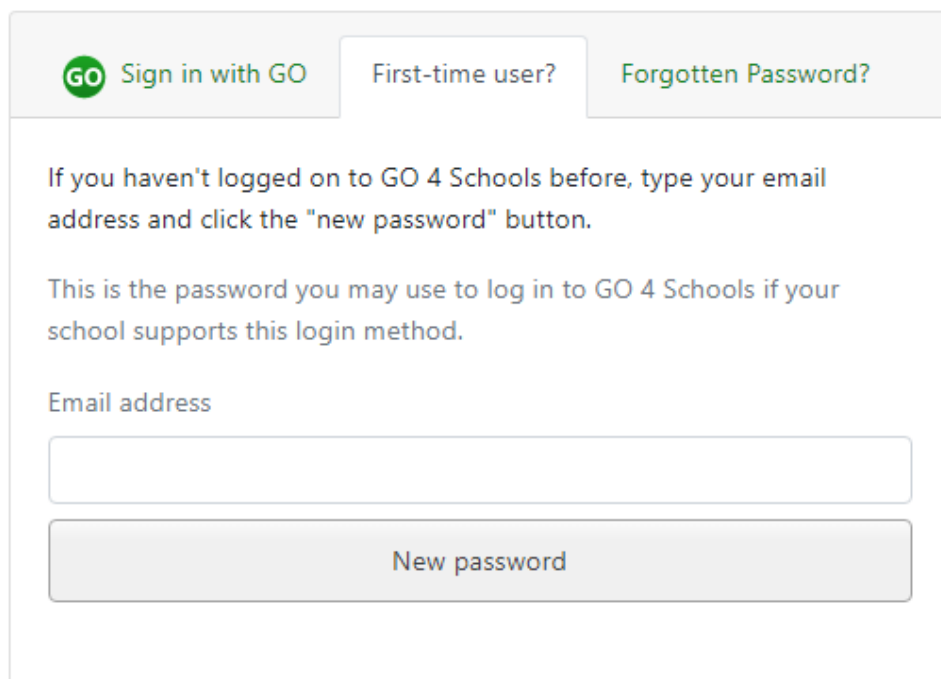
Email address

PasswordForgotten Password?

☐ Remember my email address

 Sign in with GO

Use the **Email address** field to provide your email (that you've used at the school for your parental Record) and click **New password**:



The screenshot shows the GO 4 Schools login interface. At the top, there are three tabs: 'Sign in with GO' (active), 'First-time user?', and 'Forgotten Password?'. Below the tabs, there is instructional text: 'If you haven't logged on to GO 4 Schools before, type your email address and click the "new password" button.' and 'This is the password you may use to log in to GO 4 Schools if your school supports this login method.' Below this text, there is an 'Email address' label followed by an empty text input field. Below the input field is a large, light grey button labeled 'New password'.

If you would like to change this email address we hold for you please contact us on 01588 638257.

An email will be sent from GO 4 Schools to the email address you've submitted – it shouldn't take longer than 5 minutes, please check your Spam and Trash inbox if you're not seeing this email.

In the email, you'll find a link to set a password. Your password must conform to the following requirements:

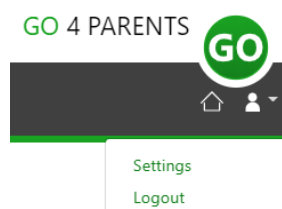
- Be at least 8 characters long
- Have not been previously used on GO 4 Schools
- Contain the following:
 - At least 1 uppercase character (from A - Z)
 - At least 1 lowercase character (from a-z)
 - At least 1 numerical character (from 0-9)
 - At least 1 special character (from @ # \$, % ^ & *)

Logging in again

From now on, you can log in by entering your email address and password in the login fields on the **Schools login** page.

Logging out

On the far right of the menu bar at the top - extent the menu under your **UserName**, click **Logout**, which will log you out of the site completely.



Once logged in, what will you see?

Once logged in the parent can access all children at the same school.



Mrs M Adams

Click on your child's name below to view their current progress.

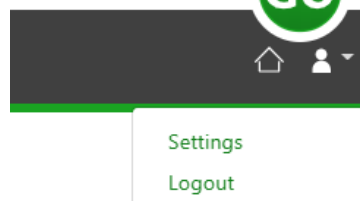
Chloe ADAMS Timetable

George ADAMS Timetable

Sophie ADAMS Timetable

Updating settings and passwords

GO 4 PARENTS



To update the settings for notifications and emails generated by GO4Schools select the person icon on the top menu bar and the 'Settings' option.

Once in the settings page you can check the email contact address used by the school and notify the school if updated contact details are required using the text box provided.

To manage your communication settings a table showing options for Email, Mobile App and SMS are visible depending on the school's subscription, these can be updated specifically for each of the options available to the school:

	Receive updates by Email		Receive notifications via Mobile App		Receive updates by SMS	
	Enabled by school	Use when enabled?	Enabled by school	Use when enabled?	Enabled by school	Use when enabled?
Daily homework summaries	No	No ▼	No	No ▼	n/a	n/a
Daily/weekly behaviour summaries	No	Yes ▼	No	Yes ▼	n/a	n/a
Detention updates	Yes	Yes ▼	Yes	Yes ▼	n/a	n/a
Attendance updates	Yes	Yes ▼	Yes	Yes ▼	Yes	Yes ▼
School messages	Yes	Yes ▼	Yes	Yes ▼	No	Yes ▼

At the bottom of the page you can also update your password from the settings page.

Change your GO 4 Schools password

Update your GO 4 Schools password in the boxes below and click the "Change" button. Please note, this will not change the password you use with single sign on providers such as Microsoft or Google.

Current password used to login from home:

New password to use to login from home:

Confirm new password:

Student page – The Overview menu

ADAMS, Sophie

2021 ▾ Year 11 (Current), 11D, House: Da Vinci



Links at the top of the page will allow you to see detailed information and alerts for homework tasks, inbox messages, detentions, and reports. The academic year can be changed from a drop-down list if previous years are visible.

The icon will display any student data that the school has shared with you regarding your child including SEND, FSM, PPI etc.



0

Homework



185

Inbox



0

Detentions



1

Reports

Alerts for items that have not been viewed will be displayed alongside the icons for each of these areas in GO 4 Schools.

Timetable

Today's timetable is visible with a link to the full timetable.



Timetable

08:50	09:20	Tutorial, 11D/Tu	Mr S GREEN
09:20	10:20	BTEC Sport, 11n/Pe1	Miss T TRIBBICK
10:20	11:50	Chemistry, 11NT/Ch	Mrs L LINSTEAD
11:50	12:50	Chemistry, 11A/Ch1	Mrs L LINSTEAD
12:50	14:20	Life Skills, 11n/Ls1	Mrs H HANG
14:20	15:20	Health & Social Care, 11W/Hs1	Miss B BAJRAKU

Homework

A Homework overview is visible and can be shown as a detailed list view. Students can mark a HW as "Done", and this is a read only view for parents and teachers.

Homework (1) Due within the next 7 days or the last 7 days			
Due	Subject	Task	Done
16 Sep 2020	English Language sample 11g/Ee2	English Language Paper 1 & 2 Revision Guidance time: 30-90 min.	☐

By

clicking on the link for the task the Homework will display in a pop-out window and include any links

English Language Paper 1 & 2 Revision

×

Subject:	English Language sample	Status:	No Status
Due Date:	16 Sep 2020	Set Date:	9 Sep 2020
Set By:	Verma		

Description

Revise all Language questions using the resources saved in Foldr: PowerPoints, exam papers, mark schemes etc. Relevant lang / structure devices attached too.

Recommended Time Spent On Task: 30-90 mins

Resources

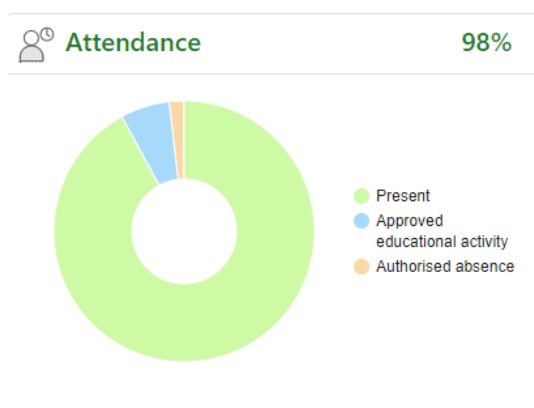


Language and structure techniques mastery test.docx

Download

to support the work.

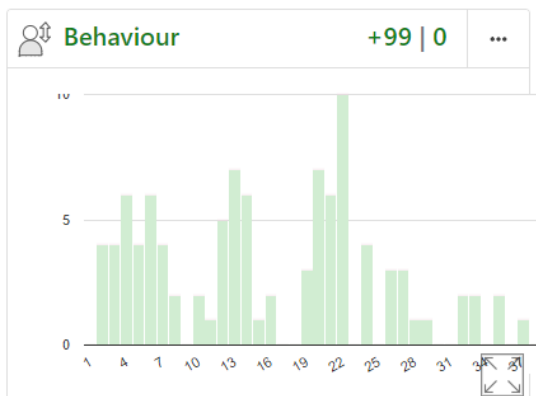
Attendance



An attendance summary chart displays the percentage of present and other key absences recorded by the school.

Behaviour

A summary table of positive and negative behaviour events.



Progress

A Progress overview table showing any tracking schemes in place with a count of subjects within each tracking band.

Progress	
GO 4 Schools: Current model	
Above target	2
On target	4
Below target	1
Well below target	0

The Attendance menu



Attendance

This page has two tabs, an attendance summary, and a calendar view.

The session summary shows a count of all attendance marks received your child and as a percentage of total possible school attendance. Additional charts show the student's overall attendance pattern as the academic year develops week by week.

Week	7	28	29	30	31	32	33	34	35	36	37	38	39	40
% Attendance	7.7	97.4	97.5	97.6	97.7	97.7	97.7	97.8	97.9	97.9	98.0	98.1	98.1	98.1
% Present	5.8	96.6	96.7	96.8	96.6	96.6	96.6	96.7	96.8	96.9	97.0	97.1	97.1	97.2
% Approved educational activity	9	0.9	0.8	0.8	1.1	1.1	1.1	1.1	1.1	1.0	1.0	1.0	1.0	0.9
% Authorised absence	3	2.6	2.5	2.4	2.3	2.3	2.3	2.2	2.1	2.1	2.0	1.9	1.9	1.9
% Unauthorised absence	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Late	5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3

A Heat map shows your child's average attendance for each session across a week so days where attendance may be a concern are clearly flagged.

The calendar view shows details of all session attendance marks entered for the student during the academic year.

June 2019

		Mon	Tue	Wed	Thu	Fri
Wk 40	3/6	/	/	/	/	/
Wk 41	10/6	/	L	/	M	/
Wk 42	17/6	/	/	/	/	/
Wk 43	24/6	/	/	/	/	/

May 2019

		Mon	Tue	Wed	Thu	Fri
Wk 35	29/4	/	/	/	/	/
Wk 36	29/4	/	/	/	/	/
Wk 37	13/5	/	/	/	/	/
Wk 38	20/5	/	/	/	/	/
Wk 39	27/5	/	/	/	/	/

The Behaviour menu



Behaviour

Tabs on this page will show various details of behaviour recorded in GO 4 Schools:

Behaviour summary

View behaviour events ▼

Detention summary

The summary of all events table is a count of all types of event recorded for your child and the total score for each event raised. These can be viewed by positive and negative events.

Event	Count	Student score
C3 Serious out of lesson incident	1	-3
P2 Recognition for an excellent contribution	41	82
P1 Verbal recognition for a good contribution	107	107

Behaviour by subject and group displays your child's behaviour net score from both positive and negative events and then compares this to the subject average score for all other students who study this subject in the same year group.

View behaviour events: this tab enables the display of all recorded events in date order with options to view additional details and detention information if applicable.

☐ Show event details	☐ Show events with detentions only	☐ Show managed detention details
Tue, 11 May OBAZEE WOGNIN, C	P2 Recognition for an excellent contribution Year 11, Media Studies, Md	
Fri, 30 Apr BELL,K, A	P1 Verbal recognition for a good contribution Year 11, Psychology, Py, 11W/Py1	

Detention summary will show a count of all detentions allocated, completed, or pending for your child with details for set detentions or those awaiting allocation to a timeslot.

Detention summary

Not yet allocated	0
Upcoming	1
Attended	0
Completed	0

Today's and upcoming allocated managed detentions

Detention session	When event occurred	Event and managed detention
SLT detention	Mon, 24 May 2021	C3 Serious out of lesson incident 30 Minute Afterschool Detention

The Homework menu



Homework

Tabs to view homework are available to view tasks set. Each task has a link to view the homework via a pop-out and on the student site the homework tasks can be marked as done.

Ongoing (0)

Extended (0)

Due at least 7 days ago (50)

History (54)

Set today (0)

Detailed homework can be selected by subject and by recent/historic tasks. In GO 4 Schools teachers have an option to track completion of homework which displays as a status – Complete, incomplete, absent when set, absent when due.

Specific tasks can also be linked to a markbook in GO 4 Schools where a teacher can record an assessment mark for the homework which both the student and parent can see.

Due	Subject	Task	Status	Grade / Mark	Set	Done
5 Sep 2019	History 10AB/Hi1	Summer work: American West checklists Guidance time: 90-120 min.	No Status	n/a	4 Jul 2019	☐
4 Sep 2019	English Literature 10B/En4	Re-read An Inspector Calls Guidance time: 120 min.	No Status	n/a	9 Jul 2019	☐
2 Sep 2019	Business Studies 10BB/Bs1	year 10 into 11 summer homework Guidance time: 360 min.	No Status	n/a	2 Jul 2019	☐

The Online inbox menu



Inbox

This is the summary of all emails sent to parents and students that are auto generated for homework, behaviour and progress reports or sent by the school for notifiable detentions, attendance absences and general messages.

The Progress Reports menu

Reports



Y10 Progress
Report 6 -
Final Grades,
3 Jul 2019



Y10 Progress
Report 4, 3
Apr 2019



Y10 Progress
Report 1, 18
Oct 2018

Published reports are displayed as icons that can be used to open the PDF report to view the details. Any unread reports are highlighted as shown.

The attainment table gives an overview of progress across subjects for each report in the academic year.

The Documents menu



Documents

This page will list any documents the school has shared with parents and or students.