

GO 4 Schools

Guidance for Parents and Carers

Queen Elizabeth's Grammar School

Ashbourne Academy

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Logging on to GO 4 Schools

To access GO 4 Schools go to <http://www.go4schools.com/> and click on the 'Parents' icon in the top right hand corner. Alternatively, there is a link on the school website.

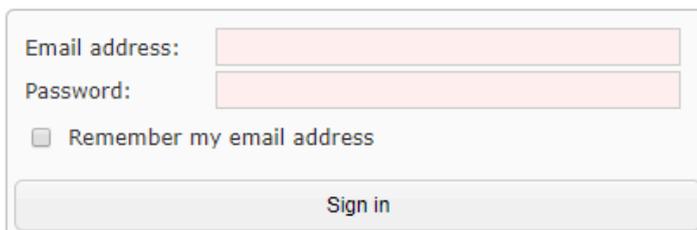
Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.



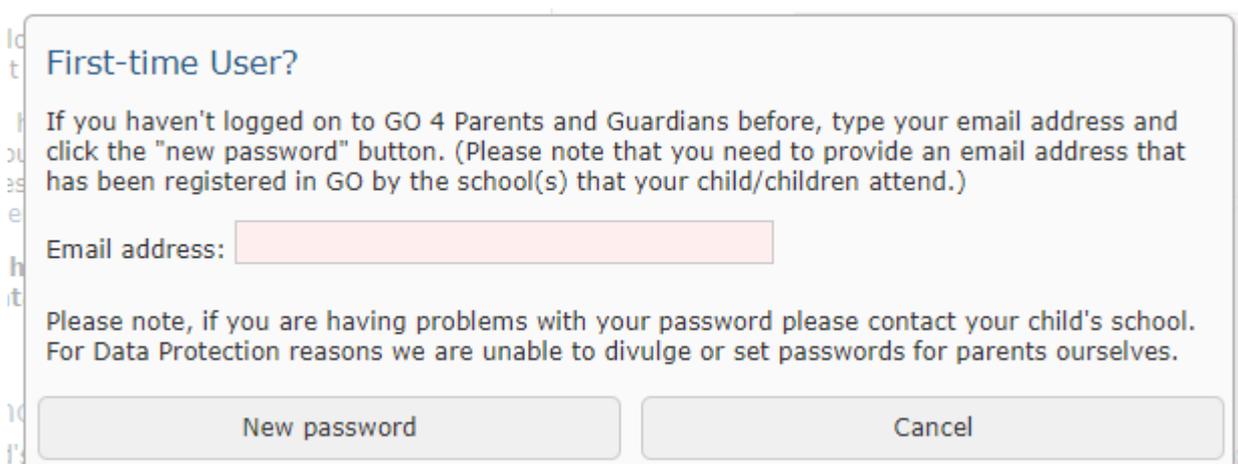
Email address:

Password:

Remember my email address

[First-time User?](#)
[Forgotten your Password?](#)

To log on for the first time, click on **First-time User?** enter your email address and click 'New password'. This address must be the one we have on file for you. If you have changed your email address or need to provide us with one, please contact dataclerks@qegs.email



First-time User?

If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new 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.

timetable, homework, behaviour records, attendance, etc. What you will see depends on which GO 4 :

Once you have received your password from GO 4 Schools enter your email and new password into the top two boxes of the log in page to gain access to the system.

If you have more than one child at QEGS you can choose which to view on the next screen.

If you forget your password use the [Forgotten your Password?](#) link. This will email the address registered a new password.

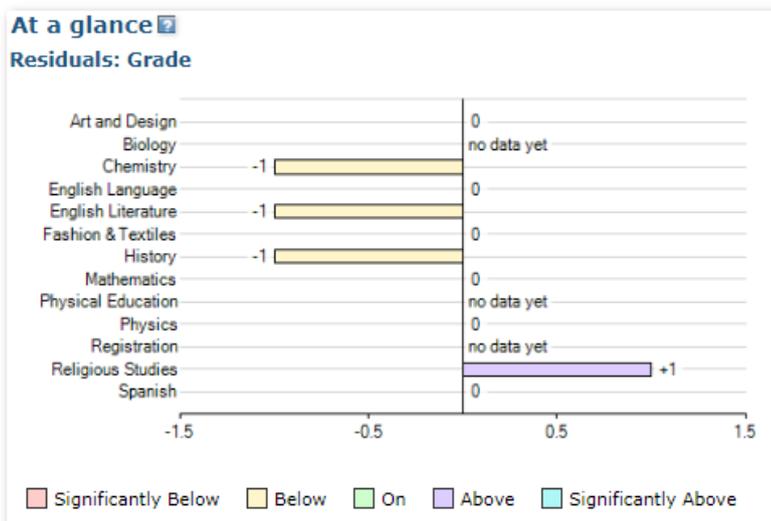
Student Profiles

Residuals

For Years 8-11, this graph shows the difference between your child's Flightpath (Expected Grade at the end of Year 11) and Predicted Grade (Most likely grade at the end of Year 11).

For Years 12 and 13, this graph shows the difference between your child's External Target (set from GCSE data) and Predicted Grade (Most likely grade at the end of Year 13).

A score of zero indicates that your child is on track.



Timetable

You can view today's timetable and the full two-week timetable

Today's timetable

| Tu | 08:50 - 09:50 | 10:00 - 11:00 | 11:20 - 12:20 | 12:25 - 13:25 | 14:25 - 15:55 |
|----|--|--|--|--|---|
| | Geography 11yGg2 Miss K Edwards 102 | Biology 11y/Bi1 Mr P Tong 302 | Physical Education 11y/PeRu Mr B Hallam PF1 | Mathematics 11y/Ma1 Mr E Wilson 522 | GCSE Physical Education 11p/GCSPe2 Mr R. Smith 566 |

[View full timetable](#)

Homework

This shows upcoming homework tasks, a guidance time for completion, the due date and the date set. Clicking on the homework task will bring up more detail, along with any documents that the teacher has uploaded.

Ongoing homework tasks

Showing 11 homework tasks due within the next 7 days | 11 ongoing tasks in total | [View full list of homework tasks](#)

| Due | Subject | Title | Guidance time | Set |
|-------------|----------------------|------------------------------|---------------|-------------|
| Tue, 22 Sep | English Language | Speaking and Listening | 120 min. | Thu, 17 Sep |
| Wed, 23 Sep | Child Development... | Preparation for Pregnancy... | 120 min. | Mon, 14 Sep |
| Wed, 30 Sep | Science Additional | C2a Atomic structure. | 20-30 min. | Wed, 23 Sep |

Detailed Progress

In this section, for Years 8-11, you can view the grades and marks your child has achieved in different assessments for each subject.

| | | | | | | | |
|--|---|---|---|---|---|------------|---|
| GCSE Physical Education Mr R. Smith | - | 7 | 7 | 7 | 6 | Theory | 6 |
| | | | | | | Practical | - |
| | | | | | | Coursework | - |

Attendance

Attendance

[View detailed attendance record](#)

| | | | |
|------------------------------|--------|--|--|
| Attendance | 92.73% |  | <ul style="list-style-type: none">AttendanceAuthorised absencesUnauthorised absencesUnknown marks |
| Authorised absences | 4 | | |
| Unauthorised absences | 3 | | |
| Unknown marks | 1 | | |
| Possible sessions | 110 | | |

This information is updated each evening from the school's registration system. If you have any concerns about the attendance showing then please contact your child's Progress Leader.

Behaviour

All behaviour events, positive and negative, are logged in GO 4 Schools.

The first table shows the last five events recorded for your child, but you can also view a full history of their behaviour for the current academic year by clicking on the 'All events in...' link.

Behaviour

[View full behaviour record, record behaviour](#)

Today's and upcoming allocated managed detentions

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

Managed detentions awaiting allocation

| When event occurred | Event |
|---------------------------------|-------|
| No managed detentions recorded. | |

Most recent events

[All events in 2020, Sep 2019](#)

| When event occurred | Event |
|------------------------------------|--|
| Tue, 10 Sep Miss B Angris [BAN] | Distinction Year 10, English Literature, 10y/Et4, Room: 204 |
| Tue, 10 Sep Miss B Angris [BAN] | Merit Year 10, English Literature, 10y/Et4, Room: 204 |
| Mon, 09 Sep Mr J Kelvie [JKE] | Merit Year 10, Mathematics, 10y/Ma3, Room: 520 |
| Wed, 04 Sep Miss B Angris [BAN] | Merit Year 10, Registration, 10C2 |

You must click on the behaviour event and open it to read the full content.

You can also view any lunchtime, after-school or Senior Leadership (SLT) detentions that your child needs to attend.

The two behaviour charts show your child's behaviour over time: the bar chart shows the weekly scores and the line graph shows the total scores for the year.



Reports

Reports will be issued via GO 4 Schools. When your child's report is published on GO 4 Schools you will receive an email informing you that a new report is now available. You can then view all reports for this academic year at the bottom of your child's page, and print it if you require a hard copy.

The latest progress and grades can be viewed at any time.

If you wish to receive paper reports, please contact dataclerks@qegs.email

Report Aspects of Learning (Attributes).

Key Stage 3

| Aspect | Aspect Description | Aspect Choices | Description |
|---------------------------------|--|--------------------------------------|--|
| Readiness to Learn | Engaged, equipment, punctual, organised. | Exceeding Expectations | An active participant in class (verbal or written) providing thoughtful and insightful responses. Curious and loves to learn, approaching tasks positively. Always organised and well equipped. |
| | | Meeting Expectations | Arrives on time, equipped and ready to learn and is an active participant in lessons (verbal or written). Keen to do well. |
| | | Inconsistent in Meeting Expectations | Inconsistent participation and focus in lessons. Does not always bring all necessary equipment. Sometimes late. |
| | | Not Meeting Expectations | Poor focus and engagement in lessons. Not always on time. Does not bring all necessary equipment/forgets book. |
| Responsibility for own learning | Acting upon feedback, catching up on work missed, preparing for lessons, seeking help. | Exceeding Expectations | Asks questions or looks to other sources to improve understanding, demonstrating resilience. Prepares fully for assessments and reviews work from class. Always acts on feedback (verbal, written, whole class) and uses this feedback to inform subsequent work and revision. |
| | | Meeting Expectations | Always acts on feedback (verbal, written, whole class). Prepares fully for assessments. Often does the things for 'exceeding', but not habitually. |
| | | Inconsistent in Meeting Expectations | Catches up on work if reminded. Acts on feedback when instructed. Can give up on tasks too easily, not believing in their own ability. Does not ask questions if unsure. |
| | | Not Meeting Expectations | Does not act on feedback or offers a limited response. Makes no effort to catch up on work missed. |
| Meeting Deadlines | Homework, assignments, letters returned | Exceeding Expectations | Homework/assignments completed on time or ahead of deadline to a good standard, seeking advice if needed. |
| | | Meeting Expectations | Homework/assignments always completed to an acceptable standard and on time. |
| | | Inconsistent in Meeting Expectations | Homework/assignments not always completed on time or to an acceptable standard. |
| | | Not Meeting Expectations | Homework/assignments regularly/always late or not to an acceptable standard. |
| QEGS Standards | Presentation, uniform, lanyard, good manners. | Exceeding Expectations | Always respectful to others and the environment and seeking out ways to help others. Uniform is consistently correct, including lanyard. Work is presented to a high standard. |
| | | Meeting Expectations | Always respectful to others and the environment. Uniform is consistently correct, including lanyard. Work is presented to an acceptable standard. |
| | | Inconsistent in Meeting Expectations | Uniform inconsistent / not always wearing lanyard. Presentation of work is not always to an acceptable standard, or needs reminders. |
| | | Not Meeting Expectations | Regularly needs reminding about uniform and presentation. |

Key Stage 4

| Aspect | Aspect Description | Aspect Choices | Description |
|---------------------------------|--|--------------------------------------|--|
| Engagement in Lessons | Engaged, equipment, punctual, organised | Exceeding Expectations | Takes an active part in class (verbal or written) and provides thoughtful and insightful responses. Is curious and loves to learn, approaching tasks positively. Always organised, on time and has necessary equipment. |
| | | Meeting Expectations | Arrives on time, equipped and ready to learn and is an active participant in lessons (verbal or written). Keen to do well. |
| | | Inconsistent in Meeting Expectations | Inconsistent participation and focus in lessons. Does not bring all necessary equipment. Sometimes late. |
| | | Not Meeting Expectations | Poor focus and engagement in lessons. Not always on time. Does not bring all necessary equipment/forgets book. |
| Responsibility for own learning | Independence, acting upon feedback, catching up on work missed, preparing for lessons, seeking help. | Exceeding Expectations | Identifies own misunderstandings and asks questions or completes activities to help improve understanding apply knowledge, demonstrating resilience and seeing failure as an opportunity to improve. Prepares fully for assessments and reviews work from class. Always acts on feedback (verbal, written, whole class) and uses this feedback to inform subsequent work and revision. Makes every effort to catch up on work missed (e.g. sport). |
| | | Meeting Expectations | Always acts on feedback (verbal, written, whole class) and uses this feedback to inform subsequent work and revision. Prepares fully for assessments. Usually catches up on work missed. Often does the things for 'exceeding', but not habitually. |
| | | Inconsistent in Meeting Expectations | Can give up on tasks too easily, not believing in their own ability. Catches up on work only if reminded. Acts on feedback when instructed. |
| | | Not Meeting Expectations | Does not act on feedback or offers a limited response. Is passive and expects others (teachers, parents, carers, peers) to take responsibility for their learning. Makes no effort to catch up on work missed. |

| | | | |
|-------------------|---|--------------------------------------|--|
| Meeting Deadlines | Homework, assignments, letters returned | Exceeding Expectations | Homework/assignments completed on time or ahead of deadline to a good standard, seeking advice if needed. |
| | | Meeting Expectations | Homework/assignments completed to an acceptable standard and on time. |
| | | Inconsistent in Meeting Expectations | Homework/assignments not always completed on time or to an acceptable standard. |
| | | Not Meeting Expectations | Homework/assignments regularly/always late or not to an acceptable standard. |
| QEGS Standards | Presentation, uniform, lanyard, good manners. | Exceeding Expectations | Always respectful to others and the environment and seeking out ways to help others. Uniform is consistently correct, including lanyard. Work is presented to a high standard. |
| | | Meeting Expectations | Always respectful to others and the environment. Uniform is consistently correct, including lanyard. Work is presented to an acceptable standard. |
| | | Inconsistent in Meeting Expectations | Uniform inconsistent / not always wearing lanyard. Presentation of work is not always to an acceptable standard, or needs reminders. |
| | | Not Meeting Expectations | Regularly needs reminding about uniform and presentation. |

Key Stage 5

| Aspect | Aspect Description | Aspect Choices | Description |
|----------------------------------|---|--------------------------------------|---|
| Engagement in Learning | Involvement in class (verbal or written), using subject resources, completing classwork to an expected standard | Exceeding Expectations | Takes an active part in class questioning (verbal or written) and provides thoughtful and insightful responses. |
| | | Meeting Expectations | Remains involved in class activities, asks questions if needed, approaches tasks positively. |
| | | Inconsistent in Meeting Expectations | Diminishes levels of concentration and negativity in approach to lessons. Needs reminding to focus on classwork. |
| | | Not Meeting Expectations | Poor levels of effort with limited signs of improvement. |
| Evidence of Independent Learning | Conducting independent reading, evidencing this in lessons and written work or flip learning | Exceeding Expectations | Evidences independent learning well, targeting specific areas of weakness to improve or stretching areas of strength. |
| | | Meeting Expectations | Conducts a range of independent learning and uses this to inform their answers both in class and in written work. |
| | | Inconsistent in Meeting Expectations | Has limited extended knowledge, sticking to a few teacher suggestions. |
| | | Not Meeting Expectations | Has not evidenced any reading or learning beyond that given in class. |
| Response to Feedback | Takes on board feedback on how to improve work and acts on it. Positive manner in doing so. | Exceeding Expectations | Responds positively to feedback and acts quickly to improve, checking that their changes are correct. |
| | | Meeting Expectations | Responds positively to feedback and adapts practice accordingly. |
| | | Inconsistent in Meeting Expectations | Still has not responded to many aspects of improvement suggestions. |
| | | Not Meeting Expectations | Has made limited or no effort to improve outcomes in spite of advice. |
| Meeting Deadlines | Meeting deadlines set; homework, prior reading, flip learning | Exceeding Expectations | Completes prior to lesson – seeks out advice on suitability. |
| | | Meeting Expectations | Completes on time and to an acceptable standard. |
| | | Inconsistent in Meeting Expectations | Limited missed deadlines or poor standard. |
| | | Not Meeting Expectations | Does not meet deadlines with regularity. |