Year 8 Curriculum Booklet

St Aloysius' College
2025/2026

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Introduction

Welcome to our KS3 Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.

- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable off.

- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius' College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten
Assistant Headteacher – Curriculum & Outcomes

Art

Head of Department: Mr A. Adansi   Year 8

	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Drawing for FORM and TONE pencil 2. Drawing for FORM – paint. 3. Drawing for COLOUR and PATTERN oil pastels – natural forms. 4. Drawing for COLOUR and PATTERN water colour – Leaves & Shells 5. Investigate work of artists using Natural Form e.g. William Morris 6. Test/afl: Peer and self-assessment 7. Enrichment	Week: 1. Investigate Pattern/ natural forms. 2. Develop repeat pattern based on observational drawings of leaves. 3. Complete patterns using appropriate colourways. 4. Study of Georgia O'Keeffe 5. Study of Georgia O'Keeffe. 6. Art Exam –AP1 7. Enrichment

	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Coloured pencil/oil pastel study of Pop Art Designer 2. Investigate Pop Artists' use of food and drink imagery e.g. Warhol/Oldenburg 3. Painting of design in Pop Art Style 4. Continue to develop work 5. Test/Afl: Peer and self-assessment 6. Enrichment	Week: 1. Research into Keith Haring 2. Work inspired by Keith Haring 3. Roy Lichtenstein – Pop artist. 4. Development and experimentation with Text and images. 5. Development and experimentation with Text and images. 6. Final Piece 7. Test/Afl: Peer and self-assessment 8. Enrichment

	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Artist Research: Sandra Chevier 2. Proportions of the human face and practice drawing of individual features. 3. Work created in style of Artist 4. Continue to develop work in style of Artist 5. Complete development of work in style of Artist 6. Produce final piece	Week: 1. Artist Research: Banksy 2. Produce work in the style of the Artist 3. Work created in style of Artist 4. Complete development of work in style of Artist 5. Produce a final piece 6. Enrichment

Computer Science

Lead Teacher: Miss C. Emele

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

Year 8	Autumn 1	Autumn 2
Focus/Context for Learning	**Introduction to Python (2)** · L1 Selection · L2 Writing algorithms · L3 While loops · L4 Programming project	**Algorithms** **A**- Computational Thinking • L1 Abstraction • L2 Decomposition **B**. Searching algorithms **C**. Sorting algorithms

	Spring 1	Spring 2
Focus/Context for Learning	**Data representation** · L1 Storage units and binary · L2 Binary arithmetic and Hexadecimal · L3 Characters · L4 Images · L5 Sounds	**Boolean Logic** • L1 AND Gate • L2 OR Gate • L3 NOT Gate

	Summer 1	Summer 2
Focus/Context for Learning	**Systems software** · L1 Operating system software · L2 Utility software	**HTML** . L1 HTML . L2 CSS . L3 Design **Project 2**

Design & Technology

Lead Teacher: Mr G. Sutton   Year 8

Year 8 builds on the previous year and each project is designed to underpin key skills and concepts taught in year 7. It acts as a foundation course for KS4. The projects extend pupils' knowledge and experience in designing for a client and give them the opportunity to discuss and consider in more depth other aspects of design such as environmental factors, manufacturing processes and the work of famous designers.

Students are given a broad understanding of most of the areas of the design process that will enable them to undertake the DT GCSE course should they opt for it at the end of Year 8.

Students will be assess against the first four standards (Designing, Making, Evaluation and Technical Knowledge) for the duration of the course.

	Autumn 1	Autumn 2
Focus/ Context for Learning	**Project: Clock Project** Students will design and make a clock in the style of a designer of design movement. • Drawing and sketching skills • The design process • Research skills and Product Analysis • History of clocks • Design strategies • Writing a brief/specification • Key words vocabulary	• Iterative process: Developing /modelling ideas • ICT in design and making • Exploring and selecting materials. • Plan for making • H&S/Risk Assessment • CAD/CAM • Manufacturing/Production methods • Testing/modifying and evaluating final outcome

	Spring 1	Spring 2
Focus/ Context for Learning	**Project: Mobile Phone Holder** **THEORY:** • Iterative Design process • History of the Mobile Phone – Market pull vs design push. • CAD / CAM how to set up files for the laser cutter. • Properties of Timber.	**PRACTICAL:** • **Drawing Skills** are covered in the Booklet, 1+2 point perspective, Orthographic, shading & rendering. • **MOBILE PHONE HOLDER**; Design & build a mobile phone holder for a specific target market. Using research to help with the design process and development of the idea. • **Modelling;** Create a high level Acrylic product on the laser cutter.

	Summer 1	Summer 2
Focus/ Context for Learning	**Protect: Cooking & Nutrition** **THEORY:** • Food Hygiene, Eat well plate, basics of using the food room, washing up, importance of storage. • How to write a recipe. • Small mini coursework project to run alongside the practical element, focus on research & presentation of ideas.	**PRACTICAL:** • We will be cooking 3 different recipes over a 6/8 week period. • Safe use of a knife, amongst other tools used in the kitchen. • How to safely use a hob, an oven & grill. • Small D&T project in the workshop – focus on key skills using hand tools, carousel to increase confidence in the workshop

English

Head of Department: Ms E. Doorly

Autumn 1	Autumn 2
The Novel: *Heroes*	**The Novel: *Heroes***
READING	**READING**
• Understanding writers' craft	• Understanding writers' craft
• Select & retrieval (recall), inference (recall), analysis, evaluation skills.	• Select & retrieval (recall), inference (recall), analysis, evaluation skills.
• Exploration of plot, theme, character, context.	• Exploration of plot, theme, character, context.
LITERATURE: AO1, 2 & 3	LITERATURE: AO1, 2 & 3
WRITING	**WRITING**
• Narrative writing skills	• Narrative writing skills
• Descriptive writing skills using teaching of the novel as a stimulus	• Descriptive writing skills using teaching of the novel as a stimulus
• Non-fiction writing skills: article, letter, speech	• Non-fiction writing skills: article, letter, speech
LANGUAGE AO5 & 6	LANGUAGE AO5 & 6
SPEAKING & LISTENING	**SPEAKING & LISTENING**
• Presentations	• Presentations
LANGUAGE AO7, AO8 & AO9.	LANGUAGE AO7, AO8 & AO9.

Focus/ Context for Learning

Spring 1	Spring 2
Poetry	**Shakespeare**
READING	**READING**
• Poetry on the theme of multiculturalism, & diversity	• Teaching *Macbeth*
• Inference, analysis **and** comparison skills	• Select & retrieval, inference, analysis, evaluation skills
LITERATURE: AO1, 2 & 3	• Exploration of plot, theme, character, context
WRITING	LITERATURE AO1, 2, 3 & 4
• Creative writing: producing own poetry anthology on the theme of multiculturalism, culture & diversity Apply new knowledge of poetic devices – language, structure, form	**WRITING**
	• Writing to argue/persuade using teaching of *Macbeth* as a stimulus.
• LANGUAGE AO5 & 6	LANGUAGE: AO5 & AO6
SPEAKING & LISTENING	**SPEAKING & LISTENING**
• Performing own poems	• Presentations
• Presentations on poems studied	LANGUAGE AO7, AO8 & AO9.
LANGUAGE AO7, AO8 & AO9.	

Focus/ Context for Learning

Summer 1	Summer 2
Shakespeare	**Diverse Shorts: Critical Literacy**
READING	**READING**
• Teaching *Macbeth*	• Developing critical Literacy through analysis & evaluation of select short stories.
• Select & retrieval, inference, analysis, evaluation skills	• Comparison of two short stories
• Exploration of plot, theme, character, context	• Reading non-fiction thematically linked to the short stories
LITERATURE AO1, 2, 3 & 4	LITERATURE: AO1, 2 & 3
WRITING	**WRITING**
• Writing to argue/persuade using teaching of *Macbeth* as a stimulus.	Non-fiction writing (articles & letters) based on key issues explored in the short stories. LANGUAGE: AO5 & AO6
LANGUAGE: AO5 & AO6	**SPEAKING & LISTENING**
SPEAKING & LISTENING	Presentations
• Presentations	LANGUAGE AO7, AO8 & AO9.
LANGUAGE AO7, AO8 & AO9.	

Focus/ Context for Learning

Geography

Head of Department: Ms A. Krenc

"It is impossible to understand history, international politics, the world economy, religions, philosophy, or 'patterns of culture' without taking geography into account."

- Kenneth C. Davis (American Historian)

	Autumn 1	Autumn 2
Focus/Context for Learning	**Weather and Climate** ● Concepts and processes relating to weather/climate ● Skills: maps, graphs/synoptic charts ● Cause, effects and responses to extreme weather event in the UK ● Factors affecting climate ● Hurricane formation ● Research task on a recent hurricane	**The Middle East** ● Physical geography including climate, biomes and key features ● Level of development across the region ● The role of tourism in development in the Middle East ● The oil industry ● Culture and religion ● Conflict in the region

	Spring 1	Spring 2
Focus/Context for Learning	**Coasts** ● Uses of the coast ● Processes ● Landforms of erosion and deposition ● Coastal management strategies ● DME on coastal management – people Vs natural processes ● Rising sea level - cause and effects (links to climate change)	**People and Resources** ● Demography - population growth and urbanisation ● Demand and consumption of natural resources ● Inequalities in resource consumption ● Water - surplus and deficit ● Water transfer in the UK ● Food - security and insecurity ● Food in the UK

	Summer 1	Summer 2
Focus/Context for Learning	**People and Resources** ● Nutrient cycle - carbon cycle ● Energy - fossil fuels formation ● Renewable and non renewable energy ● Energy use in the UK ● Greenhouse effect ● Climate change - causes and effects ● Managing climate change	**Fragile Ecosystem** ● Tropical Rainforest ● Case study- Amazon, Brazil ● Plant and animal adaptations ● Important of the rainforest ● Causes and effects of deforestation ● Managing deforestation ● Links to climate change ● Project – rainforest boxes

History

Head of Department: Mr J. Neville

In Year 8 you will build up a picture of what life was like for people living in the period 1603 to 1901.This is a period of great change. It saw the overthrow of kings and rulers, the birth of the United Kingdom, the development of industry and the growth of empire.

	Autumn 1	Autumn 2
Focus/Context for Learning	**Unit 1:** • Why was Charles 1 beheaded? • A study of the causes of the English Civil War • Who should be in charge? Parliament or the King? • War ! • The trial and beheading of Charles 1 • The rule of Oliver Cromwell.	**Unit 2:** What were the reasons Britain wanted an Empire? The Slave trade: • Slavery as a business venture. • Slave conditions • Abolition

	Spring 1	Spring 2
Focus/Context for Learning	**Unit 3:** The Industrial Revolution The development of Industry and the invention of the steam engine. How did urban life change during the Industrial Revolution? The impact of transport changes e.g. the development of Railways	**Unit 4:** The growth of industry and the Empire, making connections. The Jewel in the Crown: India The Scramble for Africa.

	Summer 1	Summer 2
Focus/Context for Learning	**Unit 5:** The Great War 1914- 1918 A study in depth.	**Unit 5 continued:** From War to the Treaty of Versailles.

Mathematics

Head of Department: Ms A. Toprak

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
Focus/Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.**	Number Angles Data Transformations Calculations **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.** **AP1**

	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Number Angles Mensuration **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.**	Proportion and percentages Transformations Graphs and sequences **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.** **Progress check.**

	Summer 1	Summer 2
Focus/Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.**	Calculations Constructions **Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.** **AP2**

MFL: French

Head of Department: Ms M. Kara

	Autumn 1	Autumn 2
Focus/ Context for Learning	***Destination vacances*** • Talk about usual holidays and preferred holidays • Describe your ideal holidays • Describe a past holiday, where you went and what you did • Talk about festivals	***Bouger, c'est important!*** • Talk about sports, leisure activities and active holidays • Name parts of the body and talk about sports injuries • Describe sports personalities and sports events

	Spring 1	Spring 2
Focus/ Context for Learning	***Ma routine*** • Talk about where you live • Talk about where you are going to live • Talk about your daily routine • Talk about how you help others	***Le monde des médias*** • Talk about TV programmes • Talk about musical genres and give opinions • Talk about film genres and review a film • Discuss reading preferences • Understand and use the language of advertising

	Summer 1	Summer 2
Focus/ Context for Learning	***Accro à la technologie*** • Describe old and new technology • Talk about using technology for leisure activities • Identify the risks of social networking sites • Discuss pros and cons of new technologies • Talk about favourite technology and gadgets	***Être ado, c'est quoi?*** • Discuss relationships with parents • Talk about pocket money and helping out at home • Discuss pressures faced by teenagers and understand advice • Discuss life in the past • Describe life of homeless children

MFL: Spanish

Head of Department: Mr M. Kara

Autumn 1	Autumn 2
Focus/Context for Learning	*Todo sobre mi vida* • Saying what you use your phone for • Saying what type of music you like • Giving a range of opinions • Talking about TV • Saying what you did yesterday • Understanding a TV guide	*A comer* • Saying what food you like • Describing mealtimes • Using negatives • Ordering a meal • Discussing what to buy for a party • Using the near future • Giving an account of a party

Spring 1	Spring 2
Focus/Context for Learning	*Qué hacemos* • Arranging to go out • Making excuses • Discussing getting ready to go out • Talking about clothes • Talking about sports events • Describing a fancy dress outfit	*Operacíon verano* • Describing a holiday home • Describing holiday activities • Asking for directions • Talking about summer camps • Describing a world trip

Summer 1	Summer 2
Focus/Context for Learning	*Somos así* • Talking about things you like • Talking about your week • Talking about films • Talking about a birthday • Talking about life a celebrity • Understanding descriptions of days out	*Oriéntate* • Saying what you have to do at work • Saying what job you would like to do • Adjectival agreement • Talking about your future • Describing your job

Music

Lead Teacher: Mr J. Zygadlo

Music is for everyone

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to experiment with sound, be creative and expressive themselves. The extracurricular program offers a variety of engaging activities that serve to further develop students' musical abilities in an inclusive setting.

	Autumn 1	Autumn 2
Focus/Context for Learning	**Major & Minor Chords** • Formulating major and minor chords • Composing chord sequences that include both major and minor chords • Assessment: Chord Sequence Performance	**Blues** • 12 Bar Blues • Swing rhythm • Improvising with the Blues scale • Keyboard, ukulele, guitar, bass guitar, drum kit • Performing as part of a band • Assessment: 12 Bar Blues Performance

	Spring 1	Spring 2
Focus/Context for Learning	**Popular Music** • Common pop song structure and chord sequences • Keyboard, ukulele, guitar, bass guitar, drum kit • Performing as part of a band • Assessment: Pop Song Performance	**Grime** • Keyboard, ukulele, guitar, bass guitar, drum kit • Performing as part of a band • Composing melodies and basslines using the Skepta scale • Assessment: Skepta Scale Performance

	Summer 1	Summer 2
Focus/Context for Learning	**Band Composition 1** • Exploring features of popular music • Composing melodies, chord sequences, basslines and drum beats • Keyboard, ukulele, guitar, bass guitar, drum kit • Assessment: Band Composition Progress Check	**Band Composition 2** • Exploring effective band performance • Keyboard, ukulele, guitar, bass guitar, drum kit • Performing original band compositions • Assessment: Band Composition Performance

PE

Head of Department: Mr K. King

Physical education is compulsory for all Year 8 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Cricket, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

	Autumn 1	Autumn 2
Focus/ Context for Learning	**Basketball/ Handball:** Developing skills under pressure forms the basis of this unit. Pupils are also afforded more time in areas such as shooting and gameplay. Rules are now imbedded within the game which allows for competitive matches in lessons.	**Badminton:** Students will continue to develop key elements of badminton. They will have an opportunity to develop the selection of diverse shots in badminton. Students will also become more independent when officiating badminton.

	Spring 1	Spring 2
Focus/ Context for Learning	**Health Related Fitness:** Students learn about training methods and how they improve certain components of fitness. The unit allows for individual, paired and group challenges.	**Rugby:** Strategies in attack and defence are taught extensively in this unit. Positional play is more evident with pupils practicing suitable skills based on previous performance. Extended periods of play are built into lessons.

	Summer 1	Summer 2
Focus/ Context for Learning	**Athletics:** Pupils revisit the events learned the previous year and develop more advanced skills within each event. More emphasis is placed upon peer assessment in field events and strategy within track events. **Tennis:** Students are taught the basic fundamental elements of tennis. While developing their skills, they will also have the chance to officiate games.	**Cricket:** Different styles of bowling and batting are delivered in this unit. Keeping and fielding are taught within demanding activities that increase awareness and skill. Small sided games are taught. The hard ball is introduced to some pupils. **Softball**: More time is afforded to playing full size matches where tactics and strategy learned in year 8 can be fully assembled within a competitive game.

Religious Education

Head of Department: Ms L. Whittaker

	Autumn 1	Autumn 2
Focus/ Context for Learning	**The Birth of the Church-** This unit begins by looking at the Catholic belief in the trinity and how this belief was formed. It examines how the Trinity is a reflection of God's love. **–**This unit then continues to look at the development of early Christianity and the roles of key disciples in the development of the Church. It delves into the struggles of the early Church and how their decisions helped to shape modern Christianity.	**The Church in Britain-** This unit looks at the development of the Church in Britain, through faith of the martyrs and the missionaries. It looks at the impact of the Reformation on the lives of Catholics within Britain. It looks at the changes that were brought about through the Second Vatican Council and how that has changed the Catholic in the world today. **Worship-** This unit looks at the importance of prayer in Christianity. It looks at types of prayers, how to pray, what the liturgical year consists of and how Catholics use popular forms of piety to enhance the liturgical life of the Church.

	Spring 1	Spring 2
Focus/ Context for Learning	**The Mass-** This unit looks at how Jesus is the bread of life and what that means for Christians today. This unit reflects on the meaning and importance of each of the parts the Mass and how they link to the theme of human salvation. **Sacraments and Vocation-** This unit looks at the effects of each of the Seven Sacraments on a Christian life and how sacraments are celebrated in the Church today.	**Sacraments and Vocation-** The second half of this unit examines sacraments of ministry and the three Catholic vocations: Holy Orders, Laity and Religious Life and evaluates the strengths and weaknesses of each.

	Summer 1	Summer 2
Focus/ Context for Learning	**Christian morality-** This unit looks at what it means to be good and how to make moral decisions. This unit looks at the role of the conscience and how to inform it. It looks at Jesus' teaching on the Golden rule, the ethical principle of Natural Law and Virtue Ethics. It examines the Catholic ethical stance on Abortion and War. **Catholic Social teaching-** This unit looks at Catholic social teaching and how this is applied to the treatment of the poor, how it inspires Catholics to fight for justice and to stand up for Human Rights.	**Islamic Practices-** This unit looks at the ten obligatory practices in Islam and in detail the importance of each of the five pillars. It examines what the concept of Jihad means and examines the important festivals within Islam and how they are celebrated.

Science

KS3 Co-Ordinator: Ms D. Mirabile

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	**1B. Organism** Breathing and Digestion **2P. Energy** Work & Heating And Cooing	**3C. Matter** Periodic Table and Elements **4B. Ecosystem** Respirations and Photosynthesis

	Spring 1	Spring 2
Focus/Context for Learning	**5P. Forces** Contact Forces and Pressure **6C. Earth** Climate and Earth Resources	**7B. Genes** Evolution and Inheritance **8P. Waves** Wave Effects and Wave Properties

	Summer 1	Summer 2
Focus/Context for Learning	**9C. Reactions** Chemical Energy and Types of Reactions	**10P. Electromagnets** Magnetism and Electromagnetism

Assessments & Revision

We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them.

Year 8 Assessment Schedule

The Year 8 curriculum is focused on embedding the skills and knowledge needed to prepare for his approaching GCSE's. Students will follow the school assessment schedule. Pupils that underachieved will have to attend a meeting with their parents and a senior member of staff to discuss lack of progress. The pupils may be asked to resit another assessment.

Reports will be available after each assessment point on Go4Schools. Please use the report to discuss your son's progress and the next steps with them.

Go4Schools

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at http://www.go4schools.com/MobileApp.aspx.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.
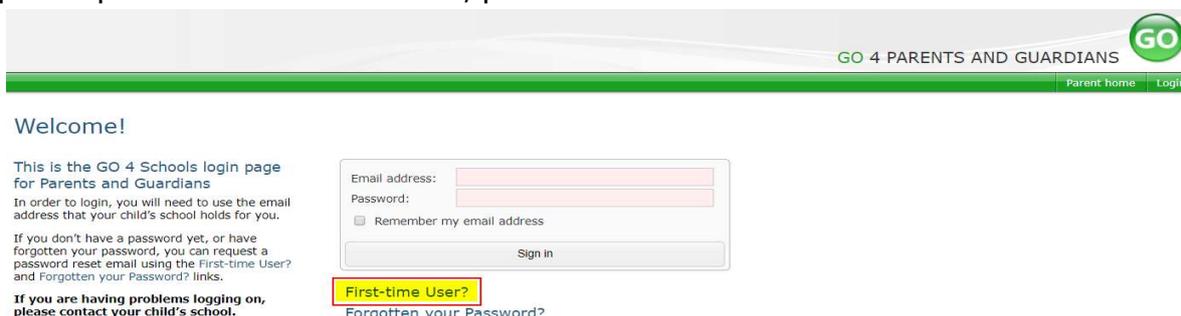
Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.
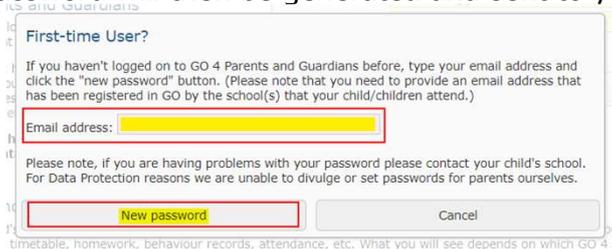
You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.
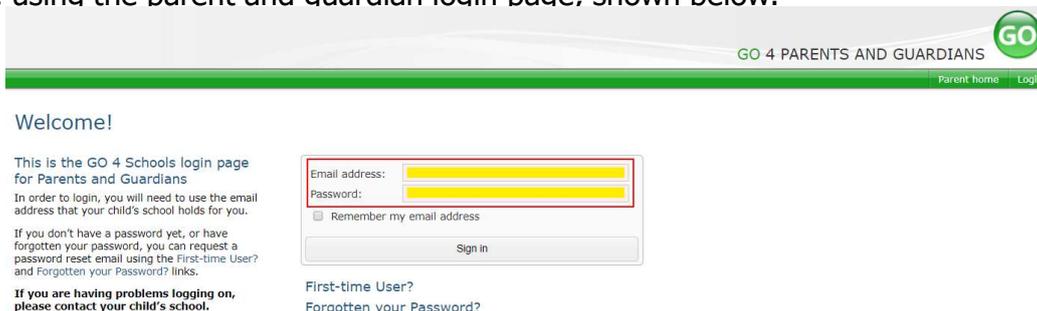
Go4Schools

## Once logged in, what will you see?

Parent home view
When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target

Go4Schools
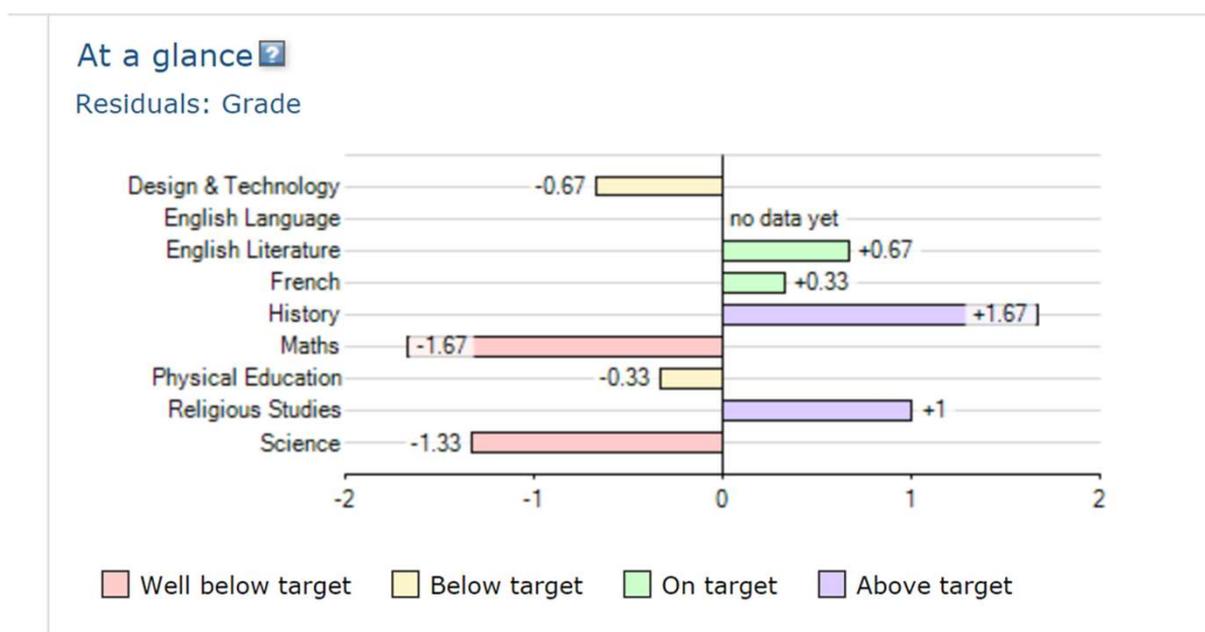
Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

View full profile

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

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Go4Schools

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework
The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour
The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▼	Enable ▼

Behaviour update emails
How often should we send you email updates about behaviour events?

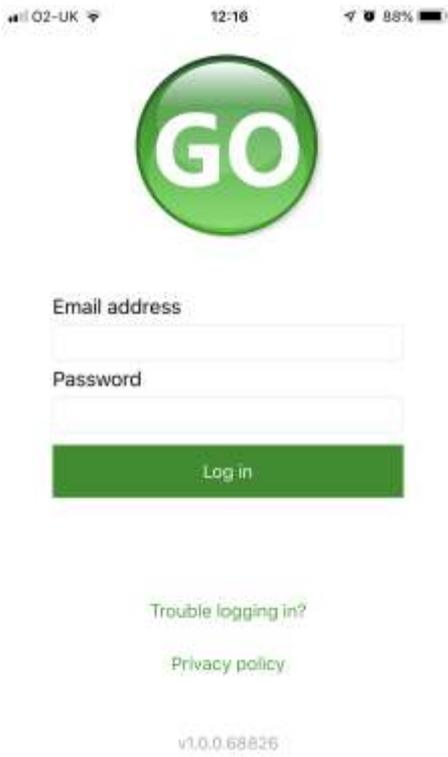By default (emails will be sent Weekly) ▼

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

Save

Go4Schools

How to log in to the App

1.Tap on the App to open.
2.Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3.Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*
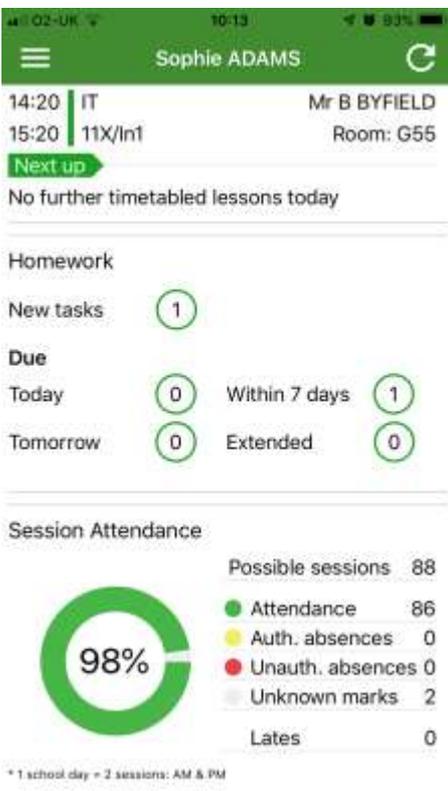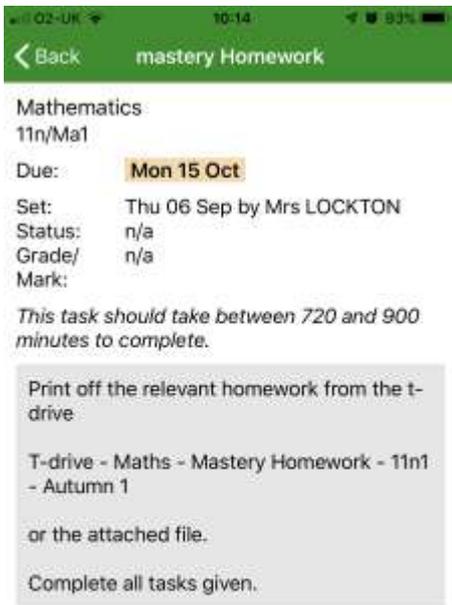
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.
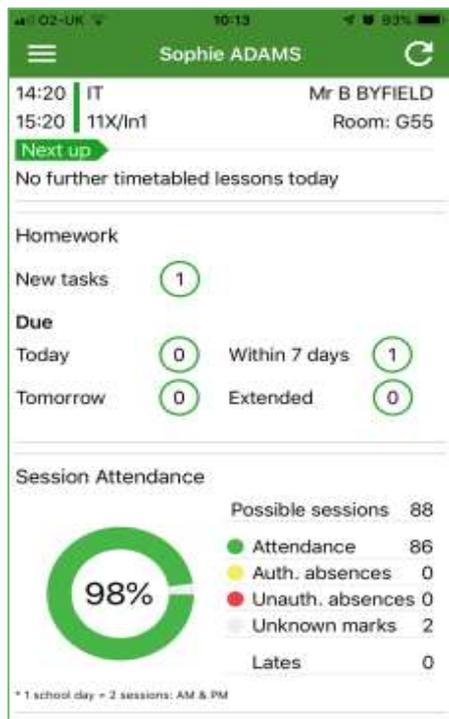
Go4Schools

How to view your child's homework
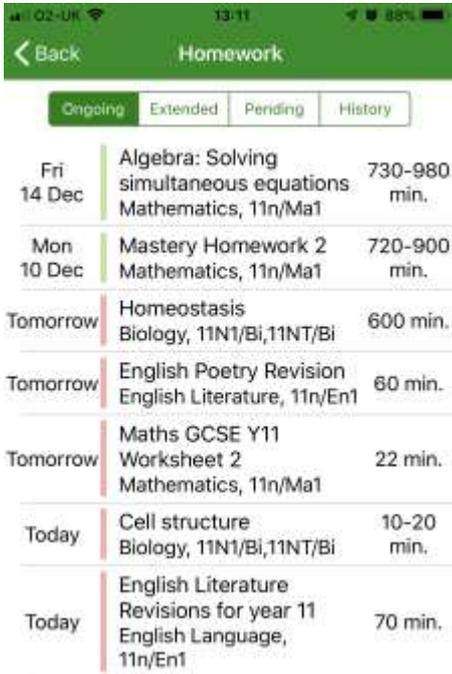
The homework card allows you to filter by ongoing, extended, pending, and homework history.
Tap on the specific homework you wish to view.

Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.
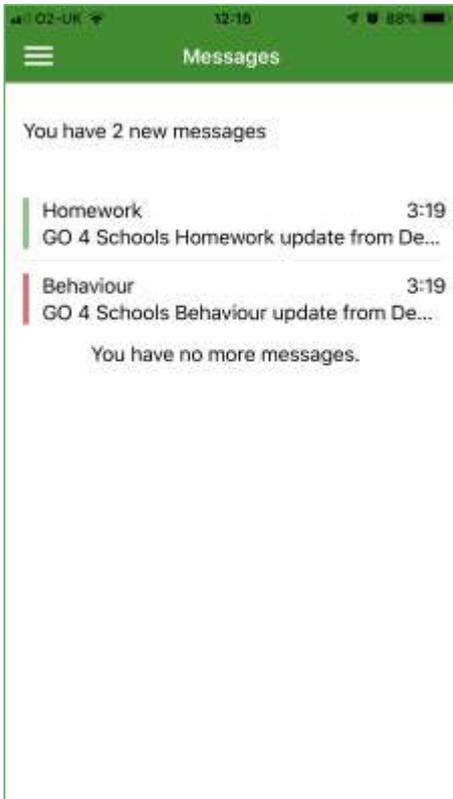
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How to view your messages

Tap on the menu in the top-left corner to access messages and settings.
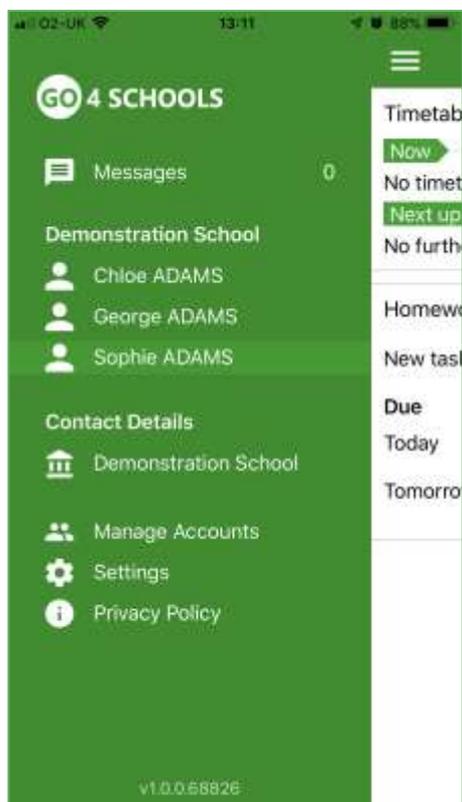
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.
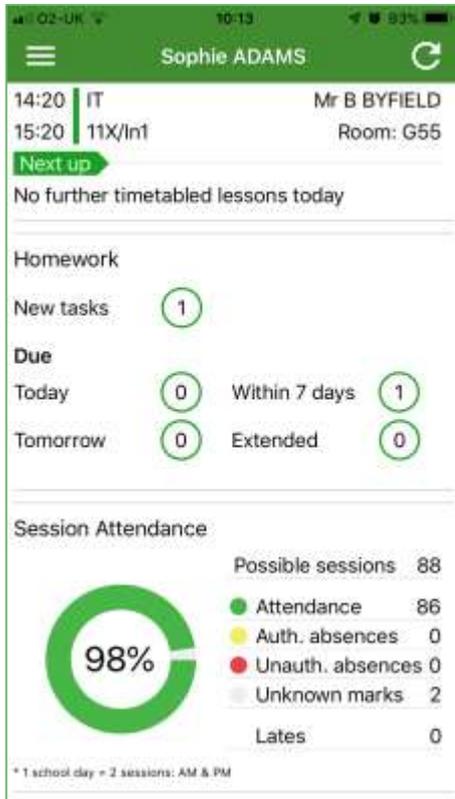
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How to view your messages

In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.
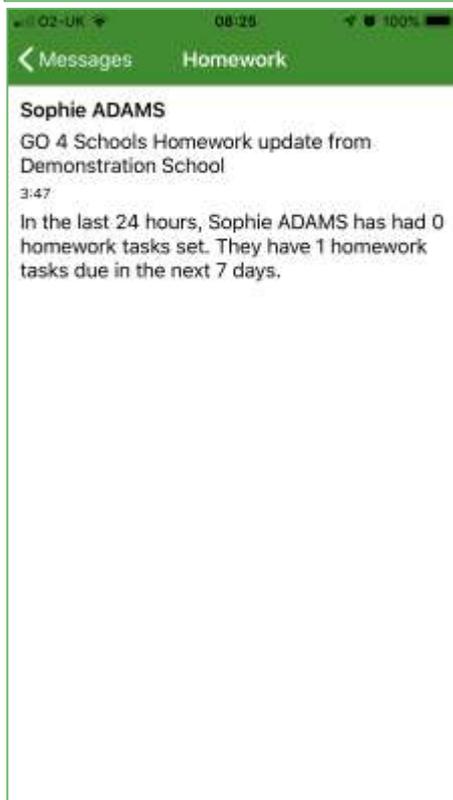
Tap back on messages and then your child's name to return to the main screen.

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How to view your child's attendance

The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

Notes