



# 4 Schools

## KEEPING EVERYONE IN THE PICTURE—24/7

### SENIOR LEADERS

School defined grading schemes allow flexibility in your chosen assessment policy, supporting mastery and percentage schemes or similar our IGS/ assessment schemes give real-time, transparent access to classroom data in all Key Stages.

### PROGRESS LEADERS

Support students with insight gained from instant, detailed, cross-curriculum assessment data, viewed alongside context, attendance and behaviour data

### SUBJECT LEADERS

Tailor markbooks to specific schemes of learning to collect and analyse the information they need to support student progress

### TEACHING STAFF

Quickly access and record detailed assessment data and formative assessment, viewed alongside student context for better planning

### STUDENTS

Track their own progress and assessments during the year and access formative assessment to make even more progress

### PARENTS

Detailed view of student attainment and progress, backed up with formative assessment (Requires Online parental access module)

# Online markbooks

## Custom grading schemes

Student	Sex	Year 7 Baseline	Teacher Target	Target	Current Grade	Speaking Tests	PPE Progress Exams	PPE Progress Exams	Diagnostic/Therapy Tests
BHURRUTH, Muthahara	F	2b	F2	F2	U	Emerging	F1	U	No knowledge
BUDRECKYTE, Adepitan	F	3b	F3	F3	F2	Emerging	-	F2	-
CANKAYA, Mubarak	M	3c	F3	F3	F2	Emerging	-	F2	Developing
CUSHWAY, Kamilis	M	-	F3	F3	F3	Secure	-	F3	Developing
GASCON, Vigan	M	3b	F3	F3	F3	Secure	-	F3	Secure

## Flexible assessment

Student	Sex	Year 11 Baseline	External targets	Teacher Target	Current Grade	Proposed Grade	Higher Paper 1 June 2012	Higher Paper 2 June 2012	IBSE exam	IBSE exam	Average	Grade for mark sheet
ADEM, Moyo	F	A*	A*	A	A	A	60	44	B-	Exam technique	52.3%	B-
AKMAL, Kasmira	F	A*	A*	A	A	A	70	47	C+	Question selection	59.5%	C-
BELLSON, Osman	M	A*	A*	A	A	A*	70	78	C-	Algebra	61.8%	B
CHANTER, Thibozan	M	A	A	B-	B	A	33	39	B	-	43.7%	C
FARHAN, Olatokunbo	F	B	B	B+	B	A	22	51	D+	-	31.8%	D+
GEREMA, Shuang	F	B	B	B	B	B	27	39	-	-	33.0%	D+

## Formative assessment

Unit 1: Order & Disorder (100% of the Task/Grades grade)	Mark	Grade/level
Research & design ideas	11/20	D
A01 Research & design ideas		
Formative assessment: Improving your drawing skills		
Consider your range of line quality in sketches: use a wider range of media.		
Created: 3 Jones 4 Sep 2014 12:34 Last modified: 3 Jones 4 Sep 2014 13:57		
A02 Define	10/20	D
Formative assessment: Annotation of artwork		
Remember to annotate specific artist research and link to your own drawings.		
Created: 3 Jones 14 Sep 2014 13:34 Last modified: 3 Jones 14 Sep 2014 14:46		
A03 Record	10/20	D
Formative assessment: Evaluation		
A04 Final outcomes	-	-
A05 grades	N/A	A
Overall attainment for this set of assessments based on the sum of all assessments		D

GO 4 Schools is a powerful, joined-up, easy-to-use, online system that allows your staff, students and parents to access the information they need – 24/7 – to work together to improve student outcomes.

The Online markbooks module allows staff to quickly and easily record and share detailed assessment information and to view the impact it has on a student's current progress. Informative 'pop-outs' giving context are embedded alongside assessments to ensure data is informing and influencing teaching and learning in every classroom and that lessons can be appropriately individualised and differentiated to maximise outcomes for all your students.

Detailed, fresh data allows you to identify students needing a bit of extra help right now, and also where they need help, so you can start your interventions sooner and target them more precisely. Online markbooks bring a level of timeliness, sharing, and oversight, that can't be achieved with traditional systems based on occasional summative grades alone.

## Contextualised popouts

Student	Sex	Year 7 Baseline	External targets	Teacher Target	Target	Current Grade	Predicted Grade	Observation - 2014: Pass/Fail/Good/Very Good/Excellent	Group
AKA-KWARM, Amani	M	4c	4+	4	4	4	5+	No	E
Allen Douglas, Georgia-May	F	4c	4+	4	4	4	4+	No	EMS
APPS, Mekenzie	M	4b	4	5	5	5	4+	No	E
Faray-Gieskes, Shekhinah	F	4c	4+	5	5	5	4	No	EM
Gangadharan, Shanise	F	N	4+	5	5	5	4	No	Dev.
Hurkett, Shadia Donna-Lee	F	3b	3+	4	4	4	5-	No	Dev.
Lanivan-Jones, Sanathanan	M	-	3-	4	4	4	4	No	EMS

## Markbook design view

Markbook design view, Year 11 MSA: New GCSE 1-9: English

Qualification: IGCSE Level 2 GCSE (9-1) in English Literature (802/4474/16). Plus OCR grades, e.g. 9+, 9, 8+, 8, 7+, 7, 6+, 6, 5+, 5, 4+, 4, 3+, 3, 2+, 2, 1+, 1, 120%, 110%, 100%, 90%, 80%, 70%, 60%, 50%, 40%, 30%, 20%, 10%, 0%.

Grading scheme: [A\*] [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z] [0] [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100].

Schemes of learning: [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z] [0] [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100].

Current sheets: [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z] [0] [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100].

How to calculate assessments in the sheet: [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S] [T] [U] [V] [W] [X] [Y] [Z] [0] [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100].

## Custom residual bands

Student	Sex	Year 7 Baseline	External targets	Teacher Target	Target	Current Grade	Proposed Grade	Higher Paper 1 June 2012	Higher Paper 2 June 2012	IBSE exam	IBSE exam	Average	Grade for mark sheet
AKMAL, Kasmira	F	A*	A*	A	A	A	A	60	44	B-	Exam technique	52.3%	B-
BELLSON, Osman	M	A*	A*	A	A	A*	A	70	78	C-	Algebra	61.8%	B
CHANTER, Thibozan	M	A	A	B-	B	A	33	39	B	-	43.7%	C	
FARHAN, Olatokunbo	F	B	B	B+	B	A	22	51	D+	-	31.8%	D+	
GEREMA, Shuang	F	B	B	B	B	B	27	39	-	-	33.0%	D+	

## Curriculum Mastery

Creating a classroom built around mastery-based grading is ambitious—but incredibly rewarding. It demands thoughtful planning, precise assessment design, and a commitment to doing what's best for every learner.

Mastery learning focuses on clearly defined outcomes rooted in the knowledge and skills students need to progress. Content is broken into focused units with predetermined learning goals. Students demonstrate mastery—often set around an 80% threshold—through quizzes, unit assessments, or performance tasks. Those who haven't yet mastered the content receive targeted support, additional time, and opportunities to revisit key concepts through structured teaching strategies and scaffolded practice. This cycle builds strong foundations and ensures all students are supported to succeed.

GO 4 Schools assessment schemes make mastery-based grading practical and transparent. Schemes can be aligned directly with your learning objectives, helping students understand exactly what is expected of them. With live markbooks and flexible assessment structures, students can demonstrate their understanding through multiple attempts—moving beyond simply completing tasks to genuinely mastering knowledge and skills.

# GO

## 4 Schools

### ADD-ON MODULES

#### MARKBOOKS

Collect detailed assessment data backed up with formative assessment — not just summative grades — to support student progress and interventions

#### BEHAVIOUR

Quickly record and follow-up behaviour incidents online, using PCs or mobile devices

#### ATTENDANCE

Quickly analyse and/or record attendance online, simplifying your staff's day

#### FULL PROGRESS REPORTS

Great-looking progress reports, efficiently produced and publishable online

#### PARENTAL ACCESS

Online access to assessment, behaviour and attendance information, homework and progress reports

#### HOMEWORK

Support independent study for all students with core and extension homework

#### SEATING PLANS

Create seating plans for groups with key school data and individualised teachers views

*"GO 4 Schools was a massive help in enabling us to target key pupils, and as a result our Level 2 English and Maths rose by 9%."*

Acting Deputy Head, West Monmouth School

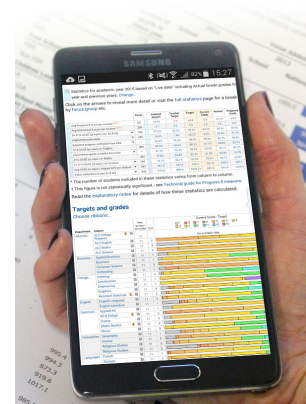
## Key module benefits

- Use grades, marks, sublevels, checkboxes and notes to record the information that matters to you, e.g. intervention notes, formative assessment and the completion of homework.
- School defined grading and assessment schemes complete with analysis tools.
- Recorded data is automatically summarised in statistics and progress reports, and can be shared with students and parents.
- Adjust grading schemes, grade boundaries and weightings for subjects and assessments, e.g. to handle foundation and higher courses.
- View assessment data alongside baselines, targets and projections and data alongside context such as EAL and Pupil Premium to help with planning.
- Subject leaders can quickly and simply tailor their subjects' markbooks to track specific schemes of learning, and even homework, to collect the evidence of progress.
- Markbooks can be refined over time and can be copied between subjects and academic years to build a complete record of assessments for a course.
- Flexible, easy to set up and incredibly easy to use, with scope for unlimited assessments, automatic colour coding and the upload of existing assessment data.
- Automatic, nightly updates from your MIS mean your class lists and focus groups such as Pupil Premium are always up to date.
- Add markbooks for subjects that may not be part of your timetabled curriculum.

The **Online parental access module** allows parents to access detailed, current and clear assessment information for their child, including formative assessment.

## What options are there?

GO 4 Schools is a modular system. You choose the modules you want to start with (see left) and simply add other modules as and when your school is ready. The Core edition of GO 4 Schools provides all of the ease-of-use and statistical analysis benefits of GO 4 Schools, but with other modules switched off, waiting in the wings for when you are ready.



## Core benefits

### Whichever modules you choose, you will receive:

- Easy, real-time analysis of performance, attendance and behaviour data by year group, subject, teaching group and focus group.
- The ability to define your own focus groups for analysis, planning and monitoring interventions.
- The ability to capture snapshots of data to allow you to compare "then" and "now" and to track progress over time.
- The ability to set up non-timetabled curriculum areas to give value to extra qualifications e.g. twilight courses and first language exams.
- Support KS1-KS3 assessment with school defined grading and residual schemes.
- The ability to link results from external tests such as CAT and MidYIS to performance, attendance and behaviour data, ensuring the best return from them and giving your staff a 360° view of each student.
- Automatic, nightly updates of class lists and key student data such as Pupil Premium from your MIS to GO 4 Schools.
- Automatic software updates to all of the modules you are using.
- Access for all staff and students, online, 24/7, with single-sign-on for Windows networks, giving your staff and students one-click access to the information they need.

## How do we get started?

Please call us! We'd love to come and talk to you about how GO 4 Schools can help your school.

Visit [www.go4schools.com](http://www.go4schools.com) or call +44 1223 967 556 (option 1) or email [enquiries@go4schools.com](mailto:enquiries@go4schools.com) for more information