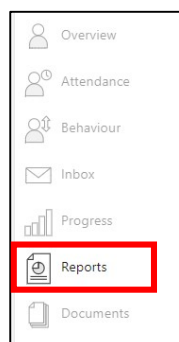**Reports**

Reports can only currently be viewed online, not on the app. Click on the report icon on the menu to the left of the screen. Published reports are displayed as icons that can be clicked on to open the PDF report to view the details. Any unread report will be highlighted as 'new. Students will receive one report per academic year with a comment for each subject together with further information, as indicated below, according to whether they are in Years 7 and 8 or Years 9 to 13.

Years 7 and 8

Students in Years 7 and 8 will receive an 'approach to learning' rating for each subject (see table below), with good being the expectation and excellent the rating for those students who exceed expectations.

Excellent	Good	Inconsistent	Poor
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Does not always engage effectively with the views and opinions of others.	Lacks self-motivation, does not engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.

In addition to this, there will be an indication ('progress indicator') about whether they are currently achieving in line with expectation, with each subject showing whether they are:

- Below target
- Working Towards Target
- Achieving Target
- Above target

    as illustrated below:

Go 4 Schools Reports 2024

Progress is measured against external data provided by Fischer Family Trust (FFT) and for those students that took Key Stage 2 SATs papers, this is available to view in the reports section of GO. The data indicates a range of grades that students might be expected to achieve at the end of Key Stage 4 based on SATs results achieved and other contextual information.

FFT is an independent non-profit organisation commissioned by the Department for Education. It provides us with subject specific estimates for potential individual performance in Key Stage 4 examinations based on how students of similar ability on entry (Key Stage 2 test results) perform nationally. Similar ability is defined as similar prior attainment, gender, and month of birth. FFT provides the estimates at 3 levels of challenge, based on grades achieved in 50% of schools (average challenge), the top 20% of schools (high challenge) and in the top 5% of schools (very high challenge).

Below is an example of how this information will look:

Subject	FFT 20%	FFT 50%	FFT 5%
Art	4	4	5
Design & Technology	4	4	5
Drama	4	4	4
English	4	4	4
French	4	3	4
Geography	4	3	5
German	4	3	4
History	4	3	5
ICT & Computing	4	3	5
Mathematics	5	4	5
Music	4	4	5
PE	5	4	5
Religious Education	5	4	5
Science	4	4	5
Report Key			
FFT 20%	An externally generated grade based on the performance of students in the top 20% of schools.		
FFT 50%	An externally generated grade based on the performance of students in an average school.		
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.		

For students without Key Stage 2 SATs data, an internally generated single benchmarking grade will be provided for each subject. Below is how this information will look.

Subject	Supplementary Grade
Art	4
Design & Technology	4
Drama	4
English	4
French	4
Geography	4
German	4
History	4
ICT & Computing	4
Mathematics	4
Music	4
PE	4
Religious Education	4
Science	4
Report Key	
Supplementary Grade	Benchmarking grade for students without KS2 data

During their time with us, all students are treated as individuals and supported to achieve their potential. We understand that there may have been circumstances contributing to your child not achieving their potential in the Key Stage 2 SATs and that this may have had an impact on the external estimates shown. We know that progress is often made by students at different rates in each subject; this can vary according to subject specific expectations, the amount of lesson time and differing starting points. Individual students may progress at different rates due to a variety of factors, for example, maturity and/or personal circumstances. At this stage, estimates provided should be seen as an indication of potential future performance; many of our students do outperform these estimates. As students progress through the school and more knowledge is gathered about their abilities through the assessments that they take, class teachers will use their expertise to project performance and this information will become available from Year 9 onwards.

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Reports for students in Years 9 – 13 will show grade information. In addition to the 'target grade' there is a 'projected grade'; this is based on their teacher's professional judgement and is the grade that your child is likely to achieve in their final Key Stage 4 or Key Stage 5 examinations. The 'progress indicator' is a comparison between the 'projected grade' and the 'target grade'.

Subject	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator
	7	7	8	8	Above Target

For target setting we use FFT data; FFT estimates potential individual performance based on how students of similar ability on entry (at the end of Key Stage 2 / Key Stage 4) perform nationally. FFT provides us with subject specific estimates with three degrees of challenge; FFT 20% is used as the basis for our target setting, the estimates are based on progress seen in the top 20% of schools (high challenge). FFT also provides estimates based on grades achieved in 50% of schools (average challenge), and in the top 5% of schools (very high challenge). Many of our students achieve higher than their target.

Points to note:

- Students that were in Year 7 during the 2020/21 and 2021/22 academic years did not sit Key Stage 2 tests and so an alternative method of obtaining baseline data for these year groups was required. Students were tested at the start of Year 7 using an alternative Cognitive Ability Test (CAT test) provided by GL Assessment. These tests are similar to the Key Stage 2 tests, and due to a collaboration with GL Assessment, FFT were able to provide estimated grades.
- For further information about targeting, please click on the 'progress' link on the GO web page.
- If your child is targeted at the upper end of the grade range (grades 8 / 9) and the performance indicators on their report are showing that they are working towards or below their target, this should not necessarily be seen as a reflection of poor performance during the academic year. If class teachers have any performance related concerns these should be reflected in the comments.
- We avoid communicating grades to students in Years 7 and 8 in order to focus on recognising the knowledge and skills that have been acquired in a unit of work. Students in these year groups are encouraged to track their own development of skills and knowledge through noting areas of strength (**W**hat **W**ent **W**ell) and how to make future improvements (**E**ven **B**etter **I**f), students will receive regular feedback on their progress, so we would urge you to look at their exercise books on a regular basis. Results on test papers will also indicate how they are performing.
- If you have any queries regarding your child's progress, please contact their Form Tutor in the first instance.
- There will be no access to GO after the end of the school year that a student finishes with us. Please make sure that you have accessed and downloaded/printed any report information that you wish to keep.