

Solway Community School

Liddell Street, Silloth

CA7 4DD

T: 016973 31234

F: 016973 32749

E: office@solway.cumbria.sch.uk

www.solwayschool.co.uk

Headteacher: Judith Schafer B.A. Oxon, PDGE, SQH



SOLWAY COMMUNITY
SCHOOL

12th September 2018

Dear Parent/Guardian

Year 7 Tutor Evening

I am writing to invite you to a Tutor Evening on Wednesday 10th October, 4:00 – 6:00pm, when you will have an opportunity to meet your child’s Form Tutor or Head of House to discuss their level of progress, attitude to learning and how your child has settled at Solway. A description of our attitude to learning grid is attached.

Parents’ Evenings are important – we need the opportunity to keep you up to date with how your child is getting on, and you need the opportunity to ask questions about how they are doing. Communication between school and home is key to your child’s success – they need to see that we are all on their side and supporting them to do as well as they can.

If for some reason you are unable to attend on the 10th October, please contact the school to make an appointment to see your child’s Form Tutor or Head of House.

If you have any questions or comments, please do contact me at school or pop in to see me.

Yours sincerely

Judith Schafer

Headteacher

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Please return this reply slip to your child’s form tutor by Friday 5th October 2018

Pupil’s Name:

Tutor Group:

- I/ We will be able to attend the Parents’ Evening on Wednesday 10th October 2018.
- I/ We will not be able to attend the Parents’ Evening on Wednesday 10th October 2018 and would like to make an appointment to meet with my child’s Form Tutor at another time.

Signed.....Parent/ Guardian

	EXCELLENT - 4	GOOD - 3	INSUFFICIENT - 2	POOR - 1
ATTITUDE TO LEARNING	<ul style="list-style-type: none"> • Excellent focus • Rarely off task • Seeks challenge • Perseveres • Ask questions to extend thinking • Approaches learning with active interest 	<ul style="list-style-type: none"> • Good focus • Responds positively to challenging activities • Completes all work set to good standard • Answers questions • Connects ideas 	<ul style="list-style-type: none"> • Poor focus • Avoids challenging tasks • Gives up easily • Passive in the classroom • Does as little possible 	<ul style="list-style-type: none"> • Shows little focus • Disrupts the classroom • Work often incomplete or inadequate
RESPONSE TO FEEDBACK	<ul style="list-style-type: none"> • Invites feedback • Responds positively to praise and critique • Learns from setbacks and mistakes • Reviews own progress, acting on the outcomes 	<ul style="list-style-type: none"> • Shows a desire to improve • Takes action based on feedback • Shows progress over time 	<ul style="list-style-type: none"> • Sometimes attempts to act on feedback • Needs close direction to rectify errors or learn from mistakes 	<ul style="list-style-type: none"> • Does not attempt to act on feedback • Responds negatively to praise or critique
INDEPENDENT STUDY	<ul style="list-style-type: none"> • Seeks learning readily • Seeks own solutions to problems • Ask questions • Organises time effectively • Meets all deadlines 	<ul style="list-style-type: none"> • Shows good application • Can find solutions to problems • Seeks help when needed • Organises time well • Meets deadlines 	<ul style="list-style-type: none"> • Requires close supervision to attempt tasks • Gives up easily • Misses some deadlines 	<ul style="list-style-type: none"> • Normally requires pressure to attempt learning tasks • Does not engage unless closely monitored • May refuse support • Misses most deadlines
BEHAVIOUR	<ul style="list-style-type: none"> • Seeks solutions to difficulties • Sets an example • Takes responsibility • Acts as an advocate for views and beliefs that may differ from their own 	<ul style="list-style-type: none"> • Follows all instructions • Shows kindness, consideration and respect • Listens carefully • Understands views of others 	<ul style="list-style-type: none"> • Requires supervision to ensure instructions are followed • May distract others • May be off task • Struggles to understand the views of others 	<ul style="list-style-type: none"> • Does not listen • Distracts others • Disrupts the classroom or the school environment