



# MANCHESTER ISLAMIC HIGH SCHOOL FOR GIRLS

HEAD TEACHER: MRS. M. MOHAMED, BSC. HONS, LPSH, PGCE, PG.DIP.  
MANCHESTER ISLAMIC EDUCATION TRUST

Wednesday 20<sup>th</sup> December 2017

Dear Parent/Carer

*Assalamu'Alaikum*

## **Re: Changes to assessment policy – Years 7 and 8**

We would normally at this time be sending out your daughter's progress report for the autumn term. In the past we have reported achievement in terms of National Curriculum levels, and progress against National Curriculum targets set at the beginning of the year. However, there has been a great deal of change in education over the past year or so and, along with all schools; we have had to adapt our assessment policy to reflect these changes.

Whilst school curriculum continues to be guided by the National Curriculum, this has been reformed, and now has a greater focus on knowledge development, with the opportunity to study the key ideas of a subject in greater depth. Another key change is the removal of National Curriculum assessment levels as the measure for reporting progress. If your daughter took SATs exams at the end of the primary phase of her education, you will be aware that she was not awarded a National Curriculum level when the results were reported. Instead of this, she was given a score ranging between 80 and 120, with 100 being the government's "expected standard."

GCSEs have also been reformed, and are now more rigorous and challenging, with a new grading system of 1 to 9 replacing the former G to A\* system. It is now much more difficult to achieve the very top grade.

These changes provide schools with the opportunity to create a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. We should no longer see Key Stage 3 and Key Stage 4 as separate courses, but rather as a continuum.



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IN ASSOCIATION WITH: KD GRAMMAR SCHOOL AND MANCHESTER MUSLIM PREPARATORY SCHOOL  
REG. COMPANY IN ENGLAND NO. 03544402 REG. CHARITY NO. 1073862





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With this in mind, we are in the process of reforming our current assessment policy for students in Years 7 and 8. We hope to achieve a Key Stage 3 curriculum and assessment model which:

- Uses data from prior attainment, e.g. Key Stage 2 SAT results, Cognitive Abilities Tests (taken by all students on entry to the school) to set ambitious targets for students leading to achievement in Year 11 above her minimum expected GCSE grade;
- Is focused on developing the key concepts, knowledge and skills needed for success in KS4;
- Is based on high expectations and challenge for all;
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas;
- Incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions;
- Uses information from assessment results to reliably identify what students have/have not understood and to inform future teaching and learning, including intervention needs.

Your daughter has recently taken her winter exams. Towards the end of January you will receive a report giving the results of her exams, alongside information relating to her minimum expected grades at GCSE in each subject, and the extent of the progress she is currently making towards achieving these. Where she is not making expected progress, teachers will give a brief comment as to the reason why, and any pertinent advice. You will also receive a booklet containing more detailed information about the assessment system.

We hope the new assessment system will provide more useful information to students and parents about precisely what skills and knowledge they have acquired, and where the gaps to be filled lie. It will no doubt take some time to get used to this new system, but we are confident that it will prove more useful to all involved in the long run.

May I take this opportunity to wish all students and their parents a relaxing and enjoyable winter break.

*Wassalam*

Mrs E Smart  
Assistant Head Teacher



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