

Managing National Assessment Report

Taieri College

July 2022

FINDINGS OF THIS REVIEW

Taieri College

26 July 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions and considerations

No action required

The school has no action items relating to the quality of their assessment systems.

For consideration

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider within the next year:

- continuing to review its response to the NCEA change programme, to ensure that all curriculum areas are prepared for full implementation in 2024.



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7 September 2022

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 30 May 2018 Managing National Assessment Report The two action items from the 2018 report have each been thoroughly addressed by the Principal's Nominee. Where the school is assessing standards that have a Workforce Development Council as the standard-setting body, the external moderation process for these standards now mirrors the robust evaluative process followed by the school for NZQA moderated standards.

The assessment information that the school provides to parents, students and staff at individual and policy levels is current, comprehensive and accurate.

External moderation processes and response to outcomes The school has effective processes to follow up and resolve any issues identified by external moderators. Since the last Managing National Assessment review, the school has reviewed and updated its evaluative systems, including an Issues and Actions document that is completed whenever an external moderator returns a finding of not or not yet consistent for a standard. The Principal's Nominee discusses any issues with the Curriculum Director or Teacher in Charge of that subject who then looks into the issue described by the moderator and documents the actions that have been taken to rectify any issues. The Principal's Nominee, Curriculum Director and Teacher in Charge all sign that any actions, completed or ongoing, are adequately addressing the issue. The Principal's Nominee monitors and documents the resolution of all NZQA or Work Development Council external moderation concerns.

External moderation results are very positive, affirming that the majority of assessor judgements are at the national standard. Curriculum Directors value external moderation for the feedback provided and incorporate it into their course evaluations and future planning. About half of the standards in the school's external moderation plan in 2022 were suggested by the school to address areas of potential concern. The Principal's Nominee intends to ask curriculum areas to suggest further standards for the 2023 plan to support timely and relevant feedback for assessors and ongoing improvement to assessment programmes.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

The Taieri College's review processes are embedded and sustainable, with clear oversight by the senior team and ownership within curriculum areas of ongoing review, systems, and tracking progress towards meeting goals. The Board of Trustees, senior leadership team, and Curriculum Directors are all involved in discussion and analysis of student results, setting achievement goals, and initiatives such as curriculum review to enhance assessment programmes and meet student needs. The Board of Trustees reviews policies at regular intervals and student and staff assessment handbooks are reviewed annually by the Principal's Nominee for currency and usefulness before they are made available to staff and students.

Over a two-year timeframe the Principal's Nominee meets with each Curriculum Director or Teacher in Charge to review and discuss the development, delivery, marking, moderation and reporting of assessment within their areas. A self-compliance document is used to help facilitate these discussions. Curriculum Directors also meet with the teachers in their departments to discuss each of the above on a regular basis. The Principal's Nominee meets more regularly with new Curriculum Directors, to ensure that they are conversant with school assessment processes.

Review processes are evidence-based and systematic Evidence is used to inform teacher practice and course design. Staff collate both ongoing and summative evidence to ensure that assessment is robust and meets student needs. Teachers survey the students in their classes to obtain feedback on each course and assessments included. At the start of a new year, each teacher is required to write a brief report on the strengths and concerns indicated by the previous year's results and any actions that will be taken within the next year to help improve student outcomes. Curriculum Directors then compile results and analysis for their curriculum areas into annual reports that together allow the Board of Trustees to clarify their annual plan for the college and subsequently contribute to department goals.

The Principal's Nominee has regular discussions with Curriculum Directors about how their curriculum area is assessing standards and how they know that members of their curriculum area are following the school's assessment procedures. Teachers work with each other and with the Principal's Nominee to clarify assessment matters such as extension requests or authenticity. NZQA update information is regularly circulated to relevant teachers and discussed in staff meetings. The Principal's Nominee and Curriculum Directors meet fortnightly to discuss NCEA matters and make decisions on how any changes are implemented in a collaborative manner.

Preparing to implement changes to NCEA Taieri College is continuing to clarify its strategy in response to the requirements of the NCEA Change programme. Some students have participated in digital external assessments and given positive feedback, and the school is increasing its digital entries in 2022. The school is piloting the Literacy and Numeracy co-requisite standards this year and reviewing the process. The school could consider holding further discussions with teachers about how the new standards will be introduced and any associated implications for assessment practice and school courses. This would contribute to planning at whole-school and curriculum area levels and help to ensure that all teachers and school systems are suitably prepared for the changes.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Fair and credible collection of evidence for assessment The school has strong and consistent expectations for the collection of valid and authentic evidence for assessment. Students are given extensive feedback and feedforward on their learning to ensure that they are assessed when both they and the teacher are confident that achievement of the standard is within their reach, or until the final deadline for the assessment, if there is one. Students spoken to for this review described teachers giving full explanations of assessment criteria and as much

guidance as possible within the rules. They appreciated that different forms of evidence could be submitted for assessment, including naturally occurring evidence from class work. There are robust measures for ensuring the authenticity of student work that are flexible enough to support students working in a hybrid environment.

Valid evidence gathering for derived grades Taieri College procedures ensure that all grades submitted as potential derived grades have been subject to a quality assurance process. School evidence exams are critiqued, grades verified, and the process documented before grades are submitted to NZQA. School examination expectations and requirements mirror external examinations so that students are familiar with examination rules. This ensures the validity of their grades.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Proactive and purposeful internal moderation processes Curriculum Directors have strong leadership and ownership of internal moderation processes within their curriculum areas, ensuring that only quality assured results are reported to NZQA. The Principal's Nominee has oversight of moderation systems and supports Curriculum Directors to evaluate their processes. Teachers are proactive in referring to NZQA clarification documents and other assessment support materials, documenting any networking with colleagues and subject associations outside the college to maintain their understanding of the national standard. Teachers select from a range of verification strategies, including strategic selection at grade boundaries, to ensure that new assessors are supported, tasks are thoroughly reviewed, and that the process contributes to ongoing improvement.

Documentation and monitoring of internal moderation Clear and comprehensive records of internal moderation are kept within departments and checked by the Principal's Nominee on a regular basis. Verification records are referred to in department meetings, to address any areas of concern before future assessments. Documentation is kept within department digital or physical files to which the Principal's Nominee has access. Teachers retain exemplars of student work to illustrate verification discussion points and support future assessor judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Taieri College has effective processes and procedures for meeting the assessment needs of their students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing expanding opportunities for digital assessment including digital exams
- engaging in Literacy and Numeracy standard pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Taieri College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Taieri College has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Taieri College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Taieri College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Taieri College reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Taieri College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes.

Taieri College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Taieri College:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *New Zealand Qualifications Framework – Student Handbook 2022 Assessment Procedures – Taieri College*
- *New Zealand Qualifications Framework – Staff Handbook 2022 Assessment Guidelines and Procedures – Taieri College*

The School Relationship Manager met with:

- the Principal's Nominee and Assistant Principal for the senior school
- Curriculum Directors for:
 - Arts
 - English
 - Mathematics
 - Physical Education and Health
 - Science
 - Social Sciences
- three students.

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.