Managing National Assessment Report

Al-Madinah School

March 2023

FINDINGS OF THIS REVIEW

Al-Madinah School

28 March 2023

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 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

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
To review the effectiveness of their response to external moderation outcomes to support improvement to the assessment judgements of some teachers.	Immediate on receiving external moderation outcomes
Internal moderation to ensure the reporting of credible results	
To review the effectiveness of their internal moderation procedures to help ensure that the grade verification process challenges and improves the assessment judgements of some teachers.	Immediate

Kay Wilson
Manager
School Quality Assurance and Liaison

03 May 2023

NZQA

0800 697 296

www.nzqa.govt.nz

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 20 June 2018 Managing National Assessment Report   There were no items for the school to action in this report. However, one item for consideration has been addressed. The NCEA student handbook is now reviewed each year in consultation with students to ensure it is up to date as well as fit for purpose.

External moderation response to outcomes and processes   The school must review the effectiveness of their response to external moderation outcomes to help ensure that improvement is made to the assessment judgements of some teachers.

The Principal's Nominee monitors external moderation outcomes where moderators have identified poor levels of consistency with the standard and provides guidance to Heads of Department to help them develop effective responses to moderation reports. This includes changes to grade verifiers, use of Pūtake, NZQA's Learning Management System, seeking clarification or submitting appeals, support from subject associations or best practice workshops.

Although these processes are appropriate, external moderation reports continue to indicate that the assessment judgements of some teachers are not yet consistent with the national standard. An effective response to external moderation will further develop teachers' understanding of the standards they assess and their grade boundaries. This will support teachers making assessment decisions consistent with the standard.

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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)

Teachers and departments see review as an essential element of self and department improvement. Classroom teachers, Heads of Department and Senior Leaders regularly review their assessment practice and the courses of study offered. This assures Senior Leaders that issues and improvements are effectively identified and acted on.

Senior Leaders are encouraging the shared ownership of school-wide assessment practices, review, and the building of capability throughout the school.

Department Review   A comprehensive and effective review process has led to the modification of courses and assessments. These reviews include considering student

voice, assessment data, moderation reports and feedback on participation from subject associations.

Teachers and departments review topics throughout the year and also conduct an end of year review. Changes have been made to best meet learning and assessment needs with the aim of ensuring the best outcomes for students. Teachers provide differentiated opportunities to cater for the learning needs of all students depending on their future pathways.

Review of writing and reading programmes to ensure student readiness for the corequisites   The school's aim is to be able to identify those students who may be at risk of not achieving this requirement to gain a qualification and to put measures in place to support them.

School-wide professional development has begun for all teachers with a focus on a whole school approach to reading and writing for the literacy and numeracy corequisites. They have engaged an external provider to support the professional learning of all staff, including those in the junior school. This is an ongoing programme and at the time of the review data was not yet available to indicate the effectiveness of the programme.

Student self-efficacy   In response to review, Al-Madinah has increased the support and guidance for students, by all teachers, with an emphasis on student ownership and agency for learning and assessment. Students interviewed spoke about being supported to identify their strengths and weaknesses, career aspirations and the requirements for their choices. Students are encouraged to monitor their achievement and to do this through both the NZQA website and the student portal.

Student success after leaving school demonstrates the effectiveness of the support provided. Tracking has shown that students are able to enter the tertiary courses they have chosen due to having obtained the requirements from school and, just as importantly, understand what these are and how to achieve their goals.

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)

Maintaining school-wide credible assessment   Consistent practice is evident in the robust assessment systems that have been established. Students and staff interviewed were well informed about the school's assessment practices and procedures. There is understanding of the rules concerning authenticity, breaches of assessment rules, missed and late assessments as well as resubmission and further assessment opportunities. Students spoken to were well informed and agree that the rules are applied consistently by all teachers.

Students discussed plagiarism and the processes in place to ensure the authenticity of student work. They spoke about the authenticity form which is signed by both the student and parents, and the use of Google classroom checks. Students felt teachers could easily gauge if a student's work is their own through knowledge of the student and their ability. The students were aware of their obligations to adhere to the rules surrounding academic integrity, and how that aligns with authenticity requirements. Teachers in all subject areas as well as the Principal's Nominee discuss with students what authenticity looks like and how it is managed by the school, what checks are used and the consequences of submitting unauthentic work. Authenticity

is closely monitored by all teachers as well as Heads of Department and, if needed, the Principal's Nominee. To date the school has had no issues with students submitting unauthentic work and the Principal's Nominee believes this is due to both students and staff awareness of the authenticity requirements.

Providing opportunities for digital assessments including exams   Al-Madinah continues to provide a number of opportunities to ensure their students are ready for the digital first approach to assessment. Opportunities for students to be engaged in digital assessments include external examinations and internal assessments which are all completed digitally.

Teachers feel the students are well prepared for the digital first approach and students spoken to had confidence in this space. They are a bring your own device (BYOD) school.

Extending assessment opportunities   Al-Madinah continues to provide a variety of assessment opportunities for their students. This now includes providing Gateway and STAR opportunities and the school has Memoranda of Understanding with Techtorium, Safety and Action LTD, NZ Management, Competenz and Fairview Education Services. This has extended learning opportunities to include health and safety, auto engineering, web design and driver's licences. They are further investigating other opportunities for all their students.

The school continues to use opportunities for learning and assessment provided by Te Aho o Te Kura Pounamu so all students are able to follow their chosen pathways when the school is unable to provide the required subject option.

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)

Internal moderation procedures   The school must review the effectiveness of their internal moderation procedures to help ensure that the grade verification process challenges and improves the assessment judgements of some teachers. A strengthened moderation process is required to achieve this.

In some subject areas and for some teachers, the grade verification process appears to not be challenging the assessment judgements in a suitably robust manner to ensure that appropriate grades are awarded. Evaluating the effectiveness of verification partnerships along with reviewing external moderation outcomes would help to identify issues. Possible solutions could be the changing of teacher verifiers where the history of external moderation outcome is not yet consistent or not consistent. Extra support may involve finding appropriate verifiers through contacts from other schools to provide the expertise required.

The Principal's Nominee monitors the internal moderation process by checking the documentation. Internal moderation cover sheets are checked by Heads of Departments and the Principal's Nominee with the aim of ensuring only quality assured results are reported to NZQA. These are stored with student work in anticipation of the standard being selected for external moderation. The selection of student work for internal moderation is strategic, with the focus being on grade boundaries or where a teacher is unsure of a segment of the assessment task or

schedule. Although teachers seem to be choosing good samples to receive feedback on, the monitoring is not robust enough to identify that the issues identified by moderators are going unaddressed. New teachers are supported in this process and given guidance to ensure the effectiveness of the internal moderation process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Al-Madinah School 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

- 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

- identifying and providing 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.

Al-Madinah School 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

Al-Madinah School 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 students work

- using grade verifiers from outside the school

- documenting the completion of steps within internal moderation processes

- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Al-Madinah School 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

- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Al-Madinah School effectively uses 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.

Al-Madinah School 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

Al-Madinah School 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

- celebrating students' success.

Al-Madinah School 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 Al-Madinah School:

- 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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023.*

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
- *Al-Madinah School Staff Handbook NCEA/NZQF school wide policies and procedures 2023*
- *Al-Madinah School Student Handbook NCEA/NZQF school wide policies and procedures 2023*
- Board of Trustees Assessment Policy

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Department for:
    - Commerce
    - English
    - Mathematics and Teacher in charge of Science
    - Religious Education
    - Social Sciences
    - Technology
- three students.

There was a report-back session with the Principal, Principal's Nominee and the Head of Department English 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.