**Appendix 3: 2022 External exams Self-Review tool**

 **Review completed by**

 **Date**

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| **Checklist** |
| **Rooms + Equipment** | **Agree** | **Could do better** |
| All the rooms we used had sufficient light and were kept at a good temperature |  |  |
| We controlled the noise outside the exam rooms especially at interval, lunchtime and after school and controlled the use of the school bell |  |  |
| The desks were far enough apart, the desks did not wobble and there was room at the back for the supervisor |  |  |
| The rooms we used had good access to toilets for students |  |  |
| We had adequate equipment such as clocks, white boards, audio equipment, video equipment, computers |  |  |
| Changes for next year1.2.3. | **Who is responsible?** | **When will it be done?** |
| **Office support** | **Agree** | **Could do better** |
| Our office staff knew what exams were on, where the exams were, and who to contact if there was a problem or students required assistance |  |  |
| Our office staff knew who the EC staff were and could help them if needed |  |  |
| Changes for next year1. 2. | **Who is responsible?** | **When will it be done?** |

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| **Students**  | **Agree** | **Could do better** |
| We ran our school practice exams the same as the NZQA exams so that students knew what to expect in external exams. They knew about cell phones, calculators and emergency packs |  |  |
| Our Exam Centre Manager briefed the students effectively so they know what to expect |  |  |
| We gave out the exam admission slips at a good time so students didn’t lose them and any errors could be fixed |  |  |
| Students knew how to get a replacement exam admission slip if needed |  |  |
| Students knew where to go for their exams, particularly if they were away from where most of the exams were held |  |  |
| Students were kept calm outside the exam rooms and well behaved in the exam room |  |  |
| We managed any students who had clashes in exams (they knew what to do, they had a separate room, lunch, no contacts, no cell phone) |  |  |
| Our students knew who to contact if they had issues such as they were delayed getting to exam, they came late or they were not sure of their room |  |  |
| Our students knew who to contact if they needed to apply for a derived grade |  |  |
| Any leavers who had returned for exams were looked after, knew the expectations and where to go  |  |  |
| Any students from other schools, Te Kura, or home-schooled students were looked after, knew the expectations and where to go |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |
| **Exam Centre Management Staff** | Agree | Could do better |
| We met with the Exam Centre Manager to plan rooms, arrange equipment and address any potential issues |  |  |
| Our Exam Centre staff had access to tea and coffee and toilets |  |  |
| Our Exam Centre staff had access at all times to support if they were the sole supervisor for an exam or if there was a discipline issue |  |  |
| Senior staff kept in contact with the Exam Centre Manager during the exams to resolve any issues |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |

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| **Special Assessment Condition (SAC) Candidates** | **Agree** | **Could do better** |
| Our SAC students knew where to go for each of their exams |  |  |
| Our SAC students knew what they were entitled to use in each exam and did not ask for changes |  |  |
| We had sufficient rooms for separate accommodation for eligible SAC candidates |  |  |
| The rooms we used for separate accommodation were adequate (light, heat, quiet) |  |  |
| Our Exam Assistants (readers, writers etc) were trained for their role and had previously worked with the students |  |  |
| Our students who used computers were organised (cleared computer, no internet access, printers, a technician available) |  |  |
| We managed any late entries for SAC students well before exams started, including arranging rooms |  |  |
| Our SENCO was given a copy of what SACs were used to help next year’s applications |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |
| **Entries, late entries**  | Agree | Could do better |
| Our teachers knew how to check entries on the NZQA website and did so well before 1 September |  |  |
| Any late entries were unavoidable (new students to the school…) |  |  |
| We had no entries for Scholarship or NCEA that should have been withdrawn  |  |  |
| Our ECM was provided with a list of late entries as early as possible before the exams started |  |  |
| Students knew that they were late entries and told to check they had the correct standards when they were in the exam room |  |  |
| Students who had a clash were informed as soon as the entry was processed. Options were discussed early in the year if students had three exams scheduled for one day. |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |

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| **Property Managers/Caretakers/Ground Staff** | Agree | Could do better |
| Our staff were made aware of requirements for rooms, furniture, cleaning, not removing cardboard from under the legs of wobbly exam desks |  |  |
| Our staff knew when and where exams were to be held, so that noisy activities did not happen near these rooms (lawn mowing, maintenance, building) |  |  |
| No repairs or maintenance was scheduled for the exam rooms, or the adjacent rooms  |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |
| **Teachers** | Agree | Could do better |
| Our teachers were told about exam behaviours, such as not entering any exam room, not to ask the supervisors for exam papers |  |  |
| Teachers were organised to clear calculators for exams where a calculator can be used |  |  |
| Our teachers cleared any rooms used for exams of materials that could compromise authenticity |  |  |
| Teachers helped to keep noise away from the exam rooms especially at interval, lunchtime, after school and between classes |  |  |
| The Principal's Nominee was notified of any big groups of visitors during the exam time so there was no impact on exam candidates |  |  |
| Teachers were organised to help manage students at the start of the big exams |  |  |
| Teachers had valid, pre-existing standard specific evidence available if needed for a derived grade |  |  |
| Our teachers met the deadlines for sending work for external marking (Technology, Visual Art) |  |  |
| Our teachers met the deadlines for entering provisional and final grades (MCAT, Visual Art, verified languages) |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |

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| **Emergency Planning** | **Agree** | **Could do better** |
| We had submitted emergency grades for all standards to NZQA using our student management system  |  |  |
| We had downloaded a digital copy of the exam entry slips that could be accessed in case the internet was slow or unavailable |  |  |
| We had cell phone contact details for our School Relationship Manager, ECM, Supervisors and Exam Assistants |  |  |
| We checked that the contact details in NZQA’s School Administration are correct.  |  |  |
| Our School Relationship Manager and ECM had up-to-date cell phone numbers for the Principal's Nominee and other key personnel |  |  |
| We had a way to inform students in the event of an emergency (answer phone message, website message Facebook message, sms, twitter message … |  |  |
| Changes for next year1.2. | Who is responsible? | When will it be done? |