

Managing National Assessment Report

Selwyn College

August 2022

FINDINGS OF THIS REVIEW

Selwyn College

16 August 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 very 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:

- checking of learning areas by the senior leadership team that any issues identified in external moderation feedback have been successfully resolved.



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30 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 20 September 2016 Managing National Assessment Report

Selwyn College has addressed the two action items from this review. The school has clarified with teachers the requirements for selecting a purposeful and sufficient sample of student work for verification for internal moderation purposes. Teachers complete an Internal Moderation Coversheet to attest that all steps in the internal moderation process have been completed. These are monitored by the Principal's Nominee, with results sent to NZQA when evidence of the completed process has been confirmed. This ensures the validity of student's assessment submissions and the credibility of results.

External moderation processes and response to outcomes External moderation outcomes affirm that the majority of assessor judgements are consistent with the standard. Teachers value external moderation for the feedback provided and incorporate it into their course evaluations.

The school has effective processes for following up issues identified by external moderators. Leaders of Learning Areas and teachers complete a template in response to the external moderation feedback they have received and how they plan to address any issues. This ensure the Leaders of Learning Areas are aware of the required changes and are responsible for ensuring they are carried out.

Teachers are encouraged to use the clarifications and appeal processes available through the moderation tool and to ask for standards to be added to the moderation plan the following year. Teachers identify any support they may need, such as opportunities for professional development. The use of Pūtake is encouraged, as is contact with subject associations, to help improve teachers' knowledge of the standard and what is required for each grade boundary.

Each year, the Principal's Nominee discusses any issues with learning areas, documenting the actions that have been taken to rectify these. The next step is for the Principal's Nominee and Leaders of Learning Areas to attest that any actions, completed or ongoing, are adequately addressing these issues.

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)

Selwyn College has clear policies and procedures that ensure assessment practices meet the needs of students and remain credible. Self-review of assessment is effective at all levels of the school with the Principal, senior leadership team and teachers involved in discussion and analysis of student results and any future initiatives that may enhance assessment programmes and further meet student needs. The school's review processes are embedded, with clear oversight by the Principal and the senior leadership team, and ownership by teachers within learning

areas of ongoing review to ensure assessment consistency and effective tracking of student achievement.

A good example of this is the function of the Quality Assurance Group, a long-standing forum made up of representatives from each learning area and chaired by the Principal's Nominee. This was set up to ensure assessment practices for gathering evidence, internal moderation and data recording and analysis were consistent across all learning areas and that the courses offered continued to meet the needs of students and their pathway aspirations. This group is instrumental in building capability amongst all teachers, with group members changing every two years to promote school-wide expertise. This also enables the sharing of good practice and the continual development of quality assurance processes and procedures across the school.

Preparing for NCEA changes The school has been reviewing its readiness for the changes to NCEA in 2024 by piloting the Literacy and Numeracy co-requisite standards and increasing their participation in digital practice examinations and digital external examinations.

The school has targeted year 10 students and some year 11 students to trial these new co-requisite standards. The students found the digital format on Assessment Master, NZQA's digital platform, easy to use and overall thought it was a positive experience. The school will engage with these standards again next year and this will help to ensure that teachers have the opportunity to get suitably prepared for the changes.

A group of teachers are gaining confidence with using Assessment Master, encouraging others to also learn how to use this platform. The number of students engaging with digital practice exams and digital exams for NCEA at Level 2 and 3 is increasing each year. Students are well-supported to register and use their Learner Login in preparation for these exams.

Review of assessment at year 11 This year, the school has changed the focus of their year 11 programmes away from gaining NCEA Level 1 to providing more opportunities for deeper learning and preparation for NCEA at Level 2 and 3. The school initiated this change in response to concerns about over assessing and associated stress on students from assessment over three years. The school looked at achievement data and found that NCEA Level 1 was not crucial as the majority of students leave school with NCEA Level 2 or 3. Year 11 students are still entered in at least one standard per subject to give them experience with standards based assessment.

This change in Year 11 programmes has enabled the school to extend its focus on formative assessment and meaningful teaching and learning contexts. This has led to more differentiation in classes, with students working at their appropriate curriculum level rather than all students completing Level 1 NCEA standards at the same curriculum level. Teachers have been able to take advantage of some collective learning opportunities without the constraints of their previous Level 1 assessment timelines, such as a Physical Education camp and Art programmes offered for a day at local museums.

The school community have accepted this change and teachers are enjoying the flexibility it offers and the ability to extend learning. The school has noticed the students are more engaged but are aware the benefits of these changes are not fully evident due to the ongoing effects of COVID-19 disruptions.

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)

Gathering valid evidence for derived grades Selwyn College procedures ensure that all grades submitted as potential derived grades have been subject to a quality assurance process and that these results are valid, reliable and authentic. Evidence from school practice examinations is verified and this is documented before grades are submitted to NZQA. School examination expectations mirror NZQA external examinations so that students are familiar with examination rules and to ensure the validity of their grades.

Collecting fair and credible evidence for assessment The school has 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. Students spoken to for this review described teachers giving full explanations of assessment criteria and as much guidance as possible within the rules. There are robust measures for ensuring the authenticity of student work and students are made aware of these.

Meeting student need is a priority The school focuses on providing meaningful pathways leading to relevant qualifications to match the needs of students. The school annually reviews the courses offered, using achievement data and student voice to inform any changes. The priority is to engage students in learning and assessment while ensuring their abilities, achievement goals and interests are met. In 2023, courses in Food and Multi-materials Technology will be offered in recognition of the interests of the current year 11 student cohort. General courses in Mathematics and Science have also been added to the options available at year 13 to give students a way to continue with STEM subjects without the need to specialise in any particular area.

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)

Documenting and monitoring internal moderation The Principal's Nominee and the Quality Assurance Group regularly check that clear and comprehensive records of internal moderation are kept within departments and fulfil the requirements outlined in the staff handbook. Teachers retain documented evidence of moderation processes to inform future decisions. Verification records are referred to in department meetings and used to address any areas of concern before assessments are used again. Records are kept within learning areas digitally or as physical files to which the Principal's Nominee has access and can easily monitor to ensure they are kept up to date. Teachers actively select exemplars of student work as benchmarks to illustrate grade verification discussion points and support future assessor judgements.

Leaders of Learning Areas have strong leadership and ownership of internal moderation processes within their learning areas, ensuring that only quality assured results are reported to NZQA. The Principal's Nominee has oversight of moderation systems and supports teachers 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 to ensure that new assessors are supported, tasks are thoroughly reviewed, and that the process contributes to learning area review.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Selwyn 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 opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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.

Selwyn 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

Selwyn 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
- 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.

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

Effective management and use of assessment-related data

Selwyn 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.

Selwyn 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

Selwyn 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
- celebrating students' success.

Selwyn 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 Selwyn 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
- *Assessment and Moderation Procedures, Selwyn College 2022* (Staff Handbook)
- *Student e-Portfolio, Selwyn College 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning Areas for:
 - English
 - ESOL and Languages
 - Health and Physical Education
 - Mathematics
 - Social Sciences
 - Visual Arts
- two 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.