

Managing National Assessment Report

Fairfield College

August 2024

FINDINGS OF THIS REVIEW

Fairfield College

23 August 2024

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 2022.

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 2022.

Actions and considerations

Agreed actions

The school agreed that one action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
Strengthen systems for tracking readiness for literacy and numeracy assessment so identified students can be supported across all subjects	Ongoing from Term 3

For consideration

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

- developing a programme for growing student agency in understanding their assessment progress towards qualifications
- promoting wider use of the Assessor Practice Tool in Pūtake, NZQA's Learning Management System
- using school-based evidence to support applications for special assessment conditions.

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21 November 2024

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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 24 May 2019 Managing National Assessment Report

The action points from the last Managing National Assessment review have been addressed. The Principal's Nominee regularly reviews the assessment handbook and has updated the resubmission process to align with NZQA terminology enabling a consistent approach to assessment practice. The school has good processes in place to identify and support students eligible to use special assessment conditions. The provision of SAC is embedded across the school. Students are identified as soon as possible so that learning programmes and assessments take their needs into consideration and the appropriate support is provided in assessments. To ensure students have access to fair assessment, the school could consider increased use of school-based evidence to support applications eliminating any financial barriers.

External moderation response to outcomes and processes The Principal's Nominee works closely with Heads of Faculty to develop action plans for standards identified as Not Consistent or Not Yet Consistent according to the school's moderation procedure. The Deputy Principal (Curriculum/Assessment) shares with the Principal and Board of Trustees what communication has taken place and the outcome of any change that was put in place. Where appropriate, teachers are encouraged to query or appeal external moderation outcomes to clarify the standard. The Principal's Nominee provides purposeful support for middle leaders to develop their own assessment capability and develop other teachers in their subject area. Action plans are developed soon after receiving feedback and progress is documented and communicated to the Principal's Nominee who shares this with senior leadership.

Teachers value the feedback from external moderation and use it to inform their self-review. Fairfield College's review systems are well understood by staff and promote effective response to external moderation feedback. Senior Leaders can be confident that assessor judgements are at the standard. It is embedded practice in the school that teachers request specific standards to be externally moderated to get targeted feedback on their assessment practice. In a subject where recent external moderation indicated inconsistencies with assessor judgements, the Head of Faculty sought advice from subject experts in developing an action plan and supporting the teacher. This standard has been selected for external moderation again in 2024.

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)

Self-review is embedded in teacher practice at Fairfield College. Within faculties, teachers review and adapt teaching, learning and assessment programmes for courses based on assessment data, feedback from moderation, student voice and teacher reflection. Heads of Faculty and the Principal's Nominee have good lines of communication to share understanding of assessment approaches and changes that need to be made to assessment planning, including assessment and moderation timelines.

Tracking readiness for literacy and numeracy assessment Fairfield College has appointed designated Literacy and Numeracy Coordinators, and the school intends to invest in developing adaptive programmes and formative assessment to support students gaining the necessary skills for progress. The school needs to develop a system for tracking student readiness for assessment for the dedicated co-requisites for literacy and numeracy. Currently, the school's leadership is establishing a school-wide plan to enhance literacy and numeracy skill acquisition across curriculum areas. Improving outcomes for these competences will support students to meet the requirements for the changed NCEA qualifications.

Developing teachers' assessment capability Teachers are supported by the school's professional growth cycle to develop their assessment capability. Wider engagement with NZQA's Learning Management System, Pūtake, and other assessor support material was identified by the Principal's Nominee as useful tools to assist in the mentoring of new teachers, teachers new to NCEA and single subject teachers. Encouraging teachers to use the Assessor Practice Tool in Pūtake will also help them build confidence in making accurate grade judgements.

The staff Mahi Tahi groups are the organisation framework for Fairfield College's professional growth cycles. These groups engage in collaborative inquiry to improve student engagement and achievement underpinned by professional learning for catering to the needs of Māori students. The primary drivers for change are Cultural Relationships for Responsive Pedagogy, cooperative learning, and Rongohia te Hau.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Assessment support for students Teachers at Fairfield College develop strong learning relationships with their students, helping them understand their capabilities and identify the support they need to be confident with assessments. Students are assessed when ready and programmes are tailored to individual student pathways, aspirations and qualifications goals.

The school reports results for internal assessment in a timely manner. Students are given access to a wide range of standards and withdrawn from the standards they decide not to enter for. If they are given the chance to be assessed, a grade will be reported, including Not Achieved if no work is submitted. All assessors take responsibility for this process.

Growing student agency Fairfield College provides comprehensive assessment handbooks that are shared with students, staff and whānau at the start of the school year. Students are supported to set up their login to MyNZQA, the student portal, in timetabled classes. By developing a programme and timetable for communicating assessment information via Pouako classes, students would have access to consistent assessment information from their teachers. Including support for students to access their MyNZQA student login at key points in the school year would help students grow agency of their assessment data and help them understand and track their progress towards qualifications and career pathways.

Developing a schoolwide approach for authenticity Teachers described how they communicate authenticity requirements with students and had good processes

for tracking student work to identify potential issues. Using the school's student management system to record breaches, will provide greater confidence for the Principal's Nominee that all instances of authenticity breaches are recorded.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation processes assure reporting of credible results

Fairfield College's internal moderation processes are embedded in its quality assurance practice. The Principal's Nominee has put in place processes within the school's student management system for completing internal moderation. Staff report that this has improved the shared understanding of the moderation process across the school, from checking assessment through to marking and verification. It has also supported the completion of quality assurance processes and review of each standard assessed.

Effective monitoring by the Principal's Nominee helps ensure that all results reported to NZQA have been verified and are credible. The Senior Leadership Team can be confident that all grades reported have been moderated.

Teachers at the school have sound understanding and ownership of what constitutes good assessment and moderation practices. This is backed up by a transparent monitoring system to track the moderation progress for each internally assessed standard. This enables any issues in teachers' processes to be identified and resolved. The Principal's Nominee is encouraging all assessors to submit materials for external moderation in a digital format. This would support earlier reporting of feedback and the clarification and appeals process.

Teachers at the school mirror the quality assurance process for internal assessment to collect verified evidence for derived grade purposes across subjects with end of year exams. The Principal's Nominee is looking into why reporting of derived grades via the student management system has not occurred. This has not affected the derived grade application process which is managed effectively by the Principal's Nominee.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Fairfield College has effective processes and procedures for meeting the assessment needs of its 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Fairfield 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
- 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Fairfield 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.

Fairfield 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

Fairfield 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Fairfield 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Fairfield 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.

Fairfield 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.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Fairfield 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 whānau.

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 2022* (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 NCEA Co-requisite Standards, and Candidates 2024*.

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
- *NZQF Assessment and Reporting Procedures, Fairfield College 2024* (Staff Handbook)
- *NZQF Assessment and Reporting Procedures, Fairfield College 2024* (Senior Student Handbook)
- *2025 Senior Subject Guide, Fairfield College.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Faculty for:
 - English (Acting)
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Sciences
- Teacher of:
 - Food Technology
- three students.

There was a report-back session with the acting Principal, Deputy 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.