

# **Managing National Assessment Report**

## **St Peter's School (Cambridge)**

**August 2023**

## **FINDINGS OF THIS REVIEW**

**St Peter's School (Cambridge)**

**Thursday 10, August 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 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.

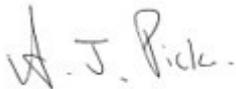
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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 its assessment systems.



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2 October 2023

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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 17 October 2018 Managing National Assessment Report**

St Peter's School has responded effectively to the two agreed actions in this report. The school has standardised the information in the student handbook to align with course outlines and updated their staff handbook, ensure consistent and clear understanding of assessment information.

**External moderation response to outcomes and processes** The school has strengthened its response to external moderation feedback to support the continuous improvement of assessor judgements, and the credibility of results reported to NZQA. The Principal's Nominee has created a pro-forma requiring a response from Heads of Faculty where assessor judgements are inconsistent with the standard. The Heads of Faculty and the Principal's Nominee discuss the response and develop actions to resolve the identified issue. The Principal's Nominee files a copy digitally and checks the effective completion of the action. This good practice has added rigour to the school's quality assurance process.

While the school's moderation history has shown that overall assessor judgements mostly align with the standard, the Principal's Nominee is aware of subjects with a pattern of low consistency of judgements against the standards assessed and is using the response process to effect improvement in external moderation outcomes. Professional learning includes changing the grade verifier, using the query and appeal function in the moderation application, requesting a clarification, using Pūtake, NZQA's Learning Management System, and support from subject associations or best practice workshops.

Digital submission of moderation has continued to increase from 72 percent in 2019 to 100 percent in 2023, allowing more timely feedback from external moderators on the quality of the assessor judgements and assessment tasks.

### 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 continues to be embedded, culturally responsive and effective, to support high levels of student engagement and attainment. Thorough analysis through an annual teacher inquiry and the use of data allows the school to respond effectively to identified issues, develop, and monitor progress towards strategic goals, and improve outcomes for students.

Evidence of the effectiveness of the school's approach is the consistently high levels of student achievement at Level 1 – 3 over past years.

The school is participating in the Literacy and Numeracy I Te Reo Matatini me te Pāngarau corequisite assessments in 2023. This involvement will allow students to gain familiarity with digital external assessment and teachers to build confidence in running assessments on the NZQA digital platform. The school will use the findings

from the corequisite to determine what student readiness looks like, to inform teaching and learning practice and further develop student competencies. The school's IT infrastructure will also be checked, providing the opportunity to resolve any issues that may arise.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Creating a common understanding of credible assessment practice** The Principal's Nominee provides teachers with information about assessment changes and best practice. He gives teachers the opportunity to discuss changes in school or NZQA requirements at staff, faculty, and curriculum meetings.

Effective communication of NCEA information helps to ensure a common understanding and consistent practice, providing students with access to fair assessment.

In addition, teachers make effective use of local subject clusters to evaluate the effectiveness of changes they have made to their assessment practice.

**A consistent understanding of derived grade processes** Heads of Faculty were consistent in their understanding of school processes and NZQA expectations for assessment evidence that may be used for a derived and unexpected event grade. All Heads of Faculty described using appropriate material for assessment to generate evidence for a derived grade. Where more than one teacher taught a subject, grade verification was used to verify assessment decisions. These processes ensure that students receive a fair result should a derived grade need to be applied. High levels of derived grades have consistently been provided to NZQA, ensuring that students will receive a grade if NZQA is required to activate the unexpected event grade process because of an unforeseen incident that disrupts external examinations.

### **Student access to a range of learning and assessment opportunities**

St Peter's School offers a wide range of differentiated academic and vocational learning and assessment opportunities to meet students' aspirations, qualification needs and interests. The students spoken to during the review expressed their appreciation for the academic mentoring and career guidance they receive at the school.

**Special assessment provision is well supported** The school extensively identifies students with entitlements to special assessment conditions. Staff are well informed of these provisions, which are resourced for internal assessments and external exams, removing barriers to fair assessment and achievement.

**Maintaining authenticity in student assessment** The school can be confident in its processes to ensure students produce authentic evidence for assessment. As more evidence is created digitally, steps have been taken to raise awareness of what constitutes plagiarism and breaches of assessment rules. Students are reminded about these in class. Both the Heads of Faculty and students interviewed for this review commented that this is a common theme. Referencing of evidence has been introduced into teaching and learning programmes, so that students correctly acknowledge material from other sources.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

**Documentation and monitoring of internal moderation** Internal moderation is effectively quality assured. Clear and comprehensive records of internal moderation are kept within departments' digital files, accessible to the Principal's Nominee who undertakes regular checks to ensure all steps are completed. Teachers retain exemplars of student work to illustrate verification discussion points and support assessor judgements. Verification records are referred to in department meetings, to address any areas of concern before future assessments.

A robust monitoring system enhances school-wide consistent practice and provides senior leadership with the confidence that all standards are quality assured, helping to ensure assessor judgements are consistent with the standard.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of students**

**St Peter's School (Cambridge) 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
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**St Peter's School (Cambridge) 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**

**St Peter's School (Cambridge) 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.

**St Peter's School (Cambridge) 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**

**St Peter's School (Cambridge) 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.

**St Peter's School (Cambridge) 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 families / whānau about assessment**

### **St Peter's School (Cambridge) 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 / kaiako new to the school through an induction programme to understand school and NZQA assessment processes.

### **St Peter's School (Cambridge) 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 St Peter's School (Cambridge):

- 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 / 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 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
- *NCEA Assessment Information for Staff 2023, St Peter's Cambridge*
- *NCEA Assessment Information for Students and Caregivers 2023, St Peter's Cambridge*
- *St Peter's Trust Board Policy – Assessment Policy 2019 (Review Date July 2023).*

### The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum
- Heads of Faculty/Department for:
  - Commerce
  - English
  - Mathematics
  - Social Sciences
  - Technology
  - Visual Art
- three students.

There was a report-back session with the Head of School, Campus 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.