



# **Managing National Assessment Report**

**Edgecumbe College**

**April 2024**

# **FINDINGS OF THIS REVIEW**

**Edgecumbe College**

**5 April 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.

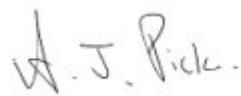
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

## **Actions**

### **Agreed actions**

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

| Action  | Timeframe   |
|---|---|
| <b>External and internal review</b>   |   |
| Ensure external moderation action plans address identified issues.                          | Immediate on receiving external moderation outcomes |
| <b>Credible assessment practice to meet student needs</b>                                   |   |
| Update assessment related communications to reflect current practice and NZQA requirements. | Immediate   |
| <b>Internal moderation to ensure the reporting of credible results</b>                      |   |
| Strengthen the verification process as outlined in this report.                             | Immediate   |



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10 May 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 5 September 2018 Managing National Assessment Report**

The previous review identified three agreed actions, which have all been resolved as follows:

- The college has reviewed and ensured that all staff, students and whānau are aware of the appeals process. It is highlighted by all staff and is included in the student handbook.
- Students grant permission for their work to be used as an exemplar. They confirm this when they sign off on their grades. All names are removed from the exemplars that are kept.
- The data manager checks and reconciles all documentation to provide the Principal's Nominee confidence that all results reported are quality assured.

#### **External moderation response to outcomes and processes**

Assessor judgements in some subject areas have historically low levels of consistency. The Principal's Nominee needs to invite more robust discussion and provide support in the development of action plans that will enable teachers to implement an effective response to the issues identified by NZQA moderators.

**Examination Centre Audit** The 2022 Quality Assurance check of the school's examination centre identified that the examination centre is compliant.

### **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)*

Edgecumbe College uses its own processes of self-review based on effective use of data analysis and staff/student voice to review programmes and implement changes that improve engagement and reduce barriers to success for all students. Since the last Managing National Assessment review there have been several changes to the college leadership team. However, a constant feature of the college is the willingness and capability of staff to provide engaging programmes that meet all students' pathway goals.

#### **Review of the literacy and numeracy Co-requisite Common Assessment Activities**

Data from the recent NCEA co-requisite assessments has led to a review of student assessment readiness. In 2023, many Year 9 and 10 students were entered to give them experience sitting a digital assessment. In reviewing the results from 2023, the college has recommended that entries should only be made for those students who meet the Ministry of Education's benchmarks for readiness.

**Review of flexible due dates for assessments** In 2023, the college gave students the opportunity of submitting assessments when they were ready. Staff withdrew all due dates and allowed students to hand in assessments once they were completed. Students could progress at their own speed through the assessments of the course,

as long as the authenticity of assessments was maintained. They were given resubmission or further assessment opportunities where appropriate. Staff and students reported that this new flexibility did not work for them. The students wanted firm deadlines to work towards, and staff felt that students often lacked the self-organisation skills to complete work within an optimal timeframe. This review resulted in the college returning to providing students with due dates and revising its extension policy to meet student need.

**Changes to timetable and option structure** Edgecumbe College has explored a variety of ways to allow students opportunities in both vocational and academic subjects, including the provision of blended pathways in response to student need. After trialing several different options, the college introduced one double period per day with a break in between. This has allowed practical subjects to keep going where needed, but also allows the more academic subjects a break in-between. Teachers talked about improved engagement while meeting the needs of all subjects.

**Extending Assessment Opportunities** Edgecumbe College continues to investigate and provide a broader range of assessment opportunities for its students. This includes providing Gateway and STAR opportunities to support those on vocational, or blended pathways. The college has Memoranda of Understanding with a large number of external providers and has extended its consent to assess for additional standards in Hospitality. The variety of opportunities that are offered by the college's trades courses is a highly valued point of difference for its students.

## 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)*

**Ensure the staff and student handbooks reflect current practice** The staff and student handbooks need to be updated and reflect current practice to ensure school-wide understanding and consistency around assessment practice. This includes information regarding the NCEA qualification and clarification of the new requirements to gain the NCEA Co-requisite. This will provide greater clarity for students and whānau as they navigate the changes associated with the rollout of the NCEA Change Programme.

**Purposeful department review** Through their review of programmes, departments aim to provide students with meaningful courses of study. Student voice and data is used to inform course design and changes to their assessment programmes with the focus on meeting student career aspirations and assessment needs. Departments are advised to share with each other how review is done within their subject area, how they collect student voice and what changes are made following their analysis of data. This would support and provide staff with alternative approaches to department reviews and application of practice.

**Literacy in focus** The college has developed a school wide literacy programme, focusing on the building of literacy skills that will enable and support students to be ready to attempt the NCEA Co-requisite. The college has a dedicated literacy class and a teacher employed to monitor literacy progressions across all levels. Achievement data for 2023 shows literacy attainment for students at levels two and three are higher than those of comparable schools and schools nationally.

**Shared ownership of assessment and moderations** The Principal's Nominee has embedded credible assessment practices across the school and has indicated the importance of developing a succession plan for the role. He is keen to share ownership with subject leaders in monitoring moderation practices across all departments.

## 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 including Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Internal moderation procedures** The college must review the effectiveness of its internal moderation practice and procedures to ensure that the grade verification process challenges, and consequently, improves the assessment judgements of those assessors with identified issues over a period of time

In some subject areas and for some teachers where the monitoring of external moderation has identified a trend, the grade verification process appears not to 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 these issues. A change of verifier is recommended where issues arising from external moderation are ongoing and unresolved. Extra support may involve finding appropriate verifiers through contacts from other schools to provide the expertise required. Ensuring the verifier has recent standard specific experience is essential.

The selection of student work for internal moderation is strategic, though often it is the whole class due to the small numbers, 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, weak verification has failed to identify the issues noted by the external moderators.

The Data Manager monitors the internal moderation process by checking the documentation. He checks the internal moderation cover sheets and informs the Principal's Nominee that all aspects of the internal moderation process are followed. This ensures only quality assured results are reported to NZQA.

## **Appendix 1: Effective Practice**

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

**Edgecumbe 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

**Edgecumbe 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**

**Edgecumbe 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
- 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.

**Edgecumbe 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**

**Edgecumbe 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.

**Edgecumbe 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**

**Edgecumbe College has effective processes and procedures for:**

- 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.

**Edgecumbe College assists common understanding of assessment practice by:**

- communicating assessment information, during parent /teacher report evenings 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 Edgecumbe 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
- *NZQA Staff Handbook Edgecumbe College 2022* (Staff Handbook)
- *NCEA Student Handbook Edgecumbe College 2023* (Student Handbook).

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Subject leaders for:
  - English
  - Literacy
  - Music
  - Science
  - Social Sciences
  - Technology
- three students

There was a report-back session with the Acting 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.