Managing National Assessment Report

Spotswood College

August 2022

FINDINGS OF THIS REVIEW

Spotswood College

26 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 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.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Ensure senior management have confirmed the completion of actions to address external moderation outcomes inconsistent with the standard.	Following the completion of the next external moderation round.

For consideration

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

- Internal Verification processes should be given a dedicated time within departments to complete in a timely manner

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October 4, 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 March 2017 Managing National Assessment Report
Spotswood College had four agreed actions from the previous MNA Review in 2017, which have all been addressed. The rules and procedures for offering a resubmission have been clarified in the staff handbook. Teachers interviewed outlined a range of networks outside of the college that they access to enable external verification of assessor judgments to be completed. Up to date copies of Memoranda of Understanding are stored with the Principal's Nominee. Digital assessment and moderation procedures have been developed for staff to follow for the digital storage of student work in shared online platforms for moderation purposes. This has strengthened their assessment systems and increased the credibility of their reported results.

External moderation processes and response to outcomes External Moderation feedback indicates that the majority of the school's assessor decisions are consistent with the standard. Teachers are aware that moderation queries and appeals are available when they require feedback or further explanation on areas, they are uncertain about. The teachers are encouraged to use these two functions to seek advice when needed. The school has a process in place to ensure that teachers reflect on external moderation outcomes and in conjunction with their Heads of Department, they create action plans if needed. The Principal's Nominee tracks the process until the report is received but needs to follow through and seek confirmation from the teacher or Head of Department that any action is implemented and completion is confirmed. The PN has a tracking spreadsheet for this purpose and would benefit from adding a column on the same document to indicate that an action plan has been completed, and another one to ascertain if the desired outcome was reached.

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)

Spotswood College has highly effective practices at all levels which are subject to regular review. Recently the school has undertaken a major review of their curriculum delivery and how related assessment programmes are offered. The timetable has been modified to match these changes and a very student-centred range of course and pathways are available for all students, from Year 9 to Year 13. This allows students to focus on their goals and aspirations through the courses they select. Student voice was a large contributing factor in this major change and continues to be valued in the review of systems in the College.

To ensure all graduates leave with a meaningful qualification, Spotswood College has recently undertaken to review all of its systems and processes in order to offer and deliver a better curriculum for the students and to provide a more meaningful qualification for all graduates. The college has taken on student voice including having a hand in course design that includes their interests and their aspirations. The

college is flexible in its delivery of the curriculum and assessment to ensure that students are given every opportunity to acquire a qualification that is relevant to them personally.

Comprehensive annual self-review of assessment systems to inform course design   Spotswood College conducts its annual self-review within departments linked to the Strategic Plan, which focuses on improving the teaching process for their students with the intention of creating lifelong learners from their graduates.

Teachers analyse student data from assessment results for each standard to formulate goals and milestones for the following year. They use their SMS to break down the data by gender, ethnicity, and grade differentiation. Each teacher writes summary comments about the standards completed to ascertain the effectiveness of the assessment to the course and programme.

The review of course delivery has been further strengthened by the introduction of a mid-year review process that uses student achievement data to identify students at risk of not completing qualifications. Similar to the annual self-review, this is data driven, with the purpose of measuring the pace and appropriateness of the milestones in place, linked to the Strategic Plan. The three areas that are focused on are.

- Student results from each semester
- The situation for each teacher within each department over the semester
- On-going, at-risk students and their courses in conjunction with pastoral information, using catch up periods to ensure that all students achieve to their potential in each semester timeframe.

Credible assessment practice to meet ākonga 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)

Student and community voice valued in meeting student needs   All planning is informed by student voice, through surveys and discussions with their mentors. Students are encouraged to discuss their experience of their courses and take ownership of their progress towards academic and vocational goals with mentors and their teachers. Students interviewed also commented that the school endeavours to put them in the best position to produce work to the best of their ability.

The school tracks and evaluates the assessment data through the year and over a five-year period, focusing on the number of Special Assessment Condition applications, the added value for students under these conditions as well as feedback from students who are entitled to these conditions. Alongside that the college also evaluates the differentiated courses available and progress and milestones of the programmes delivered to the students with a mind to provide the students with value added education and assessment opportunities. There is a focus on Numeracy and Literacy achievement to ensure that students complete their qualifications with all necessary requirements.

Consistent practice school-wide is evident   Spotswood College endeavours to have consistent assessment practice across departments and learning areas. The administrative framework for dealing with information and data, and the fair, valid and reliable structure of assessment practices are well developed and flexible to cater to all situations. Teachers interviewed at the review commented that communication

amongst teachers and departments happens regularly to ensure they are all headed in the same direction and working towards the same goal of qualification achievement for their students.

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)

Internal moderation used as inquiry tool The internal moderation process focuses on discussion among teachers and grade verifiers, to create a consistent understanding of the standard before reporting the grades. Teachers discuss samples of student work and set aside grade boundary examples as benchmarks for future reference. Internal moderation discussion is also used helps to improve the teaching of the curriculum learning outcomes assessed by the standard and can lead to alternative ways of assessment. Discussing samples of student work leads to important questions around meeting the needs of students.

Teachers interviewed said that they would benefit from a more school-wide format of internal moderation verification, instead of leaving it to departments to work it into their departmental agendas. The teachers are looking towards having a school-wide timeline for internal moderation grade verification of tasks and results to be scheduled by the SLT.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Spotswood 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 to offer courses the school is unable to offer

- 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

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

Spotswood 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

- 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

Spotswood 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.

Spotswood 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

Effective management and use of assessment-related data

Spotswood 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.

Spotswood 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 families about assessment

Spotswood 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.

Spotswood 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 Spotswood 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
- Spotswood College Internal Moderation 2022 (Staff manual for Internal Moderation)
- *2022 National Qualifications Framework, Handbook for Teachers and Students (Staff and Student handbook)*.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Teachers of:
  - Physics
  - Physical Education
  - Social Sciences
  - Spanish
- three 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.