

Managing National Assessment Report

Inglewood High School

16 March 2017

What this report is about

This report summarises NZQA's review of how effectively Inglewood High School:

- 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011 (CAAS) and its Guidelines (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report 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 2017* (Assessment Rules).

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 four 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:

- *Inglewood High School Student Assessment Procedures Handbook 2017*
- *Inglewood High School Assessment Procedures 2017* (Staff Handbook)
- *Achievement, Assessment and Reporting Policy*
- an example of a department self-review, Science Department

- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, Deputy Principal Curriculum, three students and Heads of Department for Chemistry, Classical Studies, Food and Hospitality, Mathematics, Science, and Visual Arts.

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.

SUMMARY

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Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

What the school is doing well

Inglewood High School offers a range of academic and vocational assessment pathways to support students' needs. Recent timetable changes have enabled students' career aspirations to be met by attending outside provider programmes without compromising their in-school subject studies. Teachers negotiate individualised and flexible assessment programmes using contexts relevant to students. Assessing students when ready and collecting evidence in a variety of ways, including digital, are features of assessment practice at the school.

Internal moderation is an embedded culture. The Principal's Nominee monitors the process which is documented, ensuring credible results are reported. A robust external moderation follow-up process that includes documenting and monitoring required actions is in place. Staff value external moderation feedback and use it to inform and confirm their assessment decisions.

On-going self-review is a feature of the school. The Principal's Nominee and Deputy Principal Curriculum systematically review assessment practice and processes to ensure credible assessment for national qualifications and the meeting of student needs. Heads of Department are responsible for assessment practice in their learning area. They review their assessment processes with staff and discuss their reviews with the Principal's Nominee to ensure that they meet the school's documented assessment expectations.

Junior and NCEA data analysis is effectively used to inform strategic changes in assessment programmes, improve assessment practice, monitor student outcomes against school and individual goals, and identify those at risk of not achieving. The school has identified a contributing factor to the improvement in Levels 1, 2 and 3 NCEA achievement to be their use of achievement data to identify students at risk and the early interventions put in place.

A range of communication systems is in place to ensure staff, students and parents understand the NCEA qualification and the school's policy and procedures. Sharing of practice and understandings is a feature of the school culture and supports a common understanding of assessment practice.

The Principal's Nominee is experienced in the role. He works in partnership with the Deputy Principal Curriculum to oversee the school's credible assessment practice and leads teachers with confidence.

Areas for improvement

A sign-off process is used to ensure grades submitted to NZQA are accurate. The school plans to remind staff to protect students' privacy during this process.

This review identified refinements are required to the staff and student handbook to clarify some procedures and to reflect teachers' good assessment practice.

The course outline information currently provided to students uses a wide range of formats and in some cases includes assessment procedures. The school plans to develop a template for use from 2018 onward to ensure consistent assessment information is provided to students. To ensure version control of assessment procedures, this information will be removed from course outlines.

Agreed Actions

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- remind staff to ensure student privacy is protected when confirming acceptance of grades
- ensure non-written evidence is captured in sufficient detail to enable verification and external moderation
- develop a course outline template to standardise the information provided to students
- update the staff and student handbook as outlined in this report.

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2 May 2017

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2iv, 3v)

Action Items from 19 September 2014 Managing National Assessment Report

All four agreed actions from the 2014 review have been completed.

Response to external moderation outcomes All materials requested for external moderation were submitted in 2016. An effective process for following-up on external moderation feedback is in place. In response to the identification of a trend in a low agreement rate in a subject area following the 2016 external moderation round, the verifier was changed and additional assessor monitoring and support put in place.

Response to data issues The 2014 Managing National Assessment report identified that school data contained no reported result for 4.6 percent of unit standards and 2.6 percent of achievement standards. In response to this, the school has introduced further checking processes to ensure that student entries for internal assessments that have not taken place are removed prior to 1 December each year. In 2016 all internal entries had a result reported.

Internal review

Evidence found that the school is effectively 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)

A focus on continuous improvement is evident in the way senior management and teachers use collaborative internal review to meet students' assessment needs, improve student outcomes and develop assessment good practice.

Recent changes and actions as a result of the school's reflective practice include:

- a re-emphasise on plagiarism, authenticity protocols, storage of evidence and the use of google docs to track student progress toward completion, in response to the increased volume of digital assessment
- the changing of verifiers in two subject areas to ensure that the verification process is robust
- changes to assessment programmes and standards offered as a result of student feedback, including offering optional standards for students to select from
- facilitating and supporting the use of digital tools to collect evidence of student achievement through professional learning.

These examples illustrate the school's capacity to effectively anticipate and identify issues, and to resolve these to ensure student needs are met and credible assessment practice.

Relevant learning pathways support student achievement In response to identifying that typically less than 20 percent of students go on to university study, the school has modified its timetable structure. Recent strategic innovations and changes to support student achievement include:

- enhancement of the school's Gateway/Pathways programme and addition of Trades Academy and 3+2 programmes to better meet student needs
- no timetabled classes on a Wednesday for Year 13 so as not to disadvantage students attending off-site day courses and work experience
- semester courses for Year 12 students on a Wednesday for those not out of school on Vocational Pathway programmes
- the development of personalised timetables for some students.

These innovations reflect the school's willingness to adapt programmes to meet individual student assessment needs. The school reported improved motivation, engagement and achievement in qualifications as a result of these innovations.

Department three year cyclical reviews are valued and used to identify next steps Departments are provided with a template and given time to meet to review their assessment practice, moderation processes, use of data and communication. Good assessment practice and common understandings are confirmed and areas of potential risk identified. The Head of Department meets with the Principal's Nominee to discuss department review findings and next steps.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence found that assessment practice is meeting student needs (CAAS Guidelines 2.5v-vii, 2.6 and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Inglewood High School has effective processes and procedures for meeting the needs of their students by:

- engaging with outside providers to offer vocational and trade-based courses
- collecting evidence of student achievement in a variety of ways including verbally, or via portfolios to ensure poor literacy skills are not a barrier to achievement
- using Work and Study Skills numeracy and literacy standards for students identified as needing additional literacy and numeracy support
- ensuring teachers are aware of individual students with special assessment conditions entitlements and providing adequate resources for internal assessment where appropriate
- using google docs to provide on-going feedback and feedforward information to support students to present their best evidence
- differentiating and individualising assessment programmes to enable students to undertake an assessment course that meets their needs including:
 - assessing students when ready though flexible timeframes
 - negotiating with students the standards to be undertaken in their assessment programme to reflect individual needs, interests and future pathways.

Inglewood High School has effective processes and procedures for:

- monitoring the authenticity of student work submitted for assessment by using suitable strategies during the assessment and marking process
- ensuring consistent school-wide assessment practice for further assessment opportunities, resubmissions and appeals
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but submitted no work
- ensuring derived grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment.

Collection of school-based evidence to support special assessment conditions applications is developing A Level C Assessor report currently supports most special assessment condition applications. The school is developing the collection of school-based data for Year 9 and 10 students to support future applications to remove the potential financial barrier of needing to obtain an assessor report.

Privacy Act (1993) reminder is required Some Heads of Department described using a printed class list from the student management system to confirm student grades prior to the school's 1 December file submission. The school agreed to remind staff of the need to ensure student privacy is protected during this process.

Non-written student evidence documenting needs to be clarified Subject leaders described the collection of non-written evidence to support student achievement for those who struggle with literacy and for resubmission. However, some teachers were unclear on how much of the verbal evidence needed to be documented. The school plans to clarify this requirement with all staff to ensure sufficient evidence is documented for verification and external moderation purposes.

The school has recently introduced reporting by curriculum levels in Year 9 and 10 with the aim to “make learning visible”. It is hoped that this shift will assist parents and students to identify the current level of achievement and progress toward meeting curriculum level 6 requirements when in Year 11 and undertaking NCEA assessment.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- remind staff to ensure student privacy is protected when confirming acceptance of grades
- clarify with staff that non-written evidence needs to be captured in sufficient detail to enable verification and external moderation.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation is ensuring assessment quality (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Inglewood High School has effective processes and procedures for managing internal moderation by:

- critiquing new and amended assessment activities before use
- ensuring subject specialists from within and outside the school are used to verify assessment decisions
- purposefully selecting samples of student work for verification
- documenting the internal moderation critiquing and verification processes for each standard before results are reported, including documenting discussions on grade judgements for future reference
- submitting completed internal moderation documentation to the Principal's Nominee to confirm internal moderation has occurred.

Inglewood High School has effective processes and procedures for managing external moderation by:

- using an appropriate method to select samples of student work for external moderation
- annually checking assessment work is stored and readily available if selected for external moderation
- requiring Heads of Department to respond to external moderation feedback on a response sheet and identify actions where appropriate
- monitoring the completion of actions to address identified external moderation issues
- monitoring external moderation agreement rates to identify any pattern of low agreement, in-order to provide support and additional monitoring where appropriate
- valuing external moderation feedback for the clarification of grade boundaries, assistance with understanding of the standard and to confirm the robustness of the school's internal moderation.

Digital external moderation submission is planned Digital evidence is being collected in most subjects as a result of the school's Bring Your Own Device policy and the provision of Chrome Books for students without access to their own device. To enable the school to submit external moderation digitally the school is currently reviewing its digital assessment procedures and policy, including moving to a cloud-based storage system for all work in readiness for when their external moderation plan is released.

The school also trialled digital submission of some moderation in 2016.

No action required

No issues with the school's internal and external moderation were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes (CAAS Guidelines 2.6v, 2.7)

Inglewood High School effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - gathering student voice to evaluate courses, and inform changes to programmes, contexts and standards
 - enabling the Academic Dean to track and monitor student progress toward NCEA qualifications, identify students at risk and to negotiate programme changes as appropriate
 - requiring Heads of Department to report an analysis of NCEA achievement data against school goals to the Principal and Board of Trustees and to inform future teaching and assessment
 - supporting teachers' "Teaching as Inquiry" projects on improving student achievement
 - identifying students in Years 9 and 10 who may require literacy support to access Level 6 of the curriculum when in Year 11
 - using grade predictions to inform interventions to support students identified at risk
 - supporting students to use the parent portal, their Learner login and the NCEA app to track their NCEA progress.
- **reports accurate achievement data by:**
 - using the Key Indicators to identify and resolve data submission errors
 - submitting fees paid and financial assistance applications on time
 - using a "verification process" in Term 4 to confirm the accuracy of the internally assessed grades reported
 - ensuring that internal entries are reported with a result or withdrawn as appropriate
 - encouraging students to identify and report errors in reported results and entries.

Data analysis informs strategic and annual changes to support qualification achievement The school's data analysis has been used to effectively identify student needs, review the school timetable and provide relevant programmes to support student achievement. Analysis of Junior (Year 10) Diploma data is used to provide evidence for intervention by the Academic Dean and Student Support (SAC) teacher for when the students are in Year 11. The school attributes this early identification of students at risk when going into Year 11 as a contributing factor to the lift in student achievement especially at NCEA Level 1.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii)

Inglewood High School has effective processes and procedures for:

- reviewing communications to ensure they are fit for purpose and current
- ensuring information on assessment procedures and courses offered is readily accessible to teachers, students and whānau by using Google Docs, the school website and Facebook page
- communicating assessment policy and procedures to staff, students and whānau using a range of methods and media
- supporting teachers new to the school to understand assessment procedures at the school, and to use the student management system
- ensuring a memorandum of understanding is held for all outside providers against whose codes grades are reported.

Inglewood High School assists and monitors common understanding of assessment practice by:

- checking whether teachers are following assessment processes by providing a self-review tool and time for departments to evaluate and discuss assessment practice and procedures
- informing teachers about assessment best practice and providing opportunities to discuss changes at Head of Department and staff meetings
- discussing with students what they need to achieve in order to gain a qualification
- assisting students and whānau to monitor NCEA progress through the parent portal, Learner login and NCEA app.

Amendments to staff and student handbooks The staff and student handbooks are comprehensive and relevant documents presented in plain English. The school agreed that when the handbooks are next updated the following additions and clarifications would be included to reflect the school's current good practice:

In the staff handbook:

- clarify that students can appeal any assessment decision
- include the verification and justification methods for assessments that will generate derived grades, as described in NZQA circular A2015/025
- include that Not Achieved is reported when students have had an adequate assessment opportunity but presented no work.

In the student handbook:

- clarify that students can appeal any assessment decision
- include that Not Achieved is reported when they have had an adequate assessment opportunity but presented no work.

Course outline format and information to students is to be reviewed The staff handbook details the information to be provided to students in course outlines. However, the assessment information is presented in different formats and some include assessment procedures contained in the student handbook. For consistency, the school agreed to introduce a common template to standardise assessment information provided to students to make it easier for students and parents to understand.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- develop a course outline template to standardise the information provided to students
- update the staff and student handbook as outline in this report.