

Managing National Assessment Report

Inglewood High School

September 2022

FINDINGS OF THIS REVIEW

Inglewood High School

22 September 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 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 2020.

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 / ākonga needs	
Ensure derived grades for an unexpected event for standards assessed by Te Aho o Te Kura Pounamu are submitted to NZQA.	Immediate

For consideration

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

- encouraging teachers to use the query and / or appeal functions in the moderation application where they would like further clarification or feedback.



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School Quality Assurance and Liaison

23 November 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 16 March 2016 Managing National Assessment Report The school has completed the agreed actions from the 2016 report. Students confirmed their privacy is protected when work is returned, and they confirm acceptance of grades. A standardised Course Outline template is used to provide assessment information to students / ākonga. The staff and student / ākonga handbooks have been updated and regularly reviewed to ensure they are fit for purpose and reflect changes in NZQA assessment requirements.

External moderation processes and response to outcomes An effective process is used to follow-up external moderation feedback. Heads of Department and Teachers in Charge are required to prepare an action plan for standards where *Not Consistent and Not Yet Consistent* outcomes are reported. Action plans are recorded digitally enabling the Principal's Nominee to monitor that a plan is prepared. Checks are made on whether the action is effective in improving teachers' understanding of the standard and enables future assessment decisions to be consistent with the standard. The Principal's Nominee documents the completion of action plans on the digital record. Planned actions sighted at the review demonstrated reflection and included acting on the content of the moderation report and / or changes in internal moderation processes.

The school should consider encouraging teachers to use the function in the moderation application to query and / or appeal reports where they feel they would like further clarification or feedback.

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)

Continuous improvement cycle delivers effective assessment School-wide professional leadership by Senior Management and the Principal's Nominee, alongside interconnected and robust self-review based on data analysis and teacher and student voice, enable effective assessment and sustainable processes. Strong leadership and monitoring by the Principal's Nominee, who sits outside Senior Management, facilitates consistency of assessment practice across the large number of single subject teacher departments. Embedded purposeful assessment processes coupled with ongoing review ensures the continuous evolution of effective assessment practices to meet student / ākonga needs.

Multiple layers of review reflect the proactive school-wide commitment to continuous improvement. Department reviews evaluate how well assessment practice is meeting student / ākonga needs at a class level and analyses NCEA achievement against set goals. Data analysis and reflective evaluation is clearly evident in these reviews, demonstrating a school-wide ownership and commitment to the process. This embedded, systematic and continuous review facilitates ongoing improvement in the delivery of quality assessment to meet student / ākonga needs. Annual department

reports to the Board of Trustees provide an analysis of achievement and progress towards annual and strategic goals.

Digital first approach supports engagement in NCEA Change Programme The school's vision is to be modern in their thinking and pedagogy, open to change, adaptable and flexible. Its ongoing review and strategic direction have ensured that the school is future focussed, positioning itself for the "digital first" focus of external assessment which is associated with the NCEA Review. Early adoption of *Bring Your Own Device* has facilitated the school-wide development of digital teaching and learning, and engagement in digital NCEA examinations and NZQA digital practice examinations. It has also enabled the continuation of quality teaching and assessment during the disruptions brought about by COVID-19.

In 2023 the school is piloting seven NCEA change subjects in addition to again offering the literacy and numeracy co-requisites. This engagement reflects the school's strategic goal to be at the forefront of change, enabling it to be well prepared for the future assessment landscape. Recognising the NCEA Change Programme will have a significant impact on curriculum and assessment processes, Curriculum Management Group meetings in 2022 involve discussion on the potential change required including "blue sky thinking" of what is possible. Alongside the Accord Teacher-Only Days the school is reviewing its current curriculum and courses to enable the school to effectively deliver the NCEA qualification during the transition period.

While Māori student / ākonga achievement is above national and decile statistics the school recognises the need to continue to incorporate Te Ao Māori into their curriculum and assessment. How to incorporate Mana Ōrite mō te Mātauranga Māori forms part of the school's ongoing discussion as they plan for implementing the NCEA Change pilots they are trialling in 2023.

Annual reflection builds teacher capacity The Principal's Nominee's annual reflection of department's processes in Term 3 complements the three-year cycle of in-depth reviews. Teachers reflect on, for example how they have managed authenticity and granting of extensions, internal moderation processes and student achievement against goals. More frequent review occurs when necessary to reflect staffing or programme changes, or in response to issues arising. These processes mitigate risk to the qualification while building teacher competence and school sustainability.

Schoolwide focus on literacy and numeracy The recent review of the Year 9 and 10 learning programmes resulted in the introduction of modules. This has led to a review of the subjects to be offered in the senior school and how these align to those available for the NCEA Change Programme. Literacy and numeracy modules at Year 9 and 10 are now offered with teacher professional learning used to support teachers to meet the school's next step to overtly plan to include the development of these skills within all subjects. This initiative aims to support all students to meet the literacy and numeracy co-requisite requirements.

Credible assessment practice to meet student / ākongā needs

Evidence of assessment practice meeting student / ākongā 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)

NCEA qualification flexibility used to respond to COVID disruptions The school has used the flexibility of NCEA to allow students / ākongā to continue to access learning and assessment when isolating. Changes include expanded use of Google Classroom, flexible deadlines and the granting of extensions taking into consideration individual student / ākongā circumstances, a greater focus on assessing students / ākongā when ready and a broader range of evidence gathering methods being common practice.

Students / ākongā described the increased flexibility and transparency of the changes in assessment practices as supporting their ongoing learning and removing barriers to their achievement, enabling them to meet their qualification goals.

Effective support for student / ākongā assessment needs and planned pathways As a community college the school is committed to delivering a high-quality holistic education by providing vocational and academic assessment programmes that enable students to meet their planned future pathways. Vocational opportunities through Secondary Tertiary Partnership, Gateway, and extensions of the school's Consent to Assess enable students / ākongā to pursue their planned pathways beyond school. Assessment opportunities with Te Aho o Te Kura Pounamu provide students with academic subjects the school is unable to resource.

Universal Design for Learning is used in most internal assessment tasks to mitigate the need for explicit special assessment provisions with computer use, speech to text and text to speech facilities available. Systems are in place to ensure students with special assessment conditions are known to teachers and have access to their entitlement.

Ensure derived grades for unexpected events are reported for all external entries The practice examination results for students / ākongā engaged in assessment programmes through Te Aho o Te Kura Pounamu must be reported to NZQA as a derived grade for an unexpected event. A process to check that these results are reported to NZQA should be developed to ensure a derived grade is available, if needed.

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)

Effective monitoring of internal moderation processes An effective electronic internal moderation monitoring system has been developed by the Principal's Nominee to streamline the process and provide better oversight. The list of moderated standards is checked monthly against reported results and any discrepancies raised with the relevant staff. This real-time tracking enables the

Principal's Nominee to monitor who performs grade verification and critiquing, the number of samples and reasons given for choosing samples. This practice ensures consistent process and documentation aligned to the school's expectations.

The Principal's Nominee complements the real-time monitoring through visits to teaching areas to discuss the verification process and to confirm the storage of student work where it is not stored digitally. The Principal's Nominee also uses the visits to support new teachers' understanding of good moderation practice and the school's processes.

Good practice of referring to exemplars, NZQA clarifications and previous external moderation feedback prior to starting marking was described by nearly all teachers interviewed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students / ākongā

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student / ākongā 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 / ākongā can present their best standard-specific evidence of achievement
- assessing students / ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet student / ākongā needs
- ensuring teachers / kaiako are aware of individual students / ākongā with special assessment conditions entitlements, and resourcing their support
- providing expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students / ākongā at risk of not achieving literacy and numeracy or their qualification goals.

Inglewood High School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding student / ākongā privacy in the issuing of student / ākongā results.

Effective internal and external moderation to assure assessment quality

Inglewood High School 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 / ākongā 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.

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

- ensuring samples of student / ākongā work are available for submission by being adequately stored
- selecting sufficient samples of student / ākongā 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

Inglewood High School effectively uses assessment-related data to support achievement outcomes for students / ākongā by:

- monitoring and tracking student / ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow students / ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Inglewood High School 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 / ākongā and teacher / kaiako 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.

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

Inglewood High School 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 / ākonga receive outlines for courses they undertake
- supporting students / ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' / ākonga 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.

Inglewood High School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students / ākonga
- informing students/ ākonga about suitable learning pathways
- supporting students / ākonga 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 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 / ākonga 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 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
- *Inglewood High School – Assessment Procedures 2022 (Teacher Handbook)*
- *Inglewood High School - Student Assessment Procedures Handbook 2022.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Pathways
 - Physical Education / Health / Leisure
 - Social Sciences
- Teacher / Kaiako in Charge of:
 - Design and Visual Communication
- three students / ākonga.

There was a report-back session with the Principal / Tumuaki 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.