

Managing National Assessment Report

Feilding High School

March 2023

FINDINGS OF THIS REVIEW

Feilding High School

15 March 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 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 and considerations

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications.

Action	Timeframe
External and internal review	
Monitor external moderation follow-up actions to ensure identified issues are effectively resolved.	To support the 2023 round of external moderation
Internal moderation to ensure the reporting of credible results	
Minimise the number of unattached standards to facilitate the recognition of course endorsements	Immediate

For consideration

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

- encourage teachers to use the query and appeal functions in external moderation as part of their continual improvement cycle
- develop a digital process for documenting and monitoring moderation.



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01 May 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 11 August 2017 Managing National Assessment Report The school has resolved its agreed action to reconcile internal moderation documentation with actual practice. The Principal's Nominee undertakes spot checks of faculties' internal moderation processes, to confirm that the school's quality assurance processes produce credible results.

Teachers are required to follow staff handbook guidelines for consistent assessment information in course outlines, enabling students and parents to easily access the necessary course-related information in a succinct and consistent format.

External moderation response to outcomes and processes The school needs to develop a more robust process for monitoring its faculties' responses to external moderation reports for standards where teacher judgments were Not Consistent or Not Yet Consistent with the standard. The credibility of the NCEA qualification relies on valid and reliable assessment taking place in every school assessing standards, and that to maintain its consent a school must have processes in place to assure this is happening. The school and NZQA identified that for external moderation in a number of subjects a pattern of low rates of consistency with the standard between 2017 and 2022 needs to be rectified.

Currently, staff discuss moderator reports within their faculty meetings, and document their response in their minutes. The Senior Leadership Team needs to monitor the completion and effectiveness of faculties' responses and action plans and evaluate outcomes for expected improvement, to help embed the external moderation cycle as valuable professional learning. Staff should also be encouraged to use the query and appeal functions available to clarify their understanding of the standard, and to inform changes to assessment tasks and grade decisions.

The school should consider submitting external moderation work digitally. Currently, Heads of Faculty give packs for each standard to be moderated to the Assistant Principal responsible for assessment and curriculum, which he forwards to NZQA by post. Using the digital facility on the NZQA external moderation application would save the school postage costs, avoid postal address errors, and expedite the submission process, particularly as students are submitting their evidence digitally in many instances.

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)

Teachers are encouraged to use a variety of assessment methods and this has provided them and their students with options when learning has been disrupted by COVID-19.

Facilitating success during COVID-19 Senior leaders gave clear guidelines to staff about managing internal assessment under COVID-19 conditions which were

communicated to the wider school community. This included providing extra assessment options for students who were affected by COVID-19, on the clear understanding that they could only have one further assessment opportunity. This focus on assessing students when they were ready supported students to present quality assessment evidence. Consequently, staff report that there is a greater emphasis upon students at the centre of learning, and teacher-student relationships have improved.

Digital assessment a key focus within the school Staff regularly use digital assessment platforms, continuing strategies that pre-date COVID-19. Most teachers use the Microsoft Office suite to manage assessment tasks. As a substantial amount of student assessment is already submitted digitally, it would be a natural progression for the school to develop a digital filing system to store assessment materials as part of their internal moderation process. This would lessen staff handling of documents and diminish chances of misplacing student work. It would also take the pressure off physical storage space within the school.

Senior leadership is aware of some network limitations that impacted upon their capacity to offer large-scale digital assessment of external standards in 2022. The school's IT infrastructure is being upgraded this year.

Teachers and students are reflective practitioners. Heads of Faculty facilitate internal review, meeting with their staff on a regular basis to review student progress and to plan teaching and assessment programmes. Students reflect on their learning before and after each assessment task, to identify next steps to develop in their skills and understanding. Teachers also evaluate their teaching and assessment at the end of each topic. These reflections inform changes to course design, assessment tasks and contexts. An example of changed assessment practice in response to student feedback, is incorporating more milestones into assessment opportunities that happen over an extended period. Incorporating milestones into assessment opportunities has provided teachers with evidence of student authenticity and led to improved rates of students meeting assessment deadlines. |

Credible assessment practice to meet student 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)

A range of pathways available for students The school provides a wide range of differentiated academic and vocational pathways to meet the learning and assessment needs of their students, enabling academic success. To achieve this the school provides flexible, meaningful programme pathways that meet students' aspirations, qualification needs and interests. Examples include an internally assessed Year 11 Vocational Studies programme, opportunities for work skills development on the on-site working farms, and senior Engineering students' mini-moto GP projects.

Diversity of pathways are evidence of the school's responsive approach that furthers student engagement and achievement.

Culturally appropriate programmes available for Māori students The school's NCEA results for Māori students continue to remain above national and equivalent schools at all levels, providing evidence of the success of the school's approach to support equitable outcomes for these learners.

The introduction of Te Ao Māori as a school course has led to greater participation of Māori students learning Te Reo Māori, and improved the school's engagement with the education team of its mana whenua, Ngāti Kauwhata. Senior students also have the option of joining Massey University's Pūhoro STEM Academy which promotes Māori involvement in science, technology and innovation.

Students are at the centre of learning Academic monitoring and support has led to increased engagement in learning and assessment and improved NCEA results. In 2020, classroom teachers identified students at risk of not achieving NCEA and these students were given an academic mentor. These mentors met with each of their students regularly to actively guide and support their academic progress. Due to the popularity of the programme with students and their families, most senior students now have an academic mentor. The school's mentors include senior staff, deans and sports coaches.

Learning Support staff are available in a dedicated classroom to assist students with incidental and ongoing needs, particularly around assessment events. Having this support available has allowed teachers to provide alternative assessment conditions where appropriate to meet student needs. This facility is in addition to the Learning Support Centre which caters for students with higher level special needs. The school's approach removes barriers to achievement in assessment.

Clear communication available The school's focus on effective communication of assessment information, has ensured consistency and understanding of assessment practice and the NCEA model.

Staff and students are well informed about NCEA. The staff and student NCEA handbooks are revised each year and contain the most up-to-date information from NZQA and about school assessment policies and procedures. Both handbooks have a complementary Powerpoint presentation. The student handbook and Powerpoint is emailed to caregivers and is available to students in Microsoft Teams. NCEA information evenings are held and in 2022 an NZQA team presented *NCEA me te Whānau*.

Robust data management practices Achievement data is transferred to NZQA in an accurate and timely manner. The school has a range of methods to ensure the correct reporting of results. This includes senior students signing off their internal standards' results prior to sitting their external standard examinations. Before November last year, over three - quarters of them had logged into their NZQA accounts to check their entries and results and progress towards qualifications.

Recognition of student achievement Any unattached standards should be reported as part of a course to fully recognise student achievement. Currently, there are students at risk of missing out on course endorsements and awards when standards they may have attained from other providers are not included in existing school courses. Ensuring this occurs is particularly important for any students who enrol at the school during the year, when the school is required to report any standards achieved previously through another school.

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)

Sound processes and procedures for managing internal moderation Feilding High School has effective school-wide processes for internal moderation. The Principal's Nominee monitors the processes and procedures of each faculty to ensure that they are followed and completed. She works collaboratively with departments, focusing on supporting teachers to confidently meet school internal moderation expectations. Where identified, issues are resolved, thereby ensuring school-wide consistency. Senior leadership can be confident that internal moderation procedures carried out in all departments are complete and rigorous, and results reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Feilding High School 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
- 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 examinations
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Feilding High School 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 ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Feilding 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 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.

Feilding High School 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

Effective management and use of assessment-related data

Feilding High School 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.

Feilding 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 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.

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

Feilding 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 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

Feilding 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
- 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 Feilding 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.

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:

- Principal's Nominee and staff responses to managing national assessment processes within Feilding High School
- Feilding High School Programme Development and Student Assessment policies
- *National Qualifications Framework Handbook for Staff*
- *Managing Assessment at FAHS – Feilding High School: a companion to the Staff NQA Handbook* (Powerpoint presentation)
- *National Qualifications Framework Handbook for Students and their Parents/ Caregivers*
- *Companion to National Qualifications Framework Handbook for Students and their Parents/ Caregivers* (Powerpoint presentation)

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum and Assessment
- Head of Faculty for:
 - Mathematics
- Teachers in Charge of:
 - Agriculture/ Horticulture, piloting new standards
 - Mathematics
 - Media Studies and Digital exam trials
 - Music
 - Psychology and Head of Girls' Hostel
 - Tourism
- three students.

There was a report-back session with the 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.