

# **Managing National Assessment Report**

**Freyberg High School**

**June 2024**

# FINDINGS OF THIS REVIEW

## Freyberg High School

21 June 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 and considerations

#### Agreed actions

The school agreed that two 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 are effectively followed up	To support the 2024 round of external moderation, and ongoing
Use external moderation feedback to evaluate the effectiveness of internal moderation practices	Immediate and ongoing

#### 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:

- standardising the internal moderation cover sheet
- reviewing the process for storage of *Memoranda of Understanding*
- improving access to internal moderation evidence.

A. J. Picken

Amanda Picken  
Manager  
School Quality Assurance and Liaison

16 August 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## 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 September 2019 Managing National Assessment Report**

The school has addressed the previously agreed action item by ensuring the processes outlined to meet the selection of student work for external moderation meets current NZQA requirements.

**External moderation response to outcomes and processes** The monitoring of external moderation response feedback needs to be strengthened to ensure teacher responses are effectively implemented and result in improved assessor judgements. Since the last Managing National Assessment review, the school has maintained an overall external moderation consistency rate in the majority of subject areas. There remain, subject areas where there is a trend of Not Consistent or Not Yet Consistent outcomes for several years. While there is a process requiring teachers to complete a written reflection responding to moderator feedback and outlining their next steps, the school needs to ensure that these action plans are effectively implemented and result in improvement. In one case the moderator feedback is repeated for the same standard in a subsequent year. This suggests that despite the guidance given in the reports there is no evidence that the assessor practice has been modified considering the moderation feedback. This should have been addressed.

#### **Use external moderation feedback to review internal moderation practices**

External moderation outcomes reflect the robustness of a school's internal moderation process. When external moderation feedback shows trends of inconsistency the internal moderation processes previously undertaken should be examined. It is vital that the verifier used is a subject expert with current standard-specific experience. Where external moderation has indicated that the judgements are not consistent with the standard, then it would be appropriate to require a change of verifier.

Reviewing the critiquing and verification process are further aspects of the internal moderation process that can be reflected on in response to external moderation feedback. The critiquing process must ensure the assessment materials meet the requirements specified in the standard and provides the opportunity for students to present authentic evidence at all grades. Material selected for verification should be strategically selected. This means that there is a sufficient number of pieces of student work purposefully selected.

**Utilise support for assessors** Teacher assessor judgements can be supported through the use of resources listed as part of external moderation reports. NZQA's Learning Management System, Pūtake, is one example that can be used to assist understanding of identified external moderation issues and to reinforce ongoing assessor understanding. This is accessible through the teacher's Education Sector Login. The Assessor Practice Tool for internal assessments enables teachers to extend their assessor capability with specific standards. Assessors can practise making grade judgements after which they can view an NZQA moderation panel grade and the reasons for that grade being awarded.

Pūtake also offers modules and short courses on topics such as an introduction to standards-based assessment for teachers new to NCEA, managing authenticity and different ways of approaching assessment.

Teachers can ask specific questions of NZQA moderators about how to interpret a standard prior to assessment by using the *Request for Clarification of Internally Assessed Standard(s)* form available on the Subject Resources pages of the NZQA website. Use of exemplars and clarification documents will also support assessor judgments.

## **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)*

Since the last Managing National Assessment review in 2019, Freyberg High School has had a change of Principal who, along with the recently appointed Deputy Principal (Assessment/Curriculum), has led changes to the middle leadership structure and assessment direction for the school. Subject teachers and Heads of Department now work within one of ten curriculum areas led by a Head of Faculty. This added level of middle management has improved the ability for teachers to co-construct and unpack expected assessment processes. The Heads of Faculty form an important link between teachers and Senior Leadership and are developing their role to support, oversee and maintain the school's management of credible assessment towards NCEA. The Deputy Principal (Assessment/Curriculum) has been working closely with the Principal's Nominee during 2024 to support and understand assessment processes with the plan of taking over the Principal's Nominee role in 2025. They meet regularly as part of this handover plan, and this has been invaluable in sharing and reviewing school systems. The role of the Principal's Nominee has further been supported in 2024 by the appointment of a data support person. The school notes the timeliness of this Managing National Assessment visit as further support in review and planning for next steps.

The school has considered the role of NCEA Level 1 and has moved to reintroduce this qualification as the focus for Year 11 students. With the removal of streaming in some subject areas and the implementation of new standards in NCEA Level 1 programmes, there is more opportunity for students to undertake external standards. The aim of these changes is to ensure more students are leaving school with a qualification and are best equipped to meet their future pathway intentions. Ongoing curriculum review and the use of data will be used to measure the success of this. Other current areas for review include looking at the tracking of student progress towards qualifications and unpacking the school's definition of priority learners. These areas of change and review reinforce the school's commitment to meeting the individual needs and goals of its diverse student population through supporting students to achieve within their own context.

**Quality Assurance visits support school wide understanding** A strength of the school is the annual Quality Assurance visits whereby subject areas are visited by other teachers. The focus of these meetings is on unpacking assessment practice with the philosophy of developing a strengthening shared practice and "what works for us". The visits are structured and follow a set template developed by the Principal's Nominee. A key part of the visit is the investigation into one pre-selected completed assessment that the visiting teacher requests to see on arrival. The visitor will require to see the related example of internal moderation and specific students' evidence. The opportunity is also given to discuss innovations and challenges facing

the subject area. All feedback is shared with the Principal's Nominee and is available for viewing by Senior Leadership. The Principal's Nominee reviews trends and comments and use this information to develop areas of focus for the following year's Quality Assurance visits. If areas of concern are identified within a subject area the Principal's Nominee will become the targeted visitor. This practice has helped develop a shared understanding of good practice as teachers can participate as both a visitor to other areas, as well as being the recipient of a visit.

## Credible assessment practice to meet student / ākongā 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)*

**Review storage of Memoranda of Understanding** Engaging with external providers enables students to access a variety of assessment opportunities not covered by the school's Consent to Assess. *Memoranda of Understanding* outline each party's responsibilities for aspects of the assessment, including quality assurance, health and safety and the reporting of results. The school is encouraged to review the process for the Principal's Nominee to view *Memoranda of Understanding* held with other providers as not all examples are easily accessible, including those used by Whakatipuria Teen Parent Unit. Having central access to Memoranda of Understanding either digitally and/or physically will help ensure that these are in place for all outside providers, are current and fit for purpose.

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

**Recommend standardising the internal moderation cover sheet** Understanding of the requirements and the expectations for recording the internal moderation process could be improved through standardising the documentation used. Teachers complete an internal moderation cover sheet either in hard copy or online. During the review visit, three versions of this document were sighted, all slightly different from each other. One version, although labelled for the current year, still contained reference to a previous system for selection of material. Standardising the internal moderation cover sheet would help ensure current expectations are met and help support consistent best internal moderation practices such as:

- recording the name of the verifier(s) used, including those within the department as well as any from outside the school
- including the reason for the selection of material for verification to support robust discussion of assessor judgements
- ensuring the final grade reported is recorded, particularly where the assessor and verifier's grades differ.

**Improve visibility of internal moderation evidence** While there was evidence of internal moderation provided during the review for standards where results had been reported to NZQA, there is no easy way for the Principal's Nominee or Senior Leadership to monitor this. The school is encouraged to explore ways to streamline the oversight process. This is particularly important in monitoring single teacher curriculum areas and Whakatipuria Teen Parent Unit.

Internal moderation evidence provides a useful resource for teachers in subsequent years, particularly in confirming benchmark examples and reasons for grades awarded at grade boundaries. Since several departments use hard copy evidence, it is about ensuring visibility even if teachers leave the school.

## **Appendix 1: Effective Practice**

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

**Freyberg High School has effective processes and procedures for meeting the assessment needs of its 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 and extending the school's Consent to Assess if required
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so student / ākongā can present their best standard-specific evidence of achievement
- assessing student / 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 student / ākongā with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for student / ākongā at risk of not achieving literacy and numeracy or their qualification goals.

**Freyberg High School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student / ākongā appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student / ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where student / ākongā have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student / ākongā privacy in the issuing of student / ākongā results.



## **Effective internal and external moderation to assure assessment quality**

**Freyberg 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student / ākonga work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

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

- ensuring samples of student / ākonga work are available for submission by being adequately stored
- selecting sufficient samples of student / ākonga work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Freyberg High School effectively uses assessment-related data to support achievement outcomes for student / ākonga by:**

- monitoring and tracking student / ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow student / ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering student / ākonga 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.

**Freyberg 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 / ākonga 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**

### **Freyberg 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
- celebrating students' / ākonga success.

### **Freyberg 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 Freyberg 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 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
- *Freyberg High School NCEA Assessment & Moderation Staff Handbook 2024*
- *Freyberg High School NCEA Ākonga Assessment Handbook 2024.*

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

- the Principal's Nominee
- Deputy Principal (Assessment/Curriculum)
- Heads of Faculty for:
  - Arts
  - Languages
  - Mathematics
  - Physical Education
  - Social Sciences
  - Vocational Pathways
- three students / ākonga.

There was a report-back session with the Principal / Tumuaki, Deputy Principal (Assessment/Curriculum) 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.