

Managing National Assessment Report

Lytton High School

July 2019

What this report is about

This report summarises NZQA's review of how effectively Lytton 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, in combination with the most recent Education Review Office report, 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; 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 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Lytton High School Policy Framework*
- *Lytton High School NZQA Procedures and Assessment Guidelines in the Senior School – Resource Booklet for Staff*
- *Lytton High School Assessment Guidelines in the Senior School – Resource Booklet for students and Parents*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - Mathematics
 - Physical Education and Health
 - Science
- Assistant Head of Faculty for English
- Gateway Co-ordinator
- three students.

There was a report-back session with the Principal and Principal's Nominee after the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.

SUMMARY

Lytton High School

25 July 2019

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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Lytton High school has effective assessment and moderation processes in place to ensure credible assessment for national qualifications.

The school demonstrates the capacity to undertake its own review and evaluate the effectiveness of its NZQA assessment practices and procedures. The use of an online data analysis tool, together with collected student voice, has allowed staff to modify assessment programmes to better meet student needs. This has also allowed improved tracking of students' academic progress.

A revised timetable that allows semester length courses, together with an extended range of assessment by outside providers, provides students with opportunities to meet academic and vocational goals. School testing and suitable applications to NZQA ensure eligible students receive special assessment conditions and are appropriately supported. Consistent school-wide assessment processes are well managed by the Principal's Nominee.

Internal and external moderation are embedded processes. Staff ensure assessment tasks are critiqued before use and purposefully select samples of student work for verification. Middle and Senior Leaders effectively monitor internal moderation and the completion of actions taken in response to issues identified in external moderation reports using online forms completed by staff.

Results data is submitted regularly to NZQA and used to monitor students' academic progress, helping to identify at-risk students and assisting with the provision of appropriate support. Staff and Senior Leaders analyse current and longitudinal data to set strategic personal, faculty and school-wide strategic goals that support achievement outcomes for students.

The school uses a range of media to effectively communicate qualification and assessment information to staff, students and their whānau. This has helped develop a shared understanding of school processes and NCEA requirements.

Areas for improvement

Many student entries for internally assessed standards did not have a result reported for them in 2018. Using the student management system to check for “orphaned entries” and building staff capacity to manage markbooks and withdraw entries for standards not assessed offer opportunities to reduce the number of entries without a reported result. Removing these entries will allow more accurate tracking of possible student achievement.

The school has agreed to review and update the staff resource booklet. Minor changes are required to ensure the information in the handbook aligns with NZQA’s Assessment Rules and best assessment practice.

Agreed action

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

- ensure entries in internally assessed standards have a result reported
- review and update staff resource booklet.

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24 September 2019

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 7 July 2016 Managing National Assessment Report The school has effectively addressed the three agreed actions from the 2016 review. It has:

- developed a process to document the issues identified by external moderation and the actions staff take to address these
- made applications to NZQA to ensure students who would benefit from special assessment conditions are approved for appropriate entitlements
- clarified the verification process with staff so that they now verify sufficient, purposefully selected samples of student work at grade boundaries.

Response to external moderation outcomes Since the last review the Principal's Nominee has strengthened the school's external moderation response process. Staff complete an online form to:

- list any issues identified by moderators
- describe the actions they intend take in response, and
- request professional development if necessary to improve their understanding.

This process is also used to follow up on moderation feedback from all standard setting bodies. Having the forms in a Google Doc allows greater transparency of the process and easier monitoring by the Principal's Nominee to ensure actions are completed. The school could consider adding an evaluation section to the external moderation response form, to be completed once the standard has been assessed again. This would allow staff to assess the effectiveness of their actions in resolving issues identified in external moderation.

The Principal's Nominee maintains a spreadsheet of all recent external moderation outcomes and has a list of standards he would like moderated again. Faculties should also be encouraged to do this as part of their strategic selection of standards requested for external moderation.

Internal review

Evidence for 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)

School processes encourage review of student assessment outcomes. Staff annually analyse achievement at the cohort, subject and standard level. This has been facilitated by the recent addition of a data analysis tool to the student management system. Teachers use this analysis, along with collected student voice to modify assessment programmes in courses and select tasks to meet the needs of their students. The school noted that this tool is also being increasingly used by staff to

track student academic progress throughout the year. It has also allowed the school to review and modify the way staff record their internal moderation processes providing greater transparency of the process and allowing more effective monitoring by Heads of Faculty and Senior Leaders. As noted above, the school has also modified its external moderation response process, with more of it now completed online.

Senior Leaders facilitate regular review of school-wide assessment and moderation practice during Pedagogical Leaders Forum meetings. Here discussion by Heads of Faculty focuses on “how do we ensure assessment is credible?” Timetabled professional learning and development sessions allow for these reviews to continue within faculties.

Changing the school’s timetable to allow semester length courses has improved option choices for students. However, it has created issues with providing some students with opportunities to gain sufficient credits at Merit or Excellence for course endorsements. The school is therefore reviewing how it can combine the achievement data for subjects that run half-year courses with different assessment programmes across the two semesters.

The school’s self-review is a continual process. A further example is the progress in improving engagement and equity of outcomes in Science, Technology, Engineering and Mathematics (STEM) subjects for Māori and Pacific students. While review has led to the changes discussed in the Assessment Practice section of this report, the school has also recently taken the opportunity to meet with representatives, from NZQA and the Ministry of Education to help unpack its data and strategise future improvements.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- evaluating the effectiveness of actions to resolve issues identified during moderation.

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

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- engaging with outside providers to extend the school's capacity to provide vocational assessment opportunities
- differentiating assessment programmes, including:
 - breaking the senior school calendar into semesters, with half and full-year courses
 - assessing students when ready though flexible timeframes
- adjusting assessment tasks, contexts and evidence presentation formats in response to student feedback
- using school evidence to support applications for Special Assessment Conditions and ensuring those with entitlements are provided with approved resources, as appropriate.

Lytton High School has effective processes and procedures for:

- assisting students to present authentic work by using a range of suitable strategies during the assessment and marking processes
- managing consistent school-wide assessment practice on missed and late assessment, extensions, appeals and further assessment opportunities
- investigating and resolving potential breaches of assessment rules
- collecting credible evidence to support derived grade applications
- supporting the effective management of NZQA external examinations
- complying with the requirements of the *Privacy Act 1993* when handling students' assessment information.

Māori and Pacific students' engagement and success in (STEM) subjects

Semester length courses at the senior level allow students to engage with and be assessed against standards in STEM subjects. Students can participate for part or all of the year depending upon their level of interest or future pathways. To inspire Year 9 and 10 Māori students to take STEM subjects at the senior level, the school is taking groups to the Victoria University of Wellington STEM Expo *Tūhono i te Ao*.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

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

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

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

- Teachers:
 - critiquing assessment materials prior to use to ensure they are fit-for-purpose and provide students with the opportunity to present evidence at all grade levels
 - using standard clarifications and exemplars to inform their grade judgements during marking
 - purposefully selecting samples of student work around grade boundaries for grade verification
 - using subject specialists from within, or outside of the school, to verify samples of student grades
 - documenting the steps of their moderation processes, including noting verification discussion and decisions, on an online internal moderation document
- Heads of Faculty and the Principal's Nominee using the online internal moderation documents to monitor completion and ensure all reported results are credible
- senior managers considering the effectiveness of each faculty's internal moderation processes as part of their annual review.

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

- selecting samples of student work to NZQA requirements
- storing assessed work securely so that it is available, if requested
- providing staff with access to the NZQA External Moderation Application and encouraging the digital submission of material
- using the same process for following-up on moderation feedback for Industry Training Organisation and NZQA standards
- analysing external moderation outcomes and responses as part of the annual faculty review cycle.

Encourage staff to strategically request standards for external moderation

The school should encourage teachers to take full advantage of the NZQA process that allow them to request standards that may be included in the annual external moderation plan. Encouraging staff to request standards will allow them to think strategically and ensure that:

- all standards assessed within a subject are moderated within a set period
- standards identified with issues are re-moderated within an appropriate time to review the success of actions taken

- teachers receive feedback that will be useful for their assessment programmes.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- encouraging staff to strategically request standards for external moderation.

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

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

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

- setting strategic academic goals based upon comparative analysis of longitudinal achievement data
- faculties analysing NCEA data and reporting to the Board of Trustees on progress towards academic goals and trends in student achievement to inform areas for future development in their curriculum areas
- introducing a digital tool to assist staff with analysing previous years' achievement data to inform current year course or programme design
- tracking student progress to identify students at risk of not achieving a qualification and providing appropriate support.

Lytton High School reports accurate achievement data by:

- submitting results to NZQA on a timely and regular basis
- students signing-off on the accuracy of results
- reminding students to check their results through the online portal to the school's student management system and report required changes
- only reporting results for standards for which the school has consent to assess, or against the provider codes of outside providers with whom the school holds current memoranda of understanding.

Ensure entries for students have a reported result All internally assessed entries should have an appropriate grade reported against them or be withdrawn by 1 December if the student has not had an adequate assessment opportunity. In 2018, the school did not report a result for 19 per cent of internal entries. This provides an inaccurate view of a student's assessment programme and makes tracking progress difficult.

The school has agreed that it will implement strategies to support the reduction of entries with no reported result. The student management system can identify "orphaned entries" where students have left the school or changed courses and still have active entries for standards they will not be assessed. Regular use of this check will better facilitate the withdrawal of these entries. The school is also working to build staff capacity to manage their markbooks within the student management system. Staff will be reminded to regularly check that where a standard has not been assessed, the entries are withdrawn.

Encourage students to register and use their NZQA Learner Login In 2018 only 49 per cent of senior students registered for their NZQA Learner Login. While students can see their results through the online portal to the school's student management system, it is through their Learner Login that they:

- check the accuracy of their entries and the results reported to NZQA
- order copies of their qualification certificates

- request reviews or reconsiderations of external examination papers
- print an official copy of their Record of Achievement.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure entries in internally assessed standards have a result reported.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- assisting students to register and use their NZQA Learner Login.

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

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Lytton High School has effective processes and procedures for:

- providing students with:
 - consistent course outlines for all courses they undertake
 - information on school and NZQA assessment processes written in plain English and available online and in hard copy
- communicating NCEA information and assessment policy and procedures to:
 - staff through an online handbook
 - parents and whānau through newsletters, emails, the school's website and Facebook page, and personally at Whānau Hui.

Lytton High School assists common understanding of assessment practice by:

- using Head of Faculty and faculty meetings to inform staff about assessment best practice and provide opportunities to discuss changes in school or NZQA processes
- Learning Advisors discussing with students the information in their handbook during Learning Advisory time.

Minor changes required to staff resource booklet Some minor changes are required to ensure the information in the staff resource booklet aligns with NZQA's Assessment Rules and best assessment practice, including:

- adding information on the Education Sector Login, use of the school's Provider Login and NZQA External Moderation Application
- informing staff that school evidence can be used to support students' applications for Special Assessment Conditions
- providing guidance on sufficient grade verification during the internal moderation process by the strategic selection of student work.

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:

- review and update staff resource handbook.