



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Managing National Assessment Report

Woodford House

October 2022

FINDINGS OF THIS REVIEW

Woodford House

18 October 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 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 2021.

Actions and considerations

Agreed actions

The school agreed that one agreed action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet student needs	
Clarify the resubmission rules with all staff.	Immediate and ongoing

For consideration

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

- sharing ownership of the external moderation submission process with Heads of Faculty.



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School Quality Assurance and Liaison

24 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 1 November 2018 Managing National Assessment Report

The school has addressed both agreed actions effectively. All entries have a reported result or are withdrawn, as appropriate, by 1 December.

The student handbook is now user friendly and both the staff and student assessment handbooks have been updated annually to bring them in line with current practice.

Since the last Managing National Assessment review, the school has centralised the collection and storage of all material related to internal and external moderation.

External moderation processes and response to outcomes The Principal's Nominee has implemented an online system for monitoring and managing both internal and external moderation, using a spreadsheet to record the outcomes for each standard externally moderated each year. When an external moderation report is received, the Head of Faculty creates a response which is monitored by the Principal's Nominee. Once they can measure the effectiveness of the actions, the process is concluded with an evaluation. External moderation outcomes form part of the annual faculty report to the Board of Trustees and this step illustrates the school's willingness to effect continuous improvement in its quality assurance processes.

Over the past three years, a number of minor handling errors, such as the wrong work being sent and links to student work having expired, resulted in a number of avoidable *Materials Not Received (MNR)* reports. Consequently, the school received a lower overall consistency rate than it ought to have achieved. If these issues had been resolved, the school's consistency with the standards assessed would be at the highest level.

Until now, the Principal's Nominee has managed the submission of student work through the external moderation application. However, it is recommended that the responsibility for submitting student work be devolved to Heads of Faculty to improve the school's consistency rate, and ensure that:

- the correct work is sent
- links to the student work can be accessed by the NZQA moderator, and
- assessors can initiate Queries and Appeals themselves in a timely manner.

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)

Woodford House is using its own processes of self-review based on data analysis and staff/student voice, to ensure academic excellence and continued high performance in the attainment of NCEA qualifications, University Entrance and the New Zealand Scholarship awards. The school's Strategic Plan and 10 Year Master plan create a

strategic alignment between purpose and action that anticipates, plans and reviews assessment systems and practice, to ensure sustained success in the delivery of the NCEA qualification and continuing access to an “*inspirational and aspirational*” learning environment for its students.

Interventions improve literacy and numeracy outcomes Since the last Managing National Assessment review, the Senior Leadership Team has identified a number of students struggling with literacy and/or numeracy across all levels.

To remove barriers to success for students engaging in the new NCEA Literacy / Numeracy co-requisites, Literacy Studies is offered in years 9 and 10 to a target group of students. Senior students receive ongoing literacy support both individually or in small groups, as required.

The school also employed a Mathematics specialist to work alongside teachers, in class, to support individual students, as well as providing tutorial support for individuals, or small groups of students. Outcomes for students in this target group have been extremely positive and the students have willingly engaged with this specialist teacher.

The literacy and numeracy statistics are evidence of the effectiveness of the additional support put in place, with the school attaining 100 percent for literacy and numeracy across all levels of NCEA in the past three years.

Unique Shine Programme supports students’ Pathways and Careers choices Launched in 2020, Woodford House’s *Shine Programme* aims to equip its graduates with the tools and social / emotional competencies to navigate the future with confidence. Currently, students in years 11 and 12 attend a range of *Shine* workshops throughout the year connecting them to mentors for a chosen career or pathway. The Senior Leadership Team is using staff and student voice to measure the effectiveness of the programme and plans to extend it to other year levels.

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)

Clarification of resubmission rules required Some Heads of Faculty interviewed, who gather evidence over an extended period, reported offering resubmissions despite the fact the students had checkpoints where they received feedback/feedforward. The *NZQA Resubmission Mythbuster #4* states that:

- effective use of checkpoints and feedback/feedforward will usually remove the need for resubmission where evidence is gathered by portfolio, or over an extended period.

The Principal’s Nominee needs to clarify the resubmission rules with all staff, so they understand when it is appropriate to offer a resubmission. If there is a substantive or significant change to be made to the student work, a resubmission cannot be offered. Teachers must ensure that the student’s work is authentic, by only giving non-specific feedback and taking care not to over-direct them.

Resubmissions may only be offered:

- to correct a minor error, and

- where a teacher judges that the student should be capable of discovering and correcting the minor error by themselves.

A student who had missed significant chunks of teaching and learning time was offered a resubmission when an extension would have been more appropriate. Care must be taken to ensure the use of resubmissions does not undermine the credibility of the assessment.

Pursuit of academic excellence encouraged The school has an increasing, number of students engaged in multi-level study, including university papers, across a range of faculties. Students can study at any level of the NCEA qualification for which they have the capacity and capability, creating more opportunities to pursue university level courses and a wider range of New Zealand Scholarship subjects. A high proportion of school leavers pursue a university pathway. To ensure students have a successful transition to university, nearly half of the school's assessment is derived from external assessment.

Strong wrap around support for all students All students with diverse needs are tracked and given wrap around support to ensure they meet their qualifications' goals. Each week, the whole staff meets to discuss each individual student at one year level. Consequently, each staff member builds a holistic profile of every student in the school. Senior leaders believe this practice is a key contributing factor underlying the school's sustained high levels of attainment in NCEA qualifications and awards over the past five years. The information gathered is used by the Deputy Principal - Teaching and Learning to monitor all senior students' progress towards their qualifications' goals. One of the students interviewed in describing the support she received from teachers to manage her diverse need, remarked that, "*Our teachers are invested in our learning.*"

Digital readiness promoted The school has steadily scaled up its digital online assessment over the past three years. In 2022, it is offering digital exams, and digital practice exams in all available subjects, and is engaged in two Review of Achievement Standards' pilots. The school's use of the NZQA digital platform has ensured staff and students are well prepared for future digital NCEA assessment.

Plagiarism checks support climate of authenticity Academic integrity is highly valued in the school's competitive environment. Staff know their students well, enabling them to readily identify work which may not be authentic. With rigorous checks in place, breaches of authenticity for internal assessment are rare. The school uses *Turnitin* and a range of other plagiarism checkers to ensure student work is properly referenced and authentic.

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)

Internal moderation processes transparent and robust All moderation is managed and monitored online making it easy for the Principal's Nominee and senior leaders to track. A completed cover sheet is required for every standard assessed and is shared with the Principal's Nominee. Clear written and verbal communication ensures that all staff follow the school's assessment procedures, so credible results are reported to NZQA. One faculty includes "blind" samples of student work for grade

verification, so that teacher bias is avoided. Good use is made of external verifiers by sole teacher subject areas.

Assessor support available Where the school has needed to query or appeal an external moderation report, there were some instances where accessing existing assessor support could have provided the necessary clarification of a standard prior to carrying out the assessment

Teachers can use the *Request Clarification of an Internally Assessed Standard* form available on individual subject pages on the NZQA website, or on the Internal Moderation page. This connects the assessor to the national moderator for that subject. In addition, there are bite sized modules informing the assessment of some achievement standards on NZQA's Learning Management System, *Pūtake*, accessible with the teacher's Education Sector Login. This platform will become the "go to" place for assessor support with the roll out of new standards from 2024 onwards.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Woodford House 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 to offer courses the school is unable to offer
- 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 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 at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Woodford House has effective processes and procedures for:

- managing missed or late 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 student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Woodford House 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.

Woodford House 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
- 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

Woodford House 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.

Woodford House 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**Woodford House 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, such as, the holding of parent gatherings and special assemblies.

Woodford House 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 Woodford House:

- 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 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
- *Internal Assessment Policies for Students* (Student Handbook)
- *Managing National Assessment Information for Staff* (Staff Handbook)
- *Procedures for Assessment and Reporting*
- *Woodford House Strategic Plan 2020 - 2023*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principals – Teaching and Learning and Student Outcomes
- Heads of Faculty for:
 - Commerce
 - English
 - Mathematics
 - Performing Arts
 - Physical Education
 - Social Sciences
- four students.

There was a report-back session with the Principal, Deputy Principal - Teaching and Learning /Principal's Nominee and Deputy Principal - Student Wellbeing 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.