

Managing National Assessment Report

Lindisfarne College

July 2018

What this report is about

This report summarises NZQA's review of how effectively Lindisfarne College:

- 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 2018* (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
- *Academic Directory 2018*
- *Lindisfarne College NCEA Staff Guidelines and Policy*
- *Lindisfarne College NCEA Student Guidelines and Policy*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students, and Heads of Faculty for Languages, Physical Education and Science, Assistant Head of Faculty Mathematics, Head of Department Geography and Director of Learning Enhancement.

There was a report-back session with the Principal 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.

SUMMARY

Lindisfarne College

5 July 2018

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

Lindisfarne College has effective assessment and moderation processes to ensure credible assessment for national qualifications. Assessment practices provide a supportive framework for students to present valid and authentic evidence of achievement.

Issues identified by external review are appropriately addressed. Self-review is informed by data analysis and involves staff at all levels. Staff and student feedback confirms recent reviews of assessment processes and practice have led to improved outcomes for students, including the introduction of new courses, consistent use of resubmission and improved tracking of student achievement.

Internal moderation processes are embedded within faculties and well monitored by the Principal's Nominee. Only results that have been quality assured are reported to NZQA. Staff have engaged with NZQA's External Moderation Application and strategically selected standards for moderation. Assessment materials are securely stored so they are available for external moderation.

Student data is effectively managed, results are submitted to NZQA by key dates and any issues are identified and efficiently resolved by the Principal's Nominee. Tracking ensure students at risk of not meeting qualification goals or requirements are identified and appropriately supported.

School communication ensures information on qualifications and assessment processes is appropriately provided to its community. Development of a shared understanding of school processes is enhanced by the range of formats used to distribute this information, from face-to-face meetings through to the Lindisfarne College App.

Areas for improvement

The school's external moderation response process requires staff to indicate how they will address issues identified by moderators. However, it lacks a monitoring component to ensure planned actions are completed in a timely manner and outcomes are evaluated. Adding this in a way that is transparent to all users will allow senior management to be confident identified issues are appropriately addressed.

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. They will:

- monitor actions planned in response to external moderation to ensure they are completed in a timely manner and their effectiveness is evaluated.

Kay Wilson
Manager
School Quality Assurance and Liaison

24 August 2018

NZQA

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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 4-5 June 2015 Managing National Assessment Report The school has addressed the three action items from the 2015 report. As a result:

- the school's expectations for the verification process are clearly stated in the documentation and embedded in staff practice
- the completion of faculty moderation processes is confirmed annually before the school's final data submission
- the staff and student assessment information has been updated.

Response to external moderation outcomes As external moderation reports become available, the Principal's Nominee determines which require follow-up. Discussions are initiated with relevant staff and the actions required to address the issues are determined and initiated. What the response process lacks, as confirmed by staff, is a monitoring component to ensure that planned actions are completed in a timely manner and the effectiveness of these is evaluated. Adding this would ensure the entire process is transparent to all users and assure senior management that the school's response to external moderation is effectively addressing issues.

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)

Lindisfarne College has effective review processes and procedures to identify areas for on-going improvement by:

- using data analysis to review student assessment outcomes and evaluate the effectiveness of assessment programmes
- having regular staff, faculty and Heads of Faculty meetings to discuss school-wide assessment processes
- faculties considering their own assessment practices and reporting to senior management as part of annual faculty outcome reviews.

School self-review is embedded practice, with staff involved at all levels. Improving outcomes for students is the main focus of review of assessment processes and practice. This is reflected in the results of recent reviews, including:

- students having a wider range of assessment options available through the introduction of new courses
- staff being able to articulate a consistent understanding of the resubmission process

- the majority of special assessment conditions applications in 2018 being supported by evidence the school collects
- communicating more rapidly with parents when students receive a Not Achieved grade for an assessment, or are at-risk of not meeting qualification goals
- improving external moderation processes, including cloud-based storage for digital assessment material, to allow the use of current student work and provide quicker feedback to teachers
- introducing an online portal to the school's student management system to facilitate access to achievement information by students and their caregivers
- adding a new analytical tool to the student management system to improve the tracking of student progress and the annual analysis of school achievement data

Interviews with staff and students during the visit provided confirmation of the effectiveness of these reviews in improving outcomes for student.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- monitor actions planned in response to external moderation to ensure they are completed in a timely manner and their effectiveness is evaluated.

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 2018 5.5)

Lindisfarne College has effective processes and procedures for meeting the assessment needs of their students by:

- introducing new courses, including Level 3 Agribusiness, Level 2 Science and Level 1 Digital Technology, based on staff and student feedback
- providing optional English and Mathematics courses with a focus on internally assessed standards because they allow better flexibility to achieve
- some departments capping the total credits available in courses to allow students to focus on the quality of results rather than the quantity
- staff using a range of physical and digital methods, including video and oral recordings to collect evidence of achievement during assessment
- identifying and applying for special assessment conditions for those potentially eligible
- ensuring that staff are well informed of those with entitlements to special assessment conditions and providing appropriate support, as required.

Lindisfarne College has effective processes and procedures for:

- assisting students to present authentic work by using a range of suitable strategies during the assessment and marking process, including online authenticity checking software
- managing missed and late assessments, further assessment opportunities and resubmissions, and student appeals of assessment decisions
- investigating and resolving potential breaches of assessment rules
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity and submitted no work
- complying with the requirements of the Privacy Act, 1993 when handling students' assessment information, and the Copyright Act 1994 when using student work as exemplars
- assisting with the management of the Examination Centre.

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 2018 6.4b)

Lindisfarne College has effective processes and procedures for managing internal moderation by:

- having all assessment materials critiqued prior to use to ensure they are fit-for-purpose and provide students with the opportunity to present evidence at all grade levels
- teachers using exemplars and standard clarifications to inform their grade judgements during marking
- purposefully selecting samples of student work around grade boundaries for verification
- using subject specialists from within, and outside of, the school to verify samples of student grades
- requiring staff to document the steps of their moderation processes on an *Internal Moderation Cover Sheet*
- Heads of Faculty monitoring and annually reporting to the Principal's Nominee on the completion of internal moderation processes within their faculties.

Lindisfarne College has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- providing Heads of Faculty with access to the NZQA External Moderation Application to assist the Principal's Nominee with the submission process
- recommending a strategic selection of standards for moderation
- storing assessment material securely, including that produced digitally, so it is available for external moderation.

Encourage digital submission of material for moderation In 2017, less than a quarter of the material for standards moderated was sent electronically. Submitting material digitally has the advantages of reducing workload and moderation response time. Interviews with staff identified that an increasing amount of the assessment material they receive from students is in a digital format. The school should therefore encourage staff to submit material for moderation digitally.

For consideration

To extend school practice in assurance of assessment quality, the school should consider:

- encouraging staff to submit material for moderation digitally.

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)

Lindisfarne College effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - providing a specialist analytical tool that supports the thorough analysis of achievement data by management and staff
 - setting school-wide and faculty academic goals based upon comparative analysis of school versus National achievement data
 - teachers analysing previous years' achievement data, including comparisons between external and internal results, to inform current year course or programme design
 - identifying students at risk of not meeting qualification goals or requirements so that appropriate support can be provided
 - supporting students to register for their NZQA Learner login and use this, and the online portal to the school's student management system, to check on the accuracy of their data and monitor their academic progress.

- **reports accurate achievement data by:**
 - frequent and timely reporting of results to NZQA
 - checking for, and correcting where necessary, errors shown up by the Key Indicators and data file submission reports from NZQA
 - removing entries where students have left or transferred courses, to ensure all entries have a reported result
 - teachers and Heads of Faculty checking the accuracy of results entered in the student management system, before they are reported to NZQA
 - confirming the accuracy of external entries prior to key dates to reduce late entries
 - having students take ownership of their results by signing-off on the accuracy of their grades
 - reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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))

Lindisfarne College has effective processes and procedures for:

- ensuring students receive course outlines, using a common template, for every course they take
- communicating information on achievement, qualifications, and assessment policies and procedures to the school community through a range of physical and digital formats, including a school app for mobile devices.

Lindisfarne College assists common understanding of assessment practice by:

- making the staff assessment handbook available digitally to facilitate sharing
- the Principal's Nominee explaining NCEA requirements and school assessment processes to Year 11 students at a beginning of the year assembly, and being readily available to answer student queries
- informing teachers about assessment best practice and providing opportunities to discuss changes in school or NZQA requirements at staff and faculty meetings.

Review of student assessment information planned The Principal's Nominee plans to review how information is transmitted to students, with the aim of developing a new format for 2019. The school no longer provides students with the annual diary that contained concise information on the school's assessment processes and procedures. An NCEA and Student Guidelines booklet is available, and more detailed NCEA information can be found in the School's *Academic Directory*. However, as the school is aware, some of the information in these documents needs updating and is not as concise as that previously available in the diary.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.