Managing National Assessment Report

Lindisfarne College

September 2022

FINDINGS OF THIS REVIEW

Lindisfarne College

23 September 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 a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Create a system or process for evaluating the effectiveness of actions taken to address external moderation feedback.	Following the external moderation round
Use external moderation outcomes to evaluate the effectiveness of internal moderation processes.	Annually
Credible assessment practice to meet student needs	
Ensure valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades.	Prior to external examinations
Clarify the resubmission rules with staff.	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Create a system to effectively monitor and document the completion of internal moderation processes and ensure only quality assured results are reported to NZQA.	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:

- providing opportunities for digital assessment including digital exams

- engaging in Review of Achievement Standards pilots to prepare for future assessment.

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School Quality Assurance and Liaison

8 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 5 July 2018 Managing National Assessment Report The agreed action to *monitor actions planned in response to external moderation to ensure they are completed in a timely manner and their effectiveness is evaluated* requires evidence of a more effective monitoring system that evaluates and documents the effectiveness of a faculty's response. The school has distributed ownership of the external moderation follow up process to Heads of Faculty. However, no one has formally evaluated how effectively a faculty's actions have resolved issues identified by NZQA moderators, as required by the last *Managing National Assessment (MNA)* review. The review process should ultimately lead to shared understanding of the standard and an improvement in assessment quality.

External moderation processes and response to outcomes NZQA's *Assessment (including Examination) Rules for Schools with Consent to Assess 2022, 6.4 (b)*, requires schools to create, or adopt, a monitoring system for internal moderation that ensures *the results they report have been subject to the internal moderation process.* However, this review found that in 2022, the school's monitoring system failed to discover that two standards sent for external moderation, had not been internally moderated. They were subsequently reported as *Not Consistent.* Currently, the Senior Leadership Team has no verifiable assurance that faculties/departments are doing what is expected by NZQA, or whether they are following the school's own guidelines. Consequently, the school is required to create a system that will effectively monitor and document the completion of internal moderation processes and ensure only quality assured results are reported to NZQA.

Due to the disruption caused by the pandemic over the past two years, the school's annual faculty reviews, to reconcile documentation with actual practice, have not been carried out systematically. The school is advised to reinstate these reviews and include an evaluation of the effectiveness of a faculty's response/action plan where external moderation outcomes have not been consistent.

Where a faculty/department has a longitudinal lack of consistency with the standards assessed and its internal moderation has been done solely within that department, it is worth considering the use of external grade verifiers to counteract possible insularity.

Since the last MNA review, the school's level of consistency with NZQA moderator judgments remains variable. Where the school disagrees with a NZQA moderator's judgement, it is advised to use the Query/Appeal tool in the External Moderation Application to unpack the disconnect between assessor judgements and the standard.

NZQA will return within the next twelve months to ensure that there are improved systems for monitoring both external moderation follow up and internal moderation and that internal moderation processes are consistent across all faculties.

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)

In 2021, the appointment of the current Rector saw faculty review evolve into a comprehensive, collaborative, and consistent exercise that informs whole college internal review. Each Head of Faculty has the opportunity to discuss their end of year report with a member of the Senior Leadership Team, who invites discussion, encourages reflection, and poses questions that interrogate the outcomes. The teachers interviewed commented on how the process engages and empowers them to reflect on their data, and question how they can improve outcomes for all students. External moderation outcomes might also improve if they were incorporated into this annual review process.

The Senior Leadership Team has introduced a new NCEA results analysis tool. The tool is used by individual teachers for their annual self-review of NCEA outcomes and these are subsequently incorporated into faculty reports to the Senior Leadership Team. To improve how the tool can best meet the needs of Lindisfarne College, it was adapted to produce a Grade Point Average score for each individual in a course. This better meets the school's needs for tracking individual students' assessment needs and outcomes. The tool has also been recognised for its role in improving data literacy levels across the whole staff.

In a recent review of MidYIS and other data for learners in years 7 – 11, the value-added scores for years 7 – 10 were below acceptable levels, providing the catalyst for a response. The Senior Leadership Team identified a need to accelerate progress towards achieving more equitable and excellent outcomes for students in this band. The school leadership anticipates that the use of intentional differentiation for individual learners through the creation of individual learner profiles and personalised learning plans, together with improved accessibility to the curriculum, will produce more equitable outcomes for this group of students, and enhance opportunities for their future success in the attainment of NCEA qualifications and awards.

Lindisfarne College is using its own processes of self-review based on data analysis and staff/student voice to build teacher capability and implement changes that will continue to improve assessment outcomes for all its students.

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)

Pursuit of academic excellence encouraged Over ninety percent of college leavers follow a university pathway. To ensure students have a successful transition to university, nearly half of college assessment is derived from external assessment. There is an increasing, high proportion of multi-level study, including university papers across a range of faculties. In order to meet individual students' needs for extension and enrichment, option choices for the following year are generally concluded around July. A best fit timetable is then constructed to accommodate the majority of students' choices. 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.

Monitoring the quality and completion of assessment ensures success The high rate of completion of assessment undertaken by students in their chosen programmes is a characteristic of the college. The Assistant Rector and Deans have a process for following up where work is not completed, or work receives a Not Achieved grade. Parents/caregivers are contacted and a plan is put in place to manage any students regarded as "at risk." Small class size, the willingness of staff to offer extra tutorials and structured prep for boarders, each contribute to overall student success.

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

Clarification of resubmission rules required The Principal's Nominee should clarify with all staff when it is appropriate to offer a resubmission. Heads of Faculty could monitor resubmissions to avoid potential inconsistencies in assessment practice.

Resubmissions are best suited to time bound assessments. Although a resubmission can be offered for work that is Not Achieved, there are additional considerations to determine if the student ought to be offered a one. For example, where an extended period of time is given to complete an assessment, with checkpoints built in, ordinarily this will negate the need for a resubmission.

Preparation for digital online assessment With many students now able to type faster than they can write, the move to digital online assessment is not only inevitable, but desirable. In 2021, a number of college New Zealand Scholarship candidates availed themselves of the opportunity to apply for computer use to complete their exams. It is recommended that the college consider providing opportunities for digital assessment including digital exams and engage in Review of Achievement Standards pilots to prepare for future digital assessment.

Clarify NZQA's requirements for the quality assurance of derived grades
Lindisfarne College needs to ensure its quality assurance process for practice external assessment/exams meets NZQA's guidelines. Systems are needed to ensure that practice exams are modified and critiqued, and grades verified before they are submitted to NZQA as potential derived grades. This process could be monitored using the school's existing internal moderation monitoring system.

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)

Strengthen internal moderation   As discussed above, the school must create an effective monitoring system for internal moderation that gives the college leadership confidence that each internally assessed standard has been moderated before its results are reported to NZQA. A check of each standard's *Internal Moderation Cover Sheet* is needed to

- ensure assessment tasks are critiqued prior to use to ensure they are fit for purpose, and
- ensure subject specialists have been used to verify grades awarded on a strategic selection of a sufficient sample of student work.

Assessors are expected to:

- use clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements, and
- use grade verifiers from outside the school where necessary, including to counteract insularity where a pattern of non-consistency emerges.

Share good practice   One faculty head shared evidence of their system for monitoring internal moderation which mirrors the practice advised in NZQA's Principal's Nominee handbook. A tracking sheet lists every standard assessed and colour coding indicates when the standard's internal moderation is complete. This is a helpful visual aid, and record, for faculty leaders, or the Principal's Nominee, to monitor internal moderation and provide assurance that all standards have been verified. This good practice would work well if it were centralised online and used consistently by all faculties.

Assessor support available   To improve or clarify school assessors' understandings of a standard, support is available prior to teaching and 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

Lindisfarne College 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

- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals

- implementing strategies to provide a broad range of opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Lindisfarne College 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.

Effective internal and external moderation to assure assessment quality

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

- refer *Strengthen internal moderation* pg.7 of this report.

Lindisfarne College 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

Lindisfarne College 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.

Lindisfarne College 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

Lindisfarne College 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
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success through awards in Assemblies, Good Report morning teas, Rector's Citations, Centurion Awards, Honours Ties and Academic Colours.

Lindisfarne College 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 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.

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
- Lindisfarne College Policies

Access was given to a range of documents on the school's Schoology site, including:

A. Teacher Guidelines

- *NCEA for Teachers : Guidelines Policy and Procedures*

B. Student Guidelines

- *Senior NCEA : SNCEA-14-1*

C. Scholarship Guidelines for Staff and Students

- *Scholarship 2022 : Section 1*

D. Academic Directory 2022.

The School Relationship Manager met with:

- the Assistant Rector/ Principal's Nominee
- Director of Learning Enhancement / Special Assessment Conditions Co- ordinator
- Heads of Faculty for:
  - o English (Acting)
  - o Mathematics
  - o Science
  - o Social Sciences and Commerce
- Teacher in Charge of:
  - o Biology, Chemistry, Science
- four students.

There was a report-back session with the Rector and Assistant Rector/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.