

Managing National Assessment Report

Kāpiti College

August 2021

What this report is about

This report summarises NZQA's review of how effectively Kāpiti 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 2021* (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
- *Kāpiti College National Qualifications and Procedures* (Staff Handbook)
- *Kāpiti College NQF – Procedures for NCEA and other National Certificates Information for Students, Parents and Caregivers* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Head(s) of Faculty/Department for:
 - English
 - Learning Support
 - Mathematics
 - PE and Health
 - Science
 - Social Science
- three students.

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

Kāpiti College

12 August 2021

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.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2020 due to the COVID-19 pandemic.

What the school is doing well

The Kāpiti College mission statement is "personalised learning in a connected community." This statement along with the school vision - "we innovate, inspire and engage" – provides a firm foundation on which the teachers and leaders develop meaningful teaching and assessment programmes for students.

The school is committed to developing assessment programmes which reflect student goals and support the school's strategic priorities. Staff routinely use assessment and feedback data to evaluate courses and make decisions about future course design.

Students have access to a wide variety of course options including assessment arranged through external providers. Staff have a strong understanding of students' attainment and academic goals and learning needs. This contributes to effective course design and assessment planning for cohorts and individual students. The systems for supporting applications for special assessment conditions and access to entitlements are comprehensive. Kāpiti College has made strong progress in embedding digital assessment. It has prioritised digital external assessment for students where appropriate and is a lead school in this area.

The school's internal moderation processes are robust. They provide assurance that assessment outcomes are valid and at the expected national standard. The Principal's Nominee regularly reviews the online documentation completed by teachers to ensure that results reported to NZQA have been through the complete process.

Data tracking and management are strengths of the school. This ensures high quality assessment information is provided to NZQA. Teachers and school leaders use assessment data to support decisions about future course design and planning. Data is used effectively to identify students at risk of not meeting their qualification goals, so that appropriate supportive interventions can be implemented.

Students and parents have good access, through a variety of channels, to information about NCEA and the school's processes for managing assessment.

Teachers interviewed for the review commented positively on the level of support they receive from the Principal's Nominee and senior leaders.

Areas for improvement

A process is required for reconciling results for external providers against the memoranda of understanding negotiated in advance with those providers. This would ensure that all results are reported with the correct provider code, and that agreements are in place and followed through to their conclusion.

Some other steps for the school to consider are detailed in the body of the report.

Agreed action

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

- require memoranda of understanding with external providers to be reconciled with results reported.

Kay Wilson
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School Quality Assurance and Liaison

18 November 2021

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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 04 July 2017 Managing National Assessment Report The school has fully addressed the actions agreed in the previous review regarding the provision of consistent course information and the selection of samples of student work for external moderation. A template for course outlines is used by all teachers, ensuring that comprehensive information is provided to all students. Samples of student work are selected at random, which meets NZQA requirements. The information provided in the Staff Handbook has been reviewed and updated as required. Further amendments to the handbook were discussed during the review.

Response to external moderation outcomes NZQA moderators have identified a high level of agreement between assessor judgements and the national standard. This provides evidence of effective internal moderation practice in the school. The processes for teachers and subject leaders to respond to external moderators are well understood and effective. Teachers, supported by their Head of Department report on all standards where concerns are identified by the external moderator, including any actions taken to address the concerns.

School leaders, in their role as line managers for departments, should consider evaluating the effectiveness of the response. This step completes the review cycle and provides further assurance that required changes are made.

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)

Access to and analysis of data by departments is a strength of the school. Data is used in regularly scheduled meetings to review courses and assessment decisions in real time. Heads of Departments reported that data was readily available and usefully presented in a tool in their student management system. Students results are monitored by deans and senior leaders to determine where additional support is required.

Since the last review the school has implemented a range of initiatives which are focused on improving senior attainment results and ensuring students needs are being prioritised and met. These include:

- enhancing the teaching, learning and assessment using digital tools in all classrooms, including a strong take up of external digital examinations
- a Junior Achievement Programme focusing on developing learning and thinking skills and teachers evidencing academic progress
- embedding student ownership of learning and assessment programmes

- providing targeted assessment opportunities for all students, including those at risk of not achieving awards and qualifications.

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 taken in response to external moderator reports to close the review cycle.

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 2021 5.1 – 5.7)

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

- monitoring at risk students to support their progress towards achieving their assessment and qualification goals
- providing “callback” opportunities for students to gain credits through targeted new or further assessment opportunities
- providing consistent resubmission practice, in line with NZQA expectations, across faculties
- using milestones and feedback to support students to present their best work and manage their deadlines
- partnering with a wide variety of external providers to offer a range of courses to meet individual student needs
- assessing when ready.

Kāpiti College has effective processes and procedures for:

- managing missed and late assessment
- identifying and addressing breaches of assessment conditions
- checking on the authenticity of student submissions for assessment using a variety of strategies including checkpoints and digital tools
- following up on and investigating appeals
- ensuring derived grades are based on evidence that meets NZQA requirements
- meeting the requirements of the *Privacy Act 2020*.

Effective management of Special Assessment Conditions Identifying and supporting students with special assessment conditions is a strength of the school. Barriers to assessment are appropriately removed for all students. Candidates for assessment support are identified in the junior school, largely as they enter in Year 9. Appropriate teaching and learning strategies that support students are well embedded across the school. The school uses a mix of school based and externally sourced evidence to support applications. Effective school processes, led by the Learning Support team, then ensure that all eligible students receive their special assessment conditions entitlements for internal and external assessments.

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 2021 6.4b)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work
- documenting and monitoring the steps of the process using a digital tool in the student management system.

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

- self-selecting a range of standards for external moderation to strengthen review and guidance in departments
- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Reduce workload by strategically selecting the sample of student work for verification The school could provide staff with further guidance on strategically selecting the sample of student work for verification. Using strategic selection, the sample size should be sufficient to assure confidence in the assessor's judgements. Factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed can be considered to determine the appropriate sample size.

All teachers assure the quality of grades awarded by verifying assessor judgements across a range of grades, including at the grade boundary. Strategic selection optimises the quantity of the feedback without compromising quality, and potentially reduces workload.

Strengthen documentation practice to better inform future assessor judgements Guidance should be provided to all staff about capturing verification discussions and storing exemplars or benchmark samples to better inform future assessor judgements. The school captures the internal moderation process digitally, but on many of the samples seen in the review had few or trivial comments. Some teachers routinely set aside and referred to benchmark or exemplar material. This is good practice for all staff to consistently follow.

For consideration

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

- providing teachers with guidance about the strategic selection of samples for verification as part of the internal moderation process

- providing guidance to all staff about expectations for capturing verification discussions and storing benchmark samples to better inform future assessor judgements.

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)

Kāpiti College effectively uses assessment-related data to support achievement outcomes for students by:

- reporting results to students and families using the online portal to the student management system, so that they can have up-to-date information about attainment and progress
- reviewing assessment data in departments in monthly meetings to identify trends, reflect on course decisions, student progress and actions required.
- using an analysis tool in the student management system to identify individual student concerns and strengthen decision making in academic conferences.

Kāpiti College reports accurate achievement data by:

- submitting regular data files, and by checking for and correcting errors
- ensuring that all internal entries have results, or are withdrawn, as appropriate, by the published due date.

Reconcile results reported for external providers with Memoranda of Understanding The school should develop a process for reconciling results it reports for external providers against the memoranda of understanding negotiated in advance with those providers. This practice would provide further assurance that all results are reported with the correct provider code, and that agreements are in place and followed through to their conclusion. This will also support the school in the development of appropriate annual external moderation plans. Currently, memoranda of understanding are retained by the Gateway Coordinator. Good practice would be to have these shared with the Principal's Nominee.

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:

- require memoranda of understanding with external providers to be reconciled with results reported.

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))

Kāpiti College has effective processes and procedures for:

- ensuring all students receive comprehensive and consistent outlines, personalised for all courses they undertake
- communicating assessment policy and procedure to parents, students and teachers using a variety of digital media and face to face meetings
- supporting teachers new to the school
- reviewing communications to ensure they are fit for purpose and current.

Kāpiti College assists common understanding of assessment practice by:

- the Principal's Nominee checking, using a random audit process, that teachers and departments are following the expected processes
- informing teachers about assessment best practice and providing opportunities to discuss changes.

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.