

Managing National Assessment Report

Marlborough Girls' College

June 2024

FINDINGS OF THIS REVIEW

Marlborough Girls' College

27 June 2024

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 2022.

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 2022.

Actions and considerations

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Monitor the quality assurance of grades that are reported to NZQA for use as derived grades	Before the start of 2024 external examinations
Review the means of school assessment communications to ensure they are fit for purpose	In preparation for the 2025 school year

For consideration

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

- using a digital means to record the completion of internal moderation, to reduce the monitoring workload
- encouraging the use of assessor support courses available on NZQA's learning management system, Pūtake.

A. J. Picken.

Amanda Picken
Manager
School Quality Assurance and Liaison

7 August 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 September 2019 Managing National Assessment Report

Marlborough Girls' College had two agreed action items arising from the previous review. The school now follows NZQA requirements for submitting external moderation. School assessment documentation has been updated since the previous review. However, staff and student assessment communications require further review to ensure they are up to date and fit for purpose, as outlined later in this report.

External moderation response to outcomes and processes Marlborough Girls' College has effective processes to ensure that external moderation outcomes are used to improve assessor judgements. The Principal's Nominee discusses Not Yet Consistent and Not Consistent moderator feedback with each Curriculum Leader to identify any areas for improvement in teacher practice or department processes. Curriculum Leaders follow up with teachers in charge of courses to review data and develop detailed action plans as needed, which are then shared with senior leaders. Any issues highlighted through external moderation are included in sections on moderation in annual Curriculum Area reports to the Board of Trustees. This provides assurance to Curriculum Leaders and senior leader line managers that internal moderation processes within departments are evaluated effectively.

The school's external moderation feedback shows that their quality assurance processes are effective, based on the sample of work submitted. The school has used external moderation feedback to identify areas where its internal assessment processes require strengthening. These have included improving the storage of digitally and physically completed student work, resolving data entry issues when entering grades for students who complete assessments with the college's sibling school, and identifying subjects and standards for which teachers require further support with assessment.

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)

Shared assessment leadership and ownership Senior leaders and Curriculum Leaders work strategically to develop assessment capability across the school, to both improve student outcomes and to reinforce the credibility of the assessment process. The staff's shared discourse about assessment encompasses its relationship with learning, curriculum, student pathways and wellbeing. Each of the above is carefully considered when making decisions about assessment programmes and policies in the school. Marlborough Girls' College is using a structured, negotiated framework to improve assessment capability across all year levels, informed by work with external professional learning advisors, the school's own research and data analysis, and connections with the school community. Each teacher has ownership of assessment and moderation processes for their classes, overseen by Curriculum Leaders, and their line managers in turn. Ongoing review occurs collaboratively and systematically.

Whole-school learning and assessment review A comprehensive review of the school's year 11 programme has led to the Level 1 qualification not being offered by the school from 2024. Decision-making considered student voice, observations, analysis of data and course outlines, and determined that the amount of time that students spent either in assessment or preparing for it was compromising their learning time. The school's initial evaluation of the change in 2024 indicates that the new programme is more engaging and more challenging. Middle leaders are planning courses with a view to students building a strong foundation for year 12 and year 13 pathways learning. Ongoing review will include the impact on students' anxiety levels in relation to formal assessment, and on the attainment of students most at risk of not completing a qualification. The school is well-placed to address any issues arising from the change and review.

Implementing the NCEA co-requisite The school's preparation for the dedicated co-requisite Literacy and Numeracy assessments has included considerable work in reinforcing literacy and numeracy skills across the curriculum as well as preparation for the mechanics of running the common assessment activities at school. The school has grappled with whether and when to enter students for these assessments, with all year 11s attempting the assessment in 2024. Data analysis from contributing primary schools through to standardised testing and teacher judgement has been used to identify and support students with particular gaps in their skills. The school is already reviewing its approach to entries and administration of the assessments, to make them as positive an experience for students as possible.

Credible assessment practice to meet student needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Monitor the quality assurance of grades for use as derived grades The school must monitor that quality assured grades for potential use as derived grades are reported to NZQA. This will ensure that all students have access to valid grades if their external examinations are disrupted for reasons beyond their control. The school has an embedded expectation that practice external examinations are conducted in assessment conditions that mirror external examinations, and that teacher marking is verified internally. The next step is to document this process so that senior leaders can be assured it is robust, and for review purposes as needed. Templates for documenting the quality assurance process and further guidance can be found on the NZQA website.

Review the means of communicating assessment information The school needs to review whether its existing means of communicating assessment policies and procedures to students and to staff are up to date and fit for purpose. The students interviewed during the review were confident that they could approach teachers with questions about NCEA assessment but would appreciate an accessible online source of information about school procedures. Clear and thorough assessment communications can help to maintain consistent adherence to processes and shared expectations across the school. A review cycle to keep the staff assessment handbook current is also needed, to keep pace with NZQA and school changes.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Effective internal moderation practices Marlborough Girls' College has effective processes to ensure that credible results are reported for internally assessed standards. Senior leaders can be confident that each standard with results has been subject to quality assurance. Curriculum Leaders ensure that subject specialists are used to verify teachers' grades, either from within or beyond the school. The thoughtful and thorough verification comments recorded on internal moderation cover sheets indicate that moderation is robust. This is also reflected in improvements in consistency with standards indicated in external moderation feedback.

Reviewing the means of documenting internal moderation The school could consider using a digital platform for documenting the completion of internal moderation, to alleviate the monitoring workload of Curriculum Leaders and the Principal's Nominee. Currently the Principal's Nominee has effective oversight of assessment records in the school's student management system, on shared cloud drives, and in physical form. The process of reconciling documented completion with actual practice could be streamlined through the use of a digital method, such as the school's student management system. This would also support monitoring the submission of external moderation to NZQA as soon as internal moderation is completed.

Accessing NZQA assessor support The school could consider encouraging teachers to make further use of NZQA assessor resources, including courses available on NZQA's learning management system, Pūtake. Marlborough Girls' College teachers are familiar with moderator clarification documents and exemplars and use these to ensure they have a current understanding of the standard. As subject-specific assessment support is increasingly available on Pūtake, this will become a key resource for all teachers, especially those new to the subject or to standards-based assessment.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Marlborough Girls' College has effective processes and procedures for meeting the assessment needs of its 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 and extending the school's Consent to Assess if required
- 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 opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Marlborough Girls' College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Marlborough Girls' College 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.

Marlborough Girls' 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
- 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

Marlborough Girls' 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.

Marlborough Girls' 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 whānau about assessment

Marlborough Girls' College has effective processes and procedures for:

- 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.

Marlborough Girls' College assists common understanding of assessment practice by:

- 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 Marlborough Girls' 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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

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
- *Curriculum and Student Achievement Policy*, Marlborough Girls College, 2023
- *MGC Staff Handbook: An introduction to MGC*, Marlborough Girls College, 2024
- *NZQA Managing National Assessments, Information for Curriculum Leaders*, Marlborough Girls College, 2023
- *Provisionally Certified & Overseas Trained Teachers programme*, Marlborough Girls College, 2024.

The School Relationship Manager met with:

- the Deputy Principal, Learning and Achievement
- Curriculum Leaders for:
 - Arts
 - English
 - Languages
 - Physical Education and Health
 - Science
 - Social Sciences
- two students.

There was a report-back session with the Acting Principal and Deputy Principal, Learning and Achievement, 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.