

Managing National Assessment Report

Nayland College

August 2023

FINDINGS OF THIS REVIEW

Nayland College

24 August 2023

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 highly 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

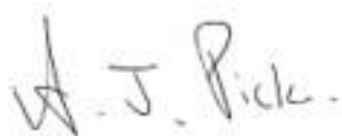
For consideration

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

- making assessment programmes more readily available to support students in managing their assessment workload.

No action required

The school has no action items relating to the quality of their assessment systems.



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7 September 2023

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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 4 September 2018 Managing National Assessment Report

The school has addressed the agreed action of reconciling internal moderation documentation with actual practice by including a check in the regular meetings between each Head of Learning Area and their line leader in the senior leadership team. The school now has appropriate steps in place to ensure that before the 1 December file submission deadline, all internal entries either have a reported grade or are withdrawn if students have not had an adequate assessment opportunity.

External moderation response to outcomes and processes Nayland College has highly effective systems in place to make good use of feedback received from external moderators. There is significant shared ownership and leadership taken by teachers and managers in the school's response to moderation feedback, in determining appropriate next steps if required, and in monitoring and evaluating the effectiveness of these actions. Both new and experienced Heads of Learning Area have a clear understanding of the purpose and processes involved in external moderation, supported by the experienced Principal's Nominee and robust ongoing review.

External moderation outcomes for Nayland College demonstrate a high level of consistency between assessor judgements and the standard. Where the outcome is *Not Consistent* or *Not Yet Consistent*, teachers access a range of resources to improve their understanding of the standard. These resources include the moderator's clarifications, courses on Pūtake, subject associations and other professional networks. Where a school-based verifier is not available or needs reviewing, the school sources a verifier with subject-specific expertise from outside the school.

The school is continuing to review its storage of digital assessment materials, both to ensure that they are available if required for external moderation and in preparation for the digital storage challenges expected with the introduction of fewer, larger digital-first standards as the NCEA Change programme is implemented. This involves assessing whether all materials are accessible by others in the school in the event of a student or teacher leaving the college. The review should prove effective in avoiding the few cases where materials have been unable to be submitted for external moderation as they have not been retrievable.

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)

Self-review practices are systematic Nayland College has highly effective systems that encourage a culture of ongoing self-review and promote the discussion and resolution of any issues that arise. All Heads of Learning Area see themselves as leaders of their own departments as well as contributing to school-wide leadership and the development of assessment practice. The school is accessing external professional learning support this year to invest in the further capability and adaptive expertise of their Heads of Learning Area. This is a proactive initiative to build more

cohesion between middle and senior leaders, ensuring familiarity with all the school's assessment and moderation expectations. Teachers report there is now more sharing of assessment and moderation practice. This effective review strategy is supported by links to school-wide planning.

Proactive approach to assessment review The Principal's Nominee is responsive to analysing and addressing any concerns with assessment practice, programmes and administration. Ongoing reviews include revisiting the school's authenticity policy in the light of advances in artificial intelligence to put greater emphasis on the teacher's role in only marking work that they know to be authentic. The school is also reviewing the process by which students' entries for standards may be withdrawn to ensure that everyone is adequately informed, and the student remains on track to achieve a qualification. All teachers are involved with ongoing review of courses and student programmes to maximise achievement and engagement through differentiated contexts, methods of assessment and programmes.

Future-focused review The school is well placed for the implementation of the NCEA Change programme. Level One courses for 2024 have been designed to ensure that all big ideas and significant learning are included, ensuring that students are prepared to engage with existing Level Two standards in 2025, while leaving room for strategic decisions about entries to avoid over-assessment.

A broader review of Level One is planned for 2024. The school has been working within Te Kāhui Ako o Omaio ki Tahunanui to develop a shared approach to the literacy and numeracy corequisite requirement and have begun implementing this across the curriculum. Teachers are optimistic about the potential of the new standards and learning-focussed approach to assessment intended as part of the NCEA changes and are working within the school and with external support to develop their programmes.

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, TEO's assessing Achievement Standards and Candidates 2023)

Consistent approach to flexible assessment conditions Teachers at Nayland College are adept at catering for individual student requirements while also adhering consistently to school guidelines. Students interviewed for this review were confident they could access a range of supports if required, including resubmissions, further assessment opportunities, special assessment conditions, and extensions. They were aware of applicable school processes and said these were conducted fairly by all teachers. Students are familiar with the range of means for submitting evidence for assessment that are available in most subjects – including presentations, written reports and using digital tools. Heads of Learning Area oversee procedures for collecting evidence and assessment conditions in their departments and are supported in this by other middle and senior leaders.

Revised systems to quality assure derived grades The school is intending to use the NZQA template to document the completion of quality assurance processes for derived grades in 2023. Consistent documentation will enable senior leaders to be more confident that each grade has been subject to verification or justification. Teachers are already familiar with critiquing and adapting practice examinations sourced from subject associations, to meet the needs of their students. Student work is frequently check-marked within departments, with a number of teachers able to use their experience as external markers to support their judgements. Teachers are

also familiar with comparing results from external examinations with those from school derived grade examinations to reduce any undue disparity between these results.

Managing student assessment workloads The school could consider further supporting students to manage their assessment workloads. Students reported that they would appreciate course outlines and timelines being more readily available in some subjects. More consistency in this area could assist teachers in adapting processes for implementing the fewer, larger achievement standards in the NCEA Change package to avoid deadline crunch points and assess students when they are ready.

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, TEO's assessing Achievement Standards and Candidates 2023)

Purposeful internal moderation Heads of Learning Area oversee the moderation of all internal assessments to ensure consistency with the standard, supported by their line leader in the senior leadership team and the Principal's Nominee. Middle leaders could describe a range of methods for completing moderation tasks, including check-marking by department members, employing verifiers outside the school, and blind marking on grade boundaries.

Reviewed documentation process In 2024 Nayland College will begin using the embedded internal moderation documentation checks within its student management system. Several subjects have trialled the process in 2023, and teachers are looking forward to streamlining administration and the potential improvement to the timeliness of completing moderation and reporting of student results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Nayland 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Nayland 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
- 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

Nayland 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.

Nayland 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

Nayland 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.

Nayland 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
- 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

Nayland College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Nayland 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 Nayland 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 Candidates 2023*.

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
- *Staff standards-based assessment policy summary*, Nayland College
- *NCEA information for parents and caregivers*, Nayland College
- *NCEA summary for years 12 and 13*, Nayland College
- *NCEA information for year 11*, Nayland College

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Learning Area for:
 - Arts
 - Mathematics
 - Physical Education, Health, Outdoor Education
 - Science
 - Social Sciences
 - Te Huarahi – Business, Languages, Pathways
- three students.

There was a report-back session with the Deputy 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.