

Managing National Assessment Report

Nelson College

March 2024

FINDINGS OF THIS REVIEW

Nelson College

26 March 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 2021.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Clarify the expectations of middle leaders to ensure consistent assessment practice between faculties and support ongoing self-review.	Within the 2024 academic year.



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10 May 2024

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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 29 March 2018 Managing National Assessment Report

There were no action items in the previous Managing National Assessment report.

External moderation response to outcomes and processes Nelson College has effective systems for responding to external moderation outcomes. All moderation reports are checked by Heads of Faculty to see if follow up actions are required, and action plans are created where appropriate. The completion of actions is monitored and documented by the Principal's Nominee and Heads of Faculty.

External moderation feedback has been used to highlight potential issues with internal moderation and improve assessment within faculties. Responses have recently included sharing good practice for storing student work, accessing NZQA assessor support resources, and checking that teachers who require assistance with moderation are adequately supported. The school encourages faculties to request external moderation of standards that have had a recent change of assessment task or method of collecting evidence.

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)

Assessment leadership Nelson College must continue to rebuild its assessment leadership capability after a period of significant staffing changes. The expectations of middle leaders in particular need to be clarified to ensure consistent assessment practice between faculties and support ongoing self-review. Careful alignment of middle leadership roles and responsibilities with those of senior leaders and classroom teachers will improve the ownership of assessment processes across the school and overall assessment capability.

Further attention to self-review within faculties is required. The school has acknowledged the need to develop teachers' analytical skills with a 2024 professional development focus that includes the use of data at teacher level. There has been no consistent requirement or practice in the last few years. Already in 2024, Heads of Faculty have completed a faculty self-review tool focused on their courses. The intention is that self-review will form the basis of fortnightly meetings between individual Heads of Faculty and senior leaders. Next steps include supporting teachers to plan to cater for students' individual needs within courses by implementing further differentiation strategies, and more closely monitoring their achievement progress. When the school's annual achievement targets are in place, good practice will include aligning these with faculty and subject goals so that all teachers are working towards the same areas of improvement.

Staffing changes have contributed to some inconsistent practice across faculty and subject leaders, resulting in the experienced Principal's Nominee and others picking up extra monitoring duties. Middle leader responsibilities, including monitoring the completion of moderation processes, and monitoring student assessment entries and progress are outlined in the *Nelson College Assessment Procedures and Practices* –

Information for Teaching Staff 2024, and the *2022 Nelson College Curriculum and Assessment Policies*. These documents outline systems to support the development of staff assessment practice. Teachers should refer to these documents to ensure they are meeting expectations, which should result in improved capability and decreased workload for middle leaders.

NCEA Level 1 change implementation Nelson College is well-placed for the continued implementation of the new Level 1 achievement standards and co-requisite requirement this year. Staff have actively engaged with the materials available to support implementation in each subject and have planned to assess three achievement standards in most courses. Courses that offer unit standard assessments have retained them.

Preparation for the Literacy and Numeracy common assessment activities is underway, with the school building on its involvement in pilot assessments in previous years. Literacy and Numeracy co-ordinators have been appointed to manage the assessments and are also supporting teachers to integrate literacy and numeracy development across the curriculum. Improved data analysis, outlined above, will also assist with tracking students' readiness for these assessments.

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)

Authenticity and artificial intelligence policies Nelson College has thoroughly reviewed the strategies employed by teachers to ensure the authenticity of student evidence for assessment. Effective strategies have been shared across the school to help ensure that authenticity is maintained as methods of assessment and the technologies available to students change. School assessment documentation has been updated to reflect the outcomes of the review. A shared spreadsheet is used to record the details of breaches of school assessment rules. The school is now employing a digital tool to assist in the detection of plagiarism. Both teachers and students are aware that evidence of the development of student work must be available as well as the final work itself. This is good practice that will limit the potential for inauthentic work to be submitted for assessment.

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)

Internal moderation monitoring systems improved Nelson College has monitored the completion of internal moderation in most faculties effectively. To improve monitoring, the school has begun documenting internal moderation within its student management system. The Principal's Nominee has previously followed up with all Heads of Faculty to ensure that each standard is moderated for each teacher in each year. The improved process should enable Heads of Faculty to assume this role, alleviate extra workload and enable ongoing oversight on aspects of moderation such as the suitability of verifiers to be more easily carried out by senior leaders in liaison with middle leaders .

All Heads of Faculty have a good understanding of the purpose and process of internal moderation. Each is using subject specialists from within and beyond the school to verify grades awarded on a strategic selection of a sufficient sample of student work. Teachers are involved in subject associations and are accessing NZQA resources that develop their understanding of assessment requirements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Nelson 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 kaiako are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams.

Nelson 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

Nelson 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.

Nelson 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

Nelson 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

Nelson 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
- 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.

Nelson 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 Nelson 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
- Nelson College Procedures and Practices 2024 – Information for Teaching Staff
- Nelson College Student and Parent Guide to NCEA – 2024
- Nelson College Curriculum and Assessment Policies – 2022.

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - English for Speakers of Other Languages, and Languages
 - Mathematics
 - Science
 - Social Sciences
 - Technology
- 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.