

Managing National Assessment Report

Ellesmere College
August 2022

FINDINGS OF THIS REVIEW

Ellesmere College

4 August 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 | |
| Strengthen the process to follow up ongoing issues raised in external moderation | To support the 2023 round of external moderation |
| Internal moderation to ensure the reporting of credible results | |
| Strengthen the process for monitoring internal moderation | To support the 2023 round of external moderation |

For consideration

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

- encouraging staff to use the function to query external moderation reports where they need further clarification
- reviewing process to ensure students register and use their Student/Learner login so they can access the functionality it provides.



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7 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 15 August 2018 Managing National Assessment Report The review identified a need to clarify the requirements for offering a valid resubmission opportunity. This has been resolved through the school having consistent communications and processes in place, and both students and staff have a clear understanding of the current requirements.

External moderation processes and response to outcomes Follow up processes need to be strengthened to ensure that ongoing issues identified in external moderation in a learning area are successfully resolved.

The school requires learning areas to respond to any moderation feedback with a *Not Consistent* or *Not Yet Consistent* outcome. The Principal's Nominee discusses with the Head of Learning Area or Teacher in Charge any issues arising from these reports and the planned actions to address them. This information is recorded on a moderation follow up form. In most cases this has resulted in improved outcomes through acting on the content of the report, change in internal moderation processes or changes in staffing. Where outcomes have not improved there needs to be a process to evaluate the changes made and make further changes.

In recent years, several standards have not been moderated as the material was not available to be submitted to NZQA. The school needs to be able to submit moderation so NZQA can be confident that assessor judgements are consistent with the standard, and so staff can receive feedback.

The school should consider encouraging teachers to use the function in the moderation application to query reports where they feel they would like further clarification or feedback. This would enable a targeted interaction to support any required action and may help with resolving ongoing issues.

Both the storage of material for external moderation and the follow up of external moderation outcomes could be incorporated in a strengthened monitoring of internal moderation process. Storing material for moderation is an important step of the school's documented internal moderation process. A suggestion on how to strengthen the process is outlined in the internal moderation section of this report.

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)

The school's approach to self-review helps ensure that concerns and potential improvements relating to assessment practice are identified and addressed appropriately. It is focused on meeting student needs and is grounded in a collaborative approach. Initiatives are discussed in senior curriculum meetings and then consultation includes the wider school community. Annual review is linked to the strategic plan but starts at the class teacher level with self-reflection to improve

individual practice. This feeds into Head of Learning Area review and annual board reports which identify strengths, weaknesses, and next steps.

In 2021 the school moved to not assessing a full NCEA programme in Year 11. The intention was to enable deeper learning and reduce assessment workload. The impact of this change was monitored, and adaptations made, as the year progressed to ensure that they were still meeting the needs of students on varied pathways. The results of the cohort once they have finished Year 12 this year will be analysed to help determine the impact of the change. The school is already considering the next steps to further improve outcomes for their students, such as semester courses and integrated courses at Year 11.

Other current areas of focus are considering how to balance engagement and success in both internal and external assessment whilst still supporting student's pathway progression, improving boys' achievement, and increasing Māori student achievement.

The school has reviewed assessment processes in response to the impact of Covid-19, changing how evidence may be gathered and altering how extensions to deadlines are managed. This has focused on removing barriers to student achievement whilst still ensuring quality assurance is robust. Derived grade exams were moved to in class tests administered in exam type conditions. The school is currently deciding how the strengths of this model can be maintained in any future model.

The Principal's Nominee reflects on assessment practice to consider what improvements can be made. He plans to leverage the confidence the school has gained through being involved in the digitally assessed literacy and numeracy pilot to move departments forward in engaging in digital examinations. He has identified that assessment pressure points during the year are a concern and wants to look at developing a whole school assessment calendar. This would give a clear picture of when assessment occurs, and it is hoped will lead to better management of timings to help ensure students have an adequate opportunity to achieve.

As the Principal's Nominee is outside senior management the school should consider how they can further empower him to confidently lead assessment related change.

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)

Increase student access to their NZQA Student/Learner login The school should consider reviewing their processes to ensure students register and use their Student/Learner login. Where students do not access their NZQA Student/Learner login, they cannot take advantage of the functionality it provides. This includes access to digital exams, checking the reporting of results, applying for reconsideration and reviews for external assessments, and ordering certificates and their Record of Achievement.

In recent years, logins by students have dropped to below 40% as students check their internal results and external entries through the school's Student Management System. The Principal's Nominee had identified a need to put in place a process to support students registering their Learner login, particularly those in Year 10, in

preparation for the Literacy and Numeracy digital pilots. He will also consider how this can be extended to cover other students.

Catering effectively to students with a wide range of assessment needs and intended pathways The students at Ellesmere College have a very wide range of aspirations and qualification needs. The school ensures that it offers a balance of vocational and academic assessment to best meet each cohorts' requirements. Te Aho o Te Kura Pounamu and online networks are used to provide assessment in subjects the school is unable to timetable, and the school offers assessment through a Secondary Tertiary Partnership, Gateway, and a Rural Trades Academy. The balance of students involved in any programme varies from year to year depending upon their goals. The school also updates the scope of its consent to assess to alter its own courses to meet the current needs of students.

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 the monitoring of internal moderation processes The school needs to strengthen, and record the outcomes of, the monitoring of internal moderation processes. This will give senior management assurance that all processes have been followed and create a record of any issues and how they are resolved.

This could be through an annual visit to learning areas for the Principal's Nominee to discuss and review practice with key staff in the learning area. This would give reassurance that:

- information recorded on internal moderation cover sheets and submitted to the Principal's Nominee matches actual practice
- material is stored and available for external moderation
- action plans from external moderation are effectively resolving issues
- quality assurance processes are effective.

Some Heads of Learning said they would value this feedback on their assessment leadership and implementation of school and NZQA requirements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Ellesmere 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 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 through the Literacy and Numeracy pilots to prepare for future assessment
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Ellesmere 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

Ellesmere 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.

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

- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Ellesmere 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.

Ellesmere 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

Ellesmere 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
- celebrating students' success.

Ellesmere 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 Ellesmere 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 whānau.

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
- *Ellesmere College 2022, National Qualifications Framework Staff Assessment Procedures*
- *Ellesmere College, Summary of Students' Rights and Obligations with respect to NCEA Assessment 2022, Information for Students, Parents and their Whānau*
- *Guidance for Ellesmere College students completing NCEA Internal Assessments 2022*
- *NCEA and Year 11 PowerPoint*
- *NCEA and Year 12 PowerPoint.*

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal (Senior School)
- Heads of Learning Area for:
 - Arts
 - English
 - Mathematics
 - Physical Education and Health
 - Social Sciences
 - Technology
- three students.

There was a report-back session with the Principal, Assistant Principal (Senior School) 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.