

# **Managing National Assessment Report**

## **Craighead Diocesan School**

**June 2022**

# FINDINGS OF THIS REVIEW

## Craighead Diocesan School

16 June 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
<b>Credible assessment practice to meet student needs</b>	
Ensure staff and student assessment handbooks are current, accurate and fit for purpose.	<ul style="list-style-type: none"><li>• Immediate</li></ul>
Ensure grades are reported to NZQA in the year of assessment.	<ul style="list-style-type: none"><li>• Immediate</li></ul>
<b>Internal moderation to ensure the reporting of credible results</b>	
Clarify that verification of student work for each teacher should be strategically selected	<ul style="list-style-type: none"><li>• Immediate</li></ul>
Strengthen the monitoring of internal moderation by senior leaders to ensure all standards have been quality assured before results are reported	<ul style="list-style-type: none"><li>• Immediate</li></ul>
Evaluate the effectiveness of external moderation follow-up	<ul style="list-style-type: none"><li>• At time of department audits</li></ul>

### **For consideration**

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

- student work for internal moderation is purposefully selected around grade boundaries



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4 August 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 16 May 2018 Managing National Assessment Report** The school has resolved the one action from 2018 by ensuring the timely completion of external moderation actions.

**External moderation processes and response to outcomes** External moderation outcomes in 2022 were characterised by a high level of consistency, showing an improvement over levels from the past five years.

A few individual subjects with a longitudinal lack of consistency of assessor judgements with the standards being assessed have resolved their issues by strengthening the subject expertise in those departments. The Principal's Nominee checks every report thoroughly, including those reporting consistent outcomes, to ensure that feedback from the process informs departments' future assessment of those standards. External moderation outcomes are included as part of each department's annual review and are reported to the Principal.

A new online system for external moderation has made the monitoring of action plans and the storage of student materials more effective, by improving transparency and accessibility. Heads of Department are encouraged to take responsibility for managing and monitoring external moderation within their departments and to proactively select standards for the Moderation Plan. A next step would be for the Principal's Nominee to evaluate how effectively departmental actions have resolved issues identified by NZQA moderators.

### 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)*

Craighead Diocesan School has a proud history of inspiring and supporting the pursuit of personal excellence and more recently, of ensuring the well-being of all its young people. With its eye to the future, the senior leadership team is currently mapping and assessing the impact that the implementation of the NCEA Change Programme will have on the school's assessment calendar, assessment practice and programme and pathway planning.

The school leadership team has started the conversation about the future of NCEA Level 1 in the school and will survey staff, students, and the community for feedback to inform the changes ahead. In preparation for the *Digital First* approach that NCEA assessment will take from 2024, the school is piloting the Literacy Co-requisite to test how well its infrastructure can meet the demand for scaled-up digital assessment. The school is working with the consultancy contracted by the North and South Tamaru Kāhui Ako to build the digital capability of its teachers. School leaders are confident that this targeted professional learning and the shifts teachers have made themselves to carry out assessment remotely during the pandemic, have positioned the staff well for external digital assessment.

To enhance student well-being, Heads of Department are encouraged to cap their courses between 18 - 21 credits to allow students to focus on quality achievement outcomes and better manage their workloads. Although the school has maintained NCEA success rates above those of comparable schools for the past five years, the school is keen to improve its level of excellence endorsements, in keeping with its mission to inspire students in pursuit of personal excellence.

Craighead Diocesan School's leadership is confident of continued improvement to assessment practice and quality assurance systems from its capable, and well-qualified staff.

## **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)*

### **Ensure staff and student handbooks are complete and comprehensive**

Communications need to be updated to reflect current assessment practice and support consistency and understanding of practice for both students and staff. At the time of this review, the monitoring of assessment and moderation was being migrated from one online platform to another. Although the teachers interviewed confirmed that robust processes are in place, the staff handbook does not yet capture the end-to-end process for internal and external moderation. The following adjustments will ensure that the staff and student handbooks are fit-for-purpose:

- provide a student handbook in a student-friendly format and style that is differentiated from the staff handbook
- hyperlink the staff handbook to information, circulars, and forms on the NZQA website, including the NCEA Mythbusters, and refresh links and terminology as required
- ensure the latest updates to assessment practice and moderation requirements are incorporated immediately into the staff handbook
- ensure the staff handbook enables access to all steps in the internal and external moderation cycle and/or describes the end-to-end process.

**Report grades in the year of assessment** Since NCEA fees were waived, schools have been required to report results to NZQA in the year of assessment. If results for a Year 10 student are “banked” and reported when the student is in Year 11, this can potentially breach the rule for Course Endorsement, which states that all grades for a Course Endorsement must be reported within one school year. The school needs to report all results in the year of assessment including NCEA results held for Year 10 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)*

**Effective use made of external verification** Most Heads of Department interviewed value their connections with colleagues in other local schools with whom they verify grades awarded on a selection of student work and network for professional learning. This practice is both practical and strategic. Where a teacher is the sole subject specialist, an external grade verifier is required for internal moderation. However, several HODs used external verifiers to:

- counteract insularity and avoid professional isolation
- to eliminate bias in an appeal process, and
- to broaden their professional learning.

This is good practice and is reflected in the high levels of agreement between external moderators and assessor judgements.

**Strengthen monitoring of internal moderation** Some teachers interviewed were unsure of NZQA's requirements regarding the number of pieces of work each teacher needs to have verified for internal moderation. The samples should be purposefully selected from around grade boundaries and be sufficient to confirm the assessor's judgement is at the standard. The number of pieces selected should reflect the assessor's experience with the standard and their proficiency as an assessor. Those responsible for managing and monitoring internal moderation can help manage the workload of grade verifiers and ensure that verifiers are subject experts.

**Ensure internal moderation is verified by a subject expert** In the last five years, two standards not offered as part of a school course, were assessed during a live dance performance. Although the work was moderated, the grade verifier was not a subject expert, and the evidence was later misplaced and unable to be sent for external moderation. Where teachers agree to assess standards that the school does not routinely offer, their processes must comply with NZQA requirements and the school's own assessment guidelines. The school's current requirements for all assessment and moderation to be uploaded to a shared drive has improved the storage of work required for external moderation.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Craighead Diocesan School 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 expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.

**Craighead Diocesan School 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**

**Craighead Diocesan School 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

**Craighead Diocesan School has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Craighead Diocesan School 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.

**Craighead Diocesan School 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

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform staff, and students and their families about assessment**

### **Craighead Diocesan School 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 with recognition in a range of settings.

### **Craighead Diocesan School 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 Craighead Diocesan School:

- 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 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 information on their actions and self-review since the last Managing National Assessment report and the following documents:

- *2021 BOT Report*
- *2022 NCEA Procedures for Year 11 – 13 (Student Handbook)*
- a sample of departmental BOT Reports
- *Curriculum Policy*
- *NCEA Procedures for Staff 2022 (Staff Handbook)*
- *Staff Assessment Information*
- *Strategic Plan 2021 to 2023 and Annual Goals 2021.*

The School Relationship Manager met with:

- the Principal
- Heads of Department for:
  - English
  - Languages
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Sciences
- three students.

There was a report-back session with the Principal 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.