

# Managing National Assessment Report

## Bayfield High School

June 2021

## What this report is about

This report summarises NZQA's review of how effectively Bayfield High 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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

## 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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *Bayfield High School Policies – Achievement of Māori Students 2018, Careers Education Policy 2019, Curriculum Policy 2019*
- *National Qualifications Framework 2021: Staff Handbook, Bayfield High School*
- *NCEA Rules and Procedures 2021: Student Handbook, Bayfield High School*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Head(s) of Department for:
  - English
  - Future Pathways
  - Mathematics
  - Physical Education and Health
  - Science
  - Social Sciences
- three students.

There was a report-back session with the 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.

# SUMMARY

## Bayfield High School

10 June 2021

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

At the request of NZQA, and with the school's agreement, this review was rescheduled from 2019, and again from 2020 due to COVID-19 restrictions.

### What the school is doing well

Bayfield High School caters for a wide diversity of student needs and its student-centred approach ensures that all students have the opportunity to achieve success.

Review occurs at all levels of the school with Senior Leaders and Heads of Department engaging in ongoing analysis of student achievement and adjusting targets and programmes in response. This review has led to school-wide changes including removing banded classes at year 11 and introducing a range of measures to improve the achievement of students at risk of not achieving to their potential. Heads of Department take responsibility for the ongoing review of their assessment and learning programmes, focussing on improving achievement as well as addressing school wide priorities.

Assessment practice is occurring according to NZQA's expectations. Assessment opportunities are increasingly designed to meet student needs on a cohort and individual basis. Evidence for assessment is gathered in a range of ways that support students to submit their best work. The school is expanding its use of digital tools for assessment including in external examinations.

Effective internal moderation processes were described by each teacher interviewed for this review. Teachers verify samples of student work at grade boundaries to ensure that grade decisions are consistent with the standard, using subject specialists from outside the school where appropriate. Samples of work are submitted as required for external moderation, and plans created to address any concerns identified by moderators.

Data is used and managed effectively to support student achievement outcomes. Achievement data is analysed and tracked at multiple levels across the school to ensure that any issues are identified and responded to promptly.

The school communications are effective in allowing staff, students and caregivers to understand NCEA and school assessment requirements and plan for and monitor student progress.

## **Areas for improvement**

The external moderation process needs strengthening by ensuring that action plans are monitored by senior leaders for their implementation and effectiveness. Currently Heads of Department respond to external moderators' concerns by discussing proposed actions with the Principal's Nominee and implementing changes the next time the standard is assessed.

Teachers interviewed displayed an understanding of the importance of internal moderation for ensuring that the marking of all student work is consistent with the standard. Most teachers are strategically selecting samples for verification at grade boundaries.

Teachers need further guidance on what constitutes a sufficient sample for verification of student grades in the internal moderation process. This could help to reduce verifier workload, without compromising the quality of the assurance process.

The staff and student handbooks need updating so that the information included is comprehensive and accurate. This will assist in ensuring consistent assessment practice and understanding of NCEA requirements.

Students should be encouraged and supported to create and use their NZQA learner login, giving them access to digital examinations, reconsiderations, reviews and NCEA results.

## **Agreed actions**

The school agreed that two actions will improve the quality of their assessment systems. These are:

- strengthen the external moderation process by ensuring senior leaders have a process to monitor the successful completion of action plans
- further update the staff and student handbooks to ensure that the information supplied is comprehensive and accurate.

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3 August 2021

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# FINDINGS OF THIS REVIEW

## How effectively has the school responded to external and internal review?

### External review

*Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

**Managing National Assessment review 4 August 2016** There were no action items in the 2016 Managing National Assessment report.

**Response to external moderation outcomes** External moderation outcomes are analysed by the Principal's Nominee who summarises feedback for teachers on department marking and moderation processes. Heads of Department reflect on this overall feedback and on moderator reports for individual standards and complete a moderation response form that includes intended actions in response to moderator decisions. Teachers refer to these plans before assessing relevant standards the following year.

Senior management should monitor that action plans have been completed and that the changes are evaluated for effectiveness. Currently Heads of Department are responsible for following up on external moderation action plans. Monitoring by senior management will strengthen the moderation process by ensuring that ongoing improvement happens, and it will help the school to maintain high agreement rates between teacher and moderator judgements.

### Internal review

*Evidence for 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)*

Bayfield High School has effective systems and processes to monitor and review NCEA assessment practices and how they impact on student achievement progress. Shared ownership of self-review is developing throughout the school to inform initiatives that ensure student learning and assessment needs are well met and supported. Goal setting for departments and teachers is based on the school's strategic plan, department results analysis, and personal development plans. Heads of Department meet regularly with the Assistant Principal for Curriculum to discuss the leadership of their departments.

The school is considering how their current processes of self-review can become more dynamic to encourage ownership of whole-school change within departments. The recent expectations set by senior leaders for culturally responsive pedagogy and differentiation within mixed-ability classes are reflected in ongoing department review. Teachers interviewed were able to clearly explain the review processes they undertook in their departments and the lines of reporting to the Board of Trustees. These include using results analysis, ongoing programme review and student voice to implement changes to senior courses to address the needs of students.

**Strategies to improve outcomes for Māori** The school has identified and begun implementing strategies to improve the achievement of Māori learners, and Māori boys in particular. Staff professional learning in 2021 includes using Poutama

Pounamu concepts to develop culturally responsive relational pedagogy. School-wide focus areas include increasing attendance, targeted teaching and learning opportunities and closer tracking of Māori students as individuals and as cohorts. Teachers spoken to for this review recognised the importance of better meeting the needs of Māori students and are keen to explore how to make changes in their departments and classrooms to achieve this goal. Progress will be evaluated using results analysis and the Poutama Pounamu observation tools.

**Removal of banding** The school strategy of providing more equitable opportunities and outcomes for all students has resulted in a change to non-streamed classes in year 11 in 2021, and the removal of banding in the junior school. This is a result of research and analysis by school leaders. It is intended that this change will improve student engagement and ensure that a range of learning pathways are kept open for all students. Course allocation is now based on timetable fit, and differentiation strategies are expected to be used within mixed ability classes to meet the needs of individual students.

**Range of initiatives to support all students to achieve to their potential** The school plans to construct a coherent framework for identifying priority learners, their needs and next steps. The school began using the Middle Years Information System (MidYIS) baseline literacy test in 2020 to assist with identifying and tracking student literacy needs. Special assessment condition processes have been reviewed by the Principal's Nominee, literacy coordinator and the Special Education Needs Coordinator, and have influenced the identification and provision of resources for eligible students. The school's senior mentoring programme is being used to support the tracking of student achievement through academic conferencing.

**Principal's Nominee conducts regular department audits** The Principal's Nominee reviews departments on an annual basis. Teachers spoken to for this review valued the support and evaluation involved in the department audit process. The review includes moderation procedures including contact with external verifiers, data analysis and any professional development required for managing national assessment. A review sheet is completed by the Principal's Nominee, discussed with the Head of Department, and followed up if further support is required.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review. Senior leaders undertake to:

- strengthen the external moderation process by ensuring senior leaders have a process to monitor the completion of action plans.

## How effectively does the school's assessment practice meet the needs of its students?

*Evidence for 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)*

### **Bayfield High School has effective processes and procedures for meeting the assessment needs of their students by:**

- tracking progress towards NCEA requirements throughout the year, so that any barriers to student achievement are minimised
- offering students the opportunity to opt in to New Zealand Scholarship assessment, and enabling access to Scholarship learning materials and tutorials
- differentiating student NCEA entries within the same course based on their individual learning programmes
- trialling the use of digital examinations, to be consistent with digital teaching and learning activities

### **Bayfield High School has effective processes and procedures for:**

- managing missed and late assessment, appeals and breaches of the rules
- using a range of strategies to ensure that student work is authentic
- appropriate use of resubmission and further assessment opportunities
- meeting the requirements of the Privacy Act 2020 in the issuing of student results and using student work as exemplars.

**Gathering evidence for achievement** Teachers and students share an understanding that standard-specific evidence can be collected in various formats from a range of tasks. Teachers are beginning to explore collecting evidence over time rather than from single assessment events, to minimise the need for resubmission and further assessment opportunities. This includes more use of practice activities and instructional milestones to enable students to better monitor their own progress. Students receive feedback on their learning and progress towards assessment; increasingly on digital platforms.

**Assessment opportunities meet students' needs** To ensure that assessment opportunities are appropriate for students, teachers focus on understanding their individual requirements and providing support. A current professional learning focus is Universal Design for Learning, an approach that is beginning to be reflected in teachers designing assessment opportunities to meet students' diverse and variable learning needs. The Special Education Needs Coordinator uses school-based evidence to identify students requiring special assessment conditions. Teacher aides provide support with internal assessments for students with special assessment entitlements. Some departments have translated task instructions into te reo Māori and other languages as appropriate, to help students understand what is required. The school also employs a literacy coordinator to work one on one with students to develop their literacy skills, with particular focus on those at risk of not achieving the Level 1 literacy requirement.



**No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## How effectively does the school's internal and external moderation assure assessment quality?

*Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

### **Bayfield High School has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use to ensure they are valid and fit for purpose
- keeping benchmark samples to inform future assessment decisions
- teachers reviewing standard clarifications, and using NZQA and school exemplars to improve assessor judgement
- documenting internal moderation, including verification notes in physical or digital files
- checking with external agencies that evidence gathering and marking processes for Unit Standards follow best practice
- the Principal's Nominee conducting annual department reviews to check that internal moderation processes are being followed as reported on by Heads of Department.

### **Bayfield High School has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are provided by being adequately stored for digital submission
- encouraging teachers to suggest appropriate standards to be considered for inclusion in the moderation plan
- selecting samples of student work randomly to NZQA requirements.

**Departments select internal moderation strategies appropriate to the standard being assessed** Teachers interviewed mostly select student evidence at grade boundaries for verification. Further explicit instructions about this in the staff handbook would help maintain a consistent approach. Teachers use a range of strategies to verify the marking of internal assessments, and vary these strategies depending on teacher experience, external moderation feedback, standard criteria, and assessment conditions. Strategies used include moderation meetings with all assessing teachers, blind marking of selected student work, using outside verifiers including subject association clusters, and team marking of practical performances.

### **For consideration**

To extend good practice in assurance of assessment quality, the school is encouraged to consider:

- provide staff with further guidance on sufficient grade verification by the strategic selection of student work.

## How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)*

### **Bayfield High School effectively uses assessment-related data to support achievement outcomes for students by:**

- using standard entries and results to inform academic conferencing meetings with students and their caregivers
- using data analysis to inform course design and better reflect the learning needs of students
- ensuring that any changes made to students' assessment programmes during the year do not make it more difficult for them to achieve their NCEA, literacy, numeracy, or University Entrance goals.

### **Bayfield High School reports accurate achievement data by:**

- reporting results to NZQA on a timely and regular basis
- providing opportunities for students to check their results in the school's Learning Management System and those submitted to NZQA
- Heads of Department checking final external and internal entries for students in all courses and confirming these with the Principal's Nominee
- the Principal's Nominee providing detailed and frequent instructions for teachers to manage their NCEA mark books within the school's learning management system

**Use of assessment data to facilitate self-review** Heads of Department, tutor teachers and Deans use data to review the standards offered in courses and in individual students' assessment programmes. School-wide data is analysed to review overall performance and ensure equity issues are identified and actions are taken to address them. Teachers have responded to course analysis by keeping options open for students through providing access to a range of skill-building unit standards while also retaining an achievement standard pathway in their subject areas. There is also a focus on understanding the strengths of student cohorts and amending courses to suit their needs and interests.

**Students must be encouraged to access their NZQA login** The school should encourage and support students to create and use their NZQA learner login. Students use their logins to check their NCEA results, request reconsiderations of external assessments and order certificates. Registration is also essential for being able to access external digital assessments.

### **For consideration**

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- encouraging and supporting students to create and use their NZQA learner login.

## How effectively does the school's communication inform staff, and students and their families about assessment?

*Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

### **Bayfield High School has effective processes and procedures for:**

- communicating any amendments to students' assessment programmes in writing to students and their caregivers and seeking their support for changes

### **Bayfield High School assists common understanding of assessment practice by:**

- checking whether teachers, students and parents are following processes
- the Principal's Nominee providing Heads of Department with frequent reminders of assessment and documentation processes
- informing students of NCEA opportunities and requirements through regular assemblies, and academic conferencing
- using the NZQA Mythbuster series in staff meetings to encourage department review of processes and ensure that current best practice is understood by teachers.

**Students and teachers interviewed showed a good understanding of school assessment procedures** Students interviewed for this review could clearly articulate how NCEA works at Bayfield High School. They understood school processes such as monitoring authenticity, moderation, appeals and extensions, and felt their teachers applied them consistently. They knew that a range of options were available to support students with learning needs and extension opportunities and where to seek further information if required. Teachers are increasingly using digital platforms to make course outlines, assessment tasks and feedback readily available to students. The appointment of academic prefects to support students' understanding of NCEA requirements and setting achievement goals is encouraging students to take ownership of their progress towards qualifications.

**Updating NCEA handbooks required** The school's procedures in the staff and student handbooks for resubmissions and further assessment opportunities need to be further updated to reflect current practice. This will promote a consistent approach across all departments and avoid any confusion about the gathering of evidence for assessment.

### **Agreed action**

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- further update the staff and student handbooks to ensure that the information supplied is comprehensive and accurate.