

Managing National Assessment Report

John McGlashan College

August 2023

FINDINGS OF THIS REVIEW

John McGlashan College

16 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 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 one action will improve the quality of their assessment systems and practice for national qualifications. This is:

| Action | Timeframe |
|--|---|
| External and internal review | |
| Evaluate the effectiveness of external moderation follow up. | For the 2023 and all following moderation cycles. |

For consideration

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

- providing direction from senior leadership for departments to make decisions about assessment for their 2024 Year 11 courses
- collecting student voice for feedback on the teaching and learning in their courses and on the assessments they experience
- expanding the range of methods used for collecting evidence for assessment
- placing the staff assessment manual online so that it is more accessible.

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23 November 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 29 October 2018 Managing National Assessment Report

The school had three agreed actions from the 2018 report. It has addressed moderation attestation by introducing robust systems to track completion of internal moderation. Subject teachers check internal entries to ensure that a result is attached to students, or the entry is withdrawn if there has not been an adequate opportunity to be assessed. The Principal's Nominee checks mark books before the final submission to identify any areas where there may be issues. School documentation is updated regularly by the Principal's Nominee, and the assessment information provided to staff, students and whānau is current, consistent and accurate.

External moderation response to outcomes and processes The Principal's Nominee has introduced a shared drive for the storage of materials for external moderation that all departments now use. This has improved oversight of the process for him and the Assistant Principal for Curriculum / Assessment and ensures that they can access the materials for submission.

John McGlashan College has a recent history where a significant number of standards have not been submitted for external moderation. The Principal's Nominee has identified this as an issue and has investigated and addressed the underlying reasons. He has reviewed the school's process to ensure that monitoring is improved and that this issue is appropriately addressed for future moderation. He has also indicated that the existing assessment compliance audit will be reviewed to ensure it informs departmental review and supports the external moderation process for the next assessment year. For future moderation, the implementation of this process is intended to result in improved overall moderation outcomes as there will be earlier response to any identified issues from previous years.

The school's leadership recognises the value of external moderation feedback as confirmation that their internal processes lead to the reporting of valid results and have strengthened the follow up process. The Principal's Nominee works with assessors and Heads of Department to follow up on any identified issues. In their reporting to senior leadership and the Board, departments reflect on their external moderation feedback and consequent changes. Actions developed as a response to external moderation are monitored by the school's curriculum sub-committee who ask questions of departments to ensure their actions address the issues and that assessment for learners at the College is consistent with the standard.

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 3)

John McGlashan College has an established programme for learning area review which extends to the school's Year 7 to 10 interdisciplinary curriculum. As well as reporting annually to senior leadership and the School Board Curriculum sub-committee, each department completes a comprehensive department review every three years with the school's Board. The three-year review interrogates assessment

and moderation data to evaluate courses and inform course and assessment changes. Currently all Year 11 students have a pathway towards NCEA Level 1 and then can opt to continue in NCEA Levels 2 and 3 or take a different assessment pathway. All students have access to vocational pathways and work experience. To ensure that students have access to a broad curriculum, the school's timetable is aligned with its sister school.

Insights from piloted subjects shared Following the 2022 Education Review Office (ERO) review, the school and ERO are working together to evaluate how successful, balanced and responsive the school's curriculum is to student need. This process is enhancing the confidence of the school's senior leaders that their teachers and middle leaders are ready to implement NCEA change for 2024. The school is in its third year of piloting English standards and is pleased with the progress made. The English Head of Department is feeding their experiences into the preparation for whole school implementation. A consideration for the school is to ensure that senior leadership provides direction for departments to make decisions about what assessment will look like in their Year 11 courses with the introduction of the new Level 1 standards. This would include how many standards are assessed for each subject.

Targeted support to boost literacy and numeracy skills The school identifies students in Years 7 and 8 who need extra literacy and/or numeracy support and provides consistent support from Years 7 to 10 for these students to gain literacy and numeracy alongside their cohort by the end of Year 11. In 2022, the school used this data to review its support for learners and consequently developed timetabled Literacy and Numeracy booster classes. Years 9 or 10 students can opt into these or be encouraged by teachers to select them. Through this support, the school has provided a pathway for students to gain literacy and numeracy requirements to gain a qualification by the end of Year 11. The school's timetable in 2024 will be used to support Year 11 students identified as still progressing towards gaining their literacy or numeracy. Heads of English and Mathematics oversee the process to ensure that interventions are in place.

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)

Gathering student voice to inform assessment changes The College provides its students with a wide range of learning and assessment pathways targeted to meeting student's qualification and vocational goals. Teachers are experienced and capable assessors who demonstrate a shared understanding of credible assessment practice and take ownership of data analysis. The senior leadership support this by providing focusing questions and a response template which is used in departmental review. As a next step departments could consider gathering student voice to provide feedback on courses and assessment. This would provide useful triangulation, supporting assessor reflection on internal assessment, and checking against data analysis of student achievement. When interviewed, teachers saw the value of student voice but were not consistently collecting nor utilising it.

Making assessment information more accessible The school's Assessment Management Manual provides comprehensive direction on all assessment matters, but it has a high level of detail and is hard to navigate. The Principal's Nominee should consider making this manual more streamlined, user-friendly and fit for

purpose. In addition, it needs to be accessible electronically so that assessors can directly access the information they need on the school's assessment and moderation processes.

Students report good understanding of assessment processes including appeals and extensions. They regularly log in to the Student Management System and NZQA's Learner Login to check their progress and the accuracy of their assessment data. Students are identified early for Special Assessment Conditions using mainly school based evidence. They are supported to use the conditions provided so that they are confident in assessment situations.

Meeting changing authenticity challenges With the growing use of artificial intelligence in classrooms, staff at John McGlashan College are considering how to ensure that students are supported to use the available tools for learning without compromising authenticity in assessments. Currently the use of authenticity checkers is expanding across subjects as teachers are sharing their experiences in using them. Teachers at the College know their students well, so the use of checking platforms supports the existing detection with extra data. Teachers can support this by regular referring to the school's authenticity guidelines in the classroom. This will support students as they navigate a new learning paradigm.

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)

The school's quality assurance processes for assessment are comprehensive and supported by the moderation process in their Student Management System. Teachers' ownership of credible assessment practice is embedded at all stages of the moderation process of internal assessment, ensuring that credible results are reported to NZQA. Teacher judgements are verified by qualified assessors in the school and there are also ongoing verification arrangements with experienced assessors outside the school. Teachers at the school are engaged in local and national professional bodies and they are aware of and engage with NZQA's assessor resources and Learning Management System. Pūtake, to develop their assessor skills.

The Principal's Nominee has recently adopted the moderation tool provided by its Student Management System, replacing the previous paper-based process, and has supported teachers to embed the change. This supplements the ongoing professional development that he provides to staff on assessment and moderation. The change to the online moderation process has given the Principal's Nominee enthusiasm to introduce a new approach for auditing and reporting to senior leadership on assessment compliance across departments. He has very good knowledge of what is happening in departments and with individual staff members but is keen to engage with a process of constant improvement to provide senior leadership with confidence that the school's moderation processes continue to meet NZQA's expectations.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

John McGlashan 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 to offer courses the school is unable to offer
- 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
- 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.

John McGlashan 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

John McGlashan 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.

John McGlashan 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
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

John McGlashan 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

John McGlashan 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

John McGlashan College 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.

John McGlashan 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 John McGlashan 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 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
- *John McGlashan College Assessment Policy*
- *NCEA Student Information 2023, John McGlashan College (Student Handbook)*.
- *NZQF/ NCEA Assessment & Moderation Handbook, John McGlashan College (Staff Handbook)*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - English
 - Mathematics
 - Physical Education
 - Science
 - Social Sciences
- the Teacher in Charge of:
 - Drama
- 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