

# **Managing National Assessment Report**

**Lawrence Area School**

**June 2024**

# FINDINGS OF THIS REVIEW

## Lawrence Area School

5 June 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 2022.

### 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                     |
|--|-------------------------------|
| <b>Credible assessment practice to meet student needs</b>                        |                               |
| Update the staff and student assessment handbooks to reflect current NZQA advice | For the start of Term 3, 2024 |

#### For consideration

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

- engaging with the Assessor Practice Tool in Pūtake, NZQA's Learning Management System
- developing the school's timeline for the assessment and verification of student work for NCEA Level 1 submitted standards

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10 September 2024

**NZQA**

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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 22 May 2019 Managing National Assessment Report**

The three action points from the last Managing National Assessment review have been addressed. The Principal's Nominee has embedded monthly and end of year checking of results to ensure all internal entries made to NZQA have a corresponding result attached or are withdrawn. The school ensures all results are reported in the year of assessment, to meet NZQA requirements. The Principal's Nominee produces comprehensive assessment documentation although some information needs to be added to maintain currency.

**External moderation response to outcomes and processes** The school's assessment processes promote effective response to external moderation. Teachers regularly analyse and discuss feedback to develop their understanding and delivery of assessment. There is collective assessment leadership and capability development for new and developing teachers. The effective leadership of assessment in the school is reflected in the improved moderation outcomes over the past three years.

The Principal's Nominee is responsible for submissions for external moderation via the moderation application. Teachers share the materials to the moderation folder so that the Principal's Nominee can check documents before submission. Teachers are encouraged to use the moderation application to make requests for clarification or appeals. In their weekly meetings, the senior syndicate teachers review outcomes from moderation as a collective group. Teachers interviewed valued the feedback that came from external moderation and used it to inform improvements to assessment and assessor decision making.

### 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)*

**Developing NCEA Level 1 courses** Teachers have taken ownership of developing the new NCEA Level 1 courses. They consult widely with other assessors and subject associations, adapting their teaching programmes and assessments in response to feedback. A consideration would be to extend engagement with NZQA's Learning Management System, Pūtake's Assessor Practice tool to supplement the professional learning done with other assessors.

As part of the planning for implementation of the assessment of the NCEA Level 1 submitted standards, the school's assessment leaders should consider developing a timeline for managing the assessment workload across subjects and how they will support digital submission and verification of authenticity of student work.

**Course design and opportunities for students** The school is focused on meeting student need through course design and making available a wide range of

opportunities through external providers. One Subject Leader is in the process of applying for extension of consent to assess so that new courses can be offered.

There is good communication between teachers to target opportunities to individual learners and give them access to broader learning pathways. Because they are engaged, learners at Lawrence Area School tend not to leave school during the year and the school has pleasing achievement of NCEA results. The school will continue to consult with students about what further courses the school could develop to give them wider experiences to support choices about careers and further study.

## **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)*

**Assessment support for students** Teachers at Lawrence Area School have good knowledge of their students and support them with formative assessment and checking to make sure they understand what is required to achieve the standards assessed. Teachers and students identified that assessing students when they are ready is a feature of the school, providing students the best opportunity to succeed. Teachers adapt their assessment modes and use flexible timeframes to cater for students' learning and assessment needs, to negate the need for formal SAC application.

Students are encouraged to take ownership of their assessment data and progress, by logging in to both the school Student Management System and the NZQA student portal. There is a mid-year data review for all departments to reflect on assessment in courses and student progress. This is used to identify students at risk of not achieving literacy, numeracy and qualification goals and also identifies any adjustment to courses that need to be made.

Teachers work as a team to identify students' needs and support them towards their achievement and pathways aspirations. To support this work, a literacy and numeracy coordinator has been appointed and has worked to identify student readiness and teacher awareness of these skills and competencies. This has led to a coordinated approach across all curriculum areas to ensure literacy and numeracy are supported in all of their subjects.

**School assessment communication** The Principal's Nominee is currently reviewing school assessment policies and procedural guidelines, including the staff and student assessment handbooks. These will need to be updated to reflect more recent NZQA requirements and address authenticity processes for staff. Developing a schoolwide understanding of the appropriate use of generative artificial intelligence and its connection with authenticity could be part of ongoing refreshment of staff and student assessment information. The Principal's Nominee is intending to make the student handbook available on the school's website to better support assessment communication at key points during the year.

**Reinforcing best assessment practice** The Principal's Nominee strongly communicates and reinforces assessment and moderation processes leading to shared understanding and consistent practice by assessors. Teachers, especially those new to the school or new to NCEA assessment, are supported to develop their assessment knowledge and practice with regular checking-in from the Principal's Nominee.

Teachers interviewed expressed a sound understanding of effective assessment practices and the value of developing strong reciprocal arrangements with qualified and experienced standard specific verifiers in other schools, especially with respect to the new Level 1 standards. Moderator feedback is shared with these outside subject experts, to grow both assessor and verifier knowledge. Students were aware of the moderation activities undertaken by teachers and understood why there was often a delay in being able to access their results after assessments. When gathering evidence for derived grades purposes similar rigour is applied to the quality assurance of tasks and verification of results for practice examinations. The school's leadership can be confident that only quality assured derived grades are reported to NZQA.

## **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)*

**Ownership of moderation processes** School leadership can be confident that their quality assurance processes result in the accurate reporting of credible results. Teachers interviewed were able to clearly explain the school's internal moderation processes. They access assessment tasks from reliable sources and adapt them to the local context. Teachers use assessment and moderation discussions to promote developing assessor confidence.

The Principal's Nominee has introduced a shared drive for teachers to save moderation documentation and for sharing of external moderation outcomes. She monitors completion and effectiveness of internal moderation which enables any issues in teachers' processes to be identified and resolved.

## **Appendix 1: Effective**

### **Effective assessment practice to meet the needs of students**

**Lawrence Area School 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
- 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
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Lawrence Area 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 grades
- safeguarding student privacy in the issuing of student results.

## **Effective internal and external moderation to assure assessment quality**

**Lawrence Area 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 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.

**Lawrence Area School 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**

**Lawrence Area 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Lawrence Area 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.

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

### **Lawrence Area School 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.

### **Lawrence Area 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 Lawrence Area 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 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 NCEA Co-requisite Standards, and Candidates 2024*.

### 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
- *Lawrence Area School Staff Handbook 2024*
- *Lawrence Area School Student Parent Handbook 2024.*
- *Lawrence Area School Policies for Assessment and Curriculum.*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Head of Department for:
  - Physical Education and Health
- Teachers in Charge of:
  - English
  - Food and Nutrition
  - Technology
- Teacher of Science
- three students .

There was a report-back session with the Principal (Acting) 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.