

# **Managing National Assessment Report**

## **Richmond View School**

**August 2023**

## FINDINGS OF THIS REVIEW

### Richmond View School

9 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 2020.

#### 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>External and internal review</b>	
Document the school's response to external moderation feedback and the resolution of any identified issues.	By the end of 2023

##### For consideration

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

- sharing feedback from external moderators with external verifiers, to develop understanding of the standard in each school
- offering students the choice of completing external examinations digitally, where this option is available.



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22 September 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)*

This is the first Managing National Assessment review of Richmond View School.

**External moderation response to outcomes and processes** Teachers have begun creating action plans in response to the feedback from the school's first engagement with external moderation in June 2023. They appreciate the opportunity for its professional learning component and are already discussing standards that they would like externally moderated in 2024.

The school is presently reviewing moderator feedback to determine any subject-specific and school-wide responses that may be required. Half of the submitted sample of standards received Consistent reports from moderators while the remainder were Not Yet Consistent, indicating that action plans are required to resolve identified issues. Most teachers have existing professional relationships with verifiers in other schools, as they are sole practitioners in their subject. Some teachers have begun using NZQA Pūtake courses to assist with their assessor judgements. The school could consider sharing all moderator feedback with these verifiers to develop the understanding of the standard in each school.

The school's next step is to ensure that moderation review and evaluation are documented. Review has so far occurred in discussions between relevant teachers and the Principal's Nominee. Senior leaders are considering including further follow up steps in teachers' professional growth cycle meetings and senior teacher staff meetings. This would be effective review practice that would assist in developing staff ownership and understanding as they complete their first round of external moderation.

All materials were successfully digitally submitted, demonstrating a sound storage system and clear expectations for staff involved.

### 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)*

Richmond View School has effective processes that encourage review of assessment policies and practice at course, teacher and leadership levels. The approach is data-led and strongly informed by student evaluations and parent involvement. School achievement and professional learning goals are clearly aligned and reflected in teacher practice and school communications.

School senior leaders analyse results twice a year to review student progress. This is linked in with feedback from the teaching team and is used to guide strategic discussions about courses, assessment programmes and resourcing. The Principal's Nominee also reports to the Principal and the Board of Trustees twice a year on results, student progress, by ethnicity groups and gender groups, comparisons with schools of similar character and socio-economic profiles. Data analysis and review outcomes are widely shared between teachers and senior leadership through syndicate meetings, written communications and regular updating of the staff

assessment handbook. Leaders and teachers are confident that they are able to identify assessment and achievement issues quickly and work to address them.

Teachers frequently review their learning and assessment programmes and adjust them to suit the needs and interests of their students – including offering multilevel courses, sourcing support from professional networks and encouraging students to follow their passions even when this is difficult to manage. Students interviewed are very appreciative of the extent to which their voice is valued by teachers when reviewing previous, current and future programmes. The growth of the senior school, with a year 13 cohort for the first time in 2023, has encouraged the school to focus on individualising coherent pathways and contributed to the school's professional learning focus of differentiation, scaffolding and feedback. They have engaged a professional learning provider to support them in this learning and integrate it with teacher growth cycles.

## **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)*

The small size of the senior school enables teachers to individualise programmes effectively for each student. Students and home room teachers frequently discuss individual progress and pathways. Students appreciate the support of the careers advisor in sourcing learning and assessment opportunities that meet their needs outside the school including access to apprenticeships, trades academies, online learning and work experience. Academic and vocational pathways are kept open for all students, none of whom leave the school without a firm plan in place.

The school has highly effective systems in place to monitor each student's progress. Students are familiar with the NZQA website and check their own results to confirm accuracy and their progress towards qualifications. Teachers use the NZQA scenario tool to assist with tracking student progress, and parents are frequently informed of student achievement and programmes, both in written reports and at parent evenings which have a high turnout rate.

The school could consider offering students further opportunities to participate in external digital assessments. Students commented that they would like to have the option to choose digital assessment where this is available for a wider range of subjects, especially where they type their answers for internal assessments. The school's experience with digital external assessments has been positive so far. There is an effective plan in place to ensure wider teachers' familiarity with using and managing Assessment Master.

## **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)*

Senior leaders can be confident that every result submitted to NZQA has been subject to the school's quality assurance processes. The school uses the NZQA web entries portal to report results, and these are only entered by the Principal's Nominee

on receipt of internal moderation documentation from teachers. This contributes to many incidental staff conversations about assessment practice and student progress.

The majority of Richmond View School teachers have an internal moderation relationship with a colleague outside the school. Following the recent external moderation feedback, teachers are reviewing the suitability of some of their verifiers. This is good practice that will support teachers in developing a deeper understanding of the standard. It is important that all verifiers have current subject-specific expertise, especially when checking only one or two samples of student work from the school's small classes.

Teachers have recently reviewed the storage of assessment materials, due to the growth of the senior school. All materials are now stored centrally in a filing cabinet in the staff work area, or digitally in a Google drive. Each teacher has a comprehensive knowledge of the system and its purpose in providing exemplars for classroom use and samples for future external moderation.

## **Appendix 1: Effective Practice**

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

**Richmond View 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.

**Richmond View 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**

**Richmond View 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.

**Richmond View 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.

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

**Richmond View 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.

**Richmond View 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
- 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 families about assessment**

### **Richmond View 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.

### **Richmond View 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 Richmond View 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 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
- *NZQA Managing National Assessments Handbook*, Richmond View School, 2023 (Staff Handbook)
- *NCEA Student Handbook*, Richmond View School, 2023.

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

- the Principal's Nominee
- Teachers of:
  - Biology
  - Business Studies and Economics
  - Chemistry and Physics
  - Drama
  - English
  - Mathematics and Physical Education
- 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.