

Managing National Assessment Report

Pinehurst School

September 2022

FINDINGS OF THIS REVIEW

Pinehurst School

8 September 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 an action will improve the quality of their assessment systems and practice for national qualifications. This is to:

Action	Timeframe
Credible assessment practice to meet student needs	
Review the process used to prepare and send datafiles to NZQA to ensure that entries and results are submitted in a timely manner and are accurate.	Immediate

For consideration

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

- reviewing the ongoing relevance for students of the NCEA English programme
- reviewing the current staff and student handbooks to better reflect the school's culture and the daily experience of teachers and students.



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4 November 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 27 September 2019 Managing National Assessment Report

The agreed action items in this report have been addressed by the school thus raising confidence in internal moderation processes. These were to ensure that subject specialists verify grades awarded on a sufficient sample of student work and to document the monitoring of the completion of internal moderation.

External moderation processes and response to outcomes The teacher and the Head of Department jointly review the outcomes of moderation reports to identify any concerns. An action plan to address these is developed as needed. The Principal's Nominee monitors that the plan is completed and any issues addressed effectively.

The assessment judgements of the sole NCEA teacher are now more consistent with the standard. This provides confidence to senior leaders that results submitted to NZQA are credible and that the internal moderation process is robust.

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)

The staff involved in teaching and managing the NCEA University Entrance Level 2 Literacy course (College Principal, Principal's Nominee, Head of Department and Teacher) all display a reflective approach that informs the ongoing programme content, delivery and assessment. This approach has a singular focus on student achievement which ensures that students' needs are met.

With the development of new standards and the upcoming changes to NCEA, senior leaders will need to review both the ongoing relevance for students of this programme as well as the standards offered. The timing of this review will be dependent on the release of further information by NZQA and the Ministry of Education on future University Entrance requirements.

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)

Student needs met in the course The need for students to achieve the University Entrance literacy requirement is being effectively met through their participation in the Level 2 NCEA Literacy course.

During Year 11, the school identifies a small group of students who the school believes will struggle to achieve the University Entrance literacy requirement through the Cambridge pathway available to most students. These students are counselled to take the school's NCEA University Entrance Level 2 Literacy course. This programme offers a small number of internal level 2 English standards and is

designed to ensure that students achieve the requisite literacy requirement.

As mentioned in the review section of this report, this programme will need to be reviewed in light of the upcoming NCEA changes.

Review data practices to ensure accurate and timeous reporting to NZQA The school must review the process used to prepare and send datafiles to NZQA to ensure that entries and results are submitted in a timely manner and are accurate.

The requirement for a datafile to be submitted each month from 1 April is not being routinely actioned by the school. The regular submission of datafiles ensures that students' results are allocated to their NZQA records shortly after they have been achieved. Also, any errors or omissions can be noted and resolved in good time.

The school submits entries and results for internal standards in English and entries in New Zealand Scholarship. Improved communication between the Principal's Nominee and the Data Manager, as well as oversight by the former, is recommended to support a timely and accurate process.

Review the staff and student handbooks The school should consider reviewing the current staff and student handbooks so these better reflect the Pinehurst School culture and the daily experience of teachers and students. A change of format (possibly online) could also be considered to make the information more accessible.

Both handbooks contain relevant and correct information, but an annual review of these publications will ensure ongoing accuracy.

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)

Moderation processes are comprehensive Internal moderation processes are robust and meet NZQA requirements. The staff concerned value the importance of this process to ensure that they are making assessment judgements that are consistent with the standard. Consequently, senior leaders can be confident in the credibility of results reported to NZQA.

The school follows a two-step process for grade verification, using a suitably qualified teacher within the school and also using an outside verifier. This exceeds NZQA's requirements but is evidence of the importance placed on this process.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Pinehurst School has effective processes and procedures for meeting the assessment needs of their students by:

- designing a coherent programme of learning and assessment that is focussed on student interests, needs, abilities and aspirations
- 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

Pinehurst 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Pinehurst 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.

Pinehurst 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

Pinehurst 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

Pinehurst School reports accurate achievement data by:

- 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

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

Pinehurst 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.

Pinehurst School assists common understanding of assessment practice by:

- communicating assessment information
- 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 Pinehurst 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 the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- Curriculum Policy, Pinehurst School, 2018
- *NZQA Assessment Procedures Manual, Pinehurst School, 2022* (Staff Handbook)
- *Assessment Procedures for Student Information, Pinehurst School, 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- College Principal
- Head of Department for English
- Teacher of English
- two students.

There was a report-back session with the Executive Principal, College 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.

Background

Pinehurst School is an independent co-educational school that mostly offers Cambridge Assessment International Education.

A small number of students complete a limited number of NCEA English standards at Level 2 in order to gain the literacy requirement for University Entrance. Further students are entered for New Zealand Scholarship with Rangitoto College as the exam centre.