

Managing National Assessment Report

Wentworth College

October 2022

FINDINGS OF THIS REVIEW

Wentworth College

20 October 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:

Action	Timeframe
Credible assessment practice to meet student needs	
Ensure assessment practice is consistent across the two school campuses so reported results are credible	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:

- planning for the implications of NZQA's digital first approach to future assessment
- reviewing the ongoing relevance for students of the NCEA English programme
- becoming a satellite examination centre.



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15 December 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 20 September 2018 Managing National Assessment Report

The school has effectively addressed the action items that were outlined in this report. External verifiers were used when new standards were offered or where concerns had been raised in external moderation reports, thereby improving confidence in the robustness of the school's moderation procedures. Students were encouraged to use their NZQA learner logins to manage their qualifications and check the accuracy of results, and the staff handbook and the assessment policy were updated to reflect current practice.

External moderation processes and response to outcomes The teachers 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.

Concerns that had been raised in some external moderation reports prior to 2018 have been addressed and more recent reports reflect that the assessment judgements of teachers are now consistent with the standard. This provides confidence to senior leaders of the effectiveness of these school processes.

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 only NCEA programme offered by the school is a University Entrance Literacy course. The staff involved in teaching and managing this course all display a reflective approach that informs the ongoing programme content, delivery and assessment. This approach is clearly focussed on student achievement which ensures that students' needs are met.

The school has recently opened a satellite campus in Newmarket with a focus on computer science. Students at this college are also offered an NCEA University Entrance Literacy course. Senior leaders must ensure that the teacher of this course is fully engaged in the review processes that are currently in place for the main campus teacher and Head of Department. This is further discussed later in this report.

With the development of new standards and the upcoming changes to NCEA, senior leaders should consider reviewing both the ongoing relevance for students of this programme and 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)

Course at the satellite campus creates potential risk Senior leaders need to recognise the potential risk to the credibility of results submitted for students attending the satellite campus and to take steps to mitigate this risk by ensuring that the teacher concerned is fully integrated into the main campus English department and thoroughly inducted in assessment processes and practices.

The school has established a satellite campus in Newmarket where students are offered an NCEA University Entrance Literacy course similar to that offered to students at the main campus. However, the programme is offered by a teacher based solely at Newmarket and who offers specific standards to meet the needs of her students. This course can therefore vary from the one offered at the main campus.

The teacher at the Newmarket campus is experienced but she has not taught or assessed a standards-based programme (i.e. Achievement Standards) for some time.

Only very recently has the Head of Department met with this teacher to provide induction in the expected processes to be followed to ensure the credibility of results submitted to NZQA. Although internal moderation is occurring, senior leaders need to ensure that schoolwide expectations of assessment procedures relating to NCEA (resubmission rules, requirements for extensions for missed or late student work, etc.) are followed. This can be done by ensuring that the Newmarket teacher is integrated effectively into the English department in the same way as the teacher and Head of Department who are based at the main campus.

Preparation for digital assessment The school should consider planning for the implications of NZQA's digital first approach to future assessment.

The NCEA Change Package involves the introduction of new standards. These standards will be introduced in stages, starting with level 1 standards in 2024, level 2 in 2025, etc. The mode of assessment for these new standards is intended to be digital.

Students will need to be prepared to engage in digital assessment, teachers will need to have the skill and confidence to deliver assessments digitally, and the school network will need to be able to manage the connectivity load required.

Consider becoming a satellite examination centre The school should consider the value of applying to become a satellite examination centre.

Currently, students sit their external examinations at Whangaparaoa College. Although this relationship has worked well, there may be benefits of the school becoming a satellite examination centre of Whangaparaoa College. This will mean that students will be able to complete their examinations in the familiar environment of their home school rather than having to travel to an unfamiliar examination centre. The introduction of digital external assessment eases the potential complexity of these processes.

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)

Internal moderation practices are robust Both English teachers and the Head of Department understand the need for and value robust internal moderation procedures and are diligent in ensuring these procedures are followed as expected by the school and NZQA. As mentioned in the external review section above, this approach provides confidence in the credibility of results submitted to NZQA.

Of particular note is the careful approach taken by the Head of Department to ensure that the student work assessed by the teacher at the satellite campus is included in all moderation practices. Strategic selection of a sufficient number of samples from each teacher is used when selecting work to be internally moderated. This is good practice which further enhances confidence in the school's processes.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Wentworth College 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.

Wentworth 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

Wentworth 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
- 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.

Wentworth College 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

Wentworth 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

Wentworth 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
- 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

Wentworth College 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 the course they undertake
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement.

Wentworth College assists common understanding of assessment practice by:

- supporting students to understand what they need to achieve.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Wentworth 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 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
- Policy and Procedures for Assessment for National Qualifications, Wentworth College
- *Procedures for Assessment in NCEA 2022, Wentworth College* (Staff Handbook)
- *Assessment Procedures Student Guide 2022, Wentworth College* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee who is also the Head of Department for English
- Two teachers of English

There was a report-back session with the Head of College 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

Wentworth College is an independent co-educational school that mostly offers Cambridge Assessment International Education. The main campus is situated in Gulf Harbour with a satellite campus in Newmarket which has a focus on computer science.

A small number of students complete a limited number of English Achievement Standards at Level 2 in order to gain the literacy requirement for University Entrance. Students entered in external standards travel to Whangaparaoa College to sit their examinations.