

Managing National Assessment Report

James Hargest College

May 2023

FINDINGS OF THIS REVIEW

James Hargest College

16 May 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 2022.

Actions and considerations

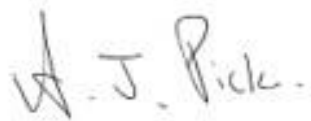
No action required

The school has no action items relating to the quality of their assessment systems.

For consideration

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

- making the student NCEA handbook accessible to students and whānau on the school website.
- streamlining the appeal and application for extension processes, making them easily accessible for student use.
- updating the school's moderation form to accurately reflect the current requirements for selecting samples of student work for external moderation.



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School Quality Assurance and Liaison

25 July 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 28 February 2018 Managing National Assessment Report

The school had one agreed action from the 2018 report, which was to ensure that all internal entries made to NZQA have a corresponding result attached or are withdrawn if not assessed. This has been addressed by the Heads of Department checking mark books to ensure that standards are removed if the learner hasn't had the opportunity to be assessed. Additionally, students who are currently enrolled and those who have left the school are required to complete a form indicating where they are missing any results.

External moderation response to outcomes and processes James Hargest College's external moderation outcomes have historically been very good, confirming that teachers' assessment decisions are consistent with the standard and providing confidence in the school's moderation process. Moderation feedback is reviewed upon receipt of the external moderation report, and any necessary actions are followed up, informing ongoing assessment. The clarification and appeal facilities for external moderation are encouraged and utilised. The Principal's Nominee and department heads meet to decide on an effective response to any issues raised, ensuring that students have ongoing access to quality assessment. The school maintains an assessment committee that meets regularly to discuss and follow up on any actions raised in external moderation, in order to provide a consistent approach across subjects.

For further support in improving professional assessment expertise, teachers collaborate with subject associations, engage in inter-school collaboration, and often take on NZQA marking roles. A further step the school could take would be to promote effective use by teachers of NZQA's Learning Management System, Pūtake. It is within this system that teachers can find subject-specific support for internal assessment, as well as NZQA's new modules on authenticity and digital assessment using Assessment Master.

Quality assurance check of the examination centre As a result of the 2022 Examination Centre quality assurance check, the school has been tasked with addressing a minor issue for the examination centre to achieve full compliance. The issue pertains to implementing more controlled entry to the exam hall and establishing procedures for the storage of cell phones during exams.

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)

Since the last Managing National Assessment review in 2018, there have been changes of Principal and Principal's Nominee at James Hargest College. The school's leadership fosters a strong culture of planning and review which is embedded in the life of the college, including assessment in the senior school. Reviews are conducted formally at all levels of the school and departments as an

integral part of future performance and achievement planning, aimed at supporting students and enhancing achievement outcomes.

Ongoing evaluation of programmes to identify areas for improvement School-wide ownership of self-review is apparent, with teachers actively engaging in the review process. Within departments, teachers conduct reviews at the conclusion of each topic and later in the year evaluate each course in the department to ensure provision of good outcomes for students. Departmental data analysis of student achievement includes comparing internal and external results, which informs reporting to the Board of Trustees. This means that changes to the courses and assessment offered in the school's curriculum have the support of the Board.

Building capacity in Literacy and Numeracy To ensure that students are ready to engage with Literacy and Numeracy standards when they become mandatory corequisites to NCEA, the school has introduced a deliberate focus on developing literacy and numeracy skills across all subjects in Years 7 to 11. This initiative has been supported by the enhanced utilisation of the student management system for reporting student progress.

The school has increased its engagement in digital online assessment over the past few years and has recently upgraded the school's digital capability. The school has resourced a digital learning platform so that school examinations model the conditions students will experience in NCEA externals.

Growing learners' agency and engagement The May 2023 ERO report emphasised the school's comprehensive curriculum review for Years 7 to 11, aimed at promoting learner agency and engagement. In 2022, the school conducted an analysis of student experiences and achievement outcomes, resulting in the decision to not offer a complete NCEA Level 1 assessment course in 2024. Sample groups of students and whānau have actively contributed to this decision, intended to enhance student well-being.

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 school has fostered staff capability and ownership of credible assessment, with all teachers actively involved in the quality assurance of internal assessments and knowledgeable about the essential aspects of credible assessment. The Assessment Committee and Moderation Leaders within departments create opportunities for staff to assume leadership roles in the school's self-review process. New teachers undergo a targeted induction process into the "JHC Way" with key curriculum and pastoral personnel sharing the responsibility for this. As part of this induction, new teachers are paired with moderation partners to ensure they become familiar with the assessment process and develop their capabilities as assessors.

Monitoring and tracking student progress The tracking of student progress is firmly integrated into the school's pastoral structure, and teachers share the responsibility of ensuring that students are making progress towards their assessment goals. Analysis of the work of junior students provides insights into those who may be underperforming or in need of assistance to maintain high levels of achievement. Deans utilise the student profile within the student management system to identify students and collaborate with form teachers in negotiating a

personalised pathway to mitigate any risks, with ongoing support provided to the students and their whānau.

The tracking process has been bolstered by a significant change in the approach to reporting student progress. Instead of biannual reporting, the school has adopted a three-pronged approach: live reporting, attitude and effort indicators, and providing a mid-year summary report that includes assessment data along with comments from the form teacher and the student.

Making assessment information more accessible To enhance the existing methods of sharing course information, it would be beneficial to make the student NCEA Handbook available on the school website. Currently students receive a copy of the assessment booklet at the beginning of each year, and their form teachers ensure they are kept informed about assessment-related information throughout the year. Additionally, providing links to forms for appeals and requests for extension of assessment dates would further complement the accessibility of information. This approach would not only benefit students but also grant whānau access to the same valuable information.

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 has sound quality assurance processes, ensuring credible results are reported to NZQA. Heads of Department facilitate the sharing of good practice between teachers in their departments to ensure a common understanding of internal and external moderation requirements and an awareness of NZQA's current requirements regarding the quality assurance of derived grades. Teacher judgements are verified by qualified assessors in the school where available and teachers at James Hargest College also have ongoing verification arrangements with teachers at other schools.

Interviews with assessors showed that there was common understanding of NZQA's requirements for the selection of student work for external moderation, however the moderation form in the NQF Staff Handbook should be updated to reflect the current practice.

The Principal's Nominee uses the student management system to check the progress of moderation processes and ensure that they can access stored student work for external moderation. They follow up with departments if there is a concern. The school is moving to a fully digital environment for recording and submitting student work for moderation. The checking system provides senior leaders with confidence that only quality assured results are reported to NZQA. Students expressed confidence that the moderation process meant that they could trust that their results were comparable to students in other schools.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

James Hargest College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals

James Hargest College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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

James Hargest 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.

James Hargest 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

James Hargest 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
- 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.

James Hargest 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

James Hargest 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 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.

James Hargest 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 James Hargest 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
- *JHC Assessment Statement*
- *Policies for NQF Staff Handbook*
- Student Handbook for NQF Assessment Level 1, 2 and 3 2023

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Heads of Department for:
 - Mathematics
 - Physical Education and Health
- Assistant Head of Department
 - English
- Teachers in Charge of:
 - Digital Technology
 - Languages
 - Media Studies
- three students.

There was a report-back session with the school's senior leadership team for the Senior Campus at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, and next steps.