

Managing National Assessment Report

Alfriston College

May 2024

FINDINGS OF THIS REVIEW

Alfriston College

2 May 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 2023.

Actions and considerations

Agreed actions

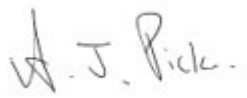
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Evaluate effectiveness of external moderation follow up in improving assessor grade judgements	Ongoing
Internal moderation to ensure the reporting of credible results	
Ensure that all verification decisions and discussions are recorded for standards assessed in each semester	Ongoing

For consideration

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

- Investigate with staff, best practice for using artificial intelligence in assessments and ensuring student authenticity.
- Ensure staff have access to and use NZQA's learning management system, Pūtake, to help improve assessor knowledge and grade judgements of internal standards.



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25 June 2024

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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 5 June 2019 Managing National Assessment Report

The school has effectively addressed the action item from this report. The school was required to ensure that all internal entries had a corresponding result, or the entry withdrawn. This helps ensure qualifications are not prevented from being awarded through results being missed. A process has been implemented requiring staff to review markbooks in term four and ensure entries are accurate. In 2023, the school had no entries recorded without a result.

External moderation response to outcomes and processes

The school is continuing to strengthen its processes to address issues identified from external moderation. Action plans are required to address feedback for standards with a Not Consistent or Not Yet Consistent outcome. The Principal's Nominee provides a template to the New Zealand Curriculum Leader and Learning Leader requiring them to compare the external moderation report against the assessor judgements to precisely identify the issue(s) and then to develop a plan accordingly. The school provides support, such as professional development for assessors, as needed.

The school is continuing to address issues in subjects with historical ongoing poor external moderation outcomes. The overall agreement rates between assessors and moderators have been sitting below 60% for the three years and school is working with staff to improve this. Actions to ensure that credible results are reported include providing ongoing support from subject associations to improve assessor understanding of the standard, or senior leadership requesting an external assessor to assess grades where further assurance is required.

The next step the school should take for improvement is to evaluate the effectiveness of the action plans in response to external moderation. Evaluating the action plans ensures that any changes made have produced the required outcome to improve assessor judgements. It is recommended this is not done by resubmitting standards for external moderation the following year. Instead, subject areas should use a critical friend, such as colleagues at another school or a subject association, to help evaluate the actions undertaken. Doing this over a couple of years will help ensure the changes become embedded practice.

To further strengthen assessor knowledge and judgements NZQA recommends the school promotes the use of Pūtake, NZQA's learning management system, with all staff. Pūtake has learning modules for NCEA subjects to help assessors improve their understanding of the assessment requirements for internal standards and an assessment practice tool (APT) they can use to check the accuracy of their assessment judgements. The modules and APT will be of benefit for teachers from overseas without standards-based assessment experience and for existing staff assessing standards outside their specialisation.

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)

Alfriston College has good processes in place for self-review. Through the Growth Development Cycle, staff reflect on their assessment practice and use data to inform continuous improvement. Staff also contribute to the annual reports to the Board of Trustees for each subject area. The Principal's Nominee actively involves staff to review processes and data to share ownership of the school's quality assurance processes and improving NCEA outcomes.

Sharing ownership of self-review Staff were effectively involved in the decision-making process for strengthening the school's internal moderation process. Although the school had sound processes for managing and monitoring moderation, the Principal's Nominee has introduced improvements to add more rigour by making the monitoring process more transparent. Staff were asked for a solution, to keep the ownership with them as the users of the process. Staff decided to use the school's student management system as the platform rather than shared Google drives, as it is visible to all, has fewer steps and is easier for storing student work. The Principal's Nominee and staff now have better end-to-end visibility of the process, which helps ensure the moderation process is being fully followed and the school's expectations are met.

Reviewing data to ensure courses meet student needs The school effectively uses data to review the effectiveness of its courses in meeting the needs of Māori and Pacific students, especially for STEM courses. Staff used disaggregated data to reflect on the effectiveness of their courses to meet these outcomes. The data breaks down the mean credits per learner and the equity of outcomes by class. Review of the data identified subject areas where Māori and Pacific students experienced inequitable outcomes. Curriculum and Learning Leaders could then use this insight to review their courses and relationships with Māori and Pacific students. It also highlighted the importance of having good junior programmes in STEM courses to provide students with an early experience of success, so they continue with these courses in the senior school.

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)

Pathways that meet student needs Alfriston College has assessment pathways that effectively meet the assessment and qualification needs of its students. At Year 11, semester courses combine subject areas to engage students in areas that interest them. Teachers may write individualised assessment tasks and contextualise assessments, so that each student is assessed in a manner that is relevant to them. Another colleague critiques each task before use. Pathways courses provide Year 12 and 13 students with vocational courses off-site, which they attend one and two days a week, respectively. Along with the school's courses for Levels 2 and 3, students have pathways to qualifications that best meet their requirements.

Policy for artificial intelligence should be considered The school should consider investigating the use and role of artificial intelligence in all assessment undertaken and update any policies and documentation requiring revision to maintain

the authenticity of student work and the credibility of the school's assessment practice.

Staff interviewed for this review were concerned that the school needed policy on how to use artificial intelligence in teaching, learning and assessment practices as it becomes more prevalent and readily accessible. Teachers and students both confirmed at the time of this review that they believed its use is not commonplace in the school. However, they felt it is critical that the school keeps pace with this technology and the potential risk that it poses to the credibility of the NCEA qualification.

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)

Documenting all verified samples Internal Moderation Cover Sheets must be completed for every assessment event. Evidence of the verification process needs to be documented for those standards assessed in both the first and second semesters. This review found that this documentation was not completed in a consistent, compliant manner. Some Internal Moderation Cover Sheets only recorded samples verified in the first semester. The verification samples for the same standard assessed in through a different task in the second semester were not recorded on the coversheet.

Completing the internal moderation cover sheet for assessments in the second semester assures senior leadership that all results have been through the internal quality assurance process required under NZQA's assessment rules. It also means that teachers can refer to the decision notes for any student appeals, responding to external moderation reports and as benchmarks for future assessments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Alfriston College 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 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Alfriston 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 grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Alfriston 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student work
- using grade verifiers from outside the school
- monitoring completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Alfriston 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

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

Alfriston 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Alfriston 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.

Alfriston 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 to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Alfriston 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) 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
- *The 2024 Learning Leaders' AC Way Guide to NCEA Assessment in Years 11-13* (Staff Handbook)
- *The Learners' and Whānau AC Way Guide to NCEA Assessment for 2024, Alfriston College* (Student handbooks for Year 11, and Years 12 & 13)

The School Relationship Manager met with:

- the Principal's Nominee
- Assistant Principal's Nominee
- New Zealand Curriculum Leaders for:
 - Health and Physical Education
 - Languages
 - Mathematics
 - Science
 - Social Sciences
 - Technology
- 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.