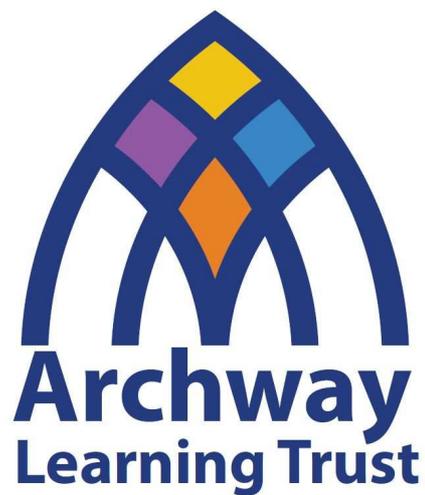


ALT Policy for determining teacher assessed grades – Summer 2021



Centre: Bluecoat Aspley Academy

Centre number: 28230

Head of Centre: Cath Rowell

Date uploaded: 30th April 2021

Trust Ethos, Mission, Vision and Values



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

The term 'Trust Executive Leadership Team' (ELT) is comprised of the Chief Executive Officer, Director of Education, Regional Director, Chief Finance Officer, Director of Corporate Affairs, Director of Operations, and Director of People Strategy.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Headteachers or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

Where the term 'centre' is used, it refers to each academy/school examination centre (defined by their registered examinations centre number)

Related Policies and Procedures

- Equality & Diversity Policy
- Inclusion & Disability Policy
- Malpractice Policy
- Conflicts of Interest Policy

1. Policy Statement

- 1.1. This policy statement sets out the Trust's arrangements for determining teacher assessed grades in Summer 2021, taking into account guidance published by the Joint Council for Qualifications (JCQ) on Friday 26th March: [JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021](#)
- 1.2. Arrangements detailed in this policy will be applied consistently at each centre in the Trust.
- 1.3. Roles and responsibilities of key personnel in this centre are defined in Appendix 1

2. Scope and Principles

- 2.1. The purpose of this policy is:
 - To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
 - To ensure the operation of effective processes with clear guidelines and support for staff.
 - To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
 - To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
 - To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
 - To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
 - To support each centre in meeting its obligations in relation to equality legislation.
 - To ensure each centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
 - To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

3. Roles and Responsibilities

- 3.1 Roles and responsibilities at each centre in the Trust are as follows, as detailed in the accompanying centre statement of practice.
 - 3.1.1 Head of Centre will:
 - be responsible for approving the policy for determining teacher assessed grades.
 - have overall responsibility for the academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
 - will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
 - will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

3.1.2 Senior Leadership Team and Heads of Department will:

- provide training and support to other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

3.1.3 Teachers/ Specialist Teachers (eg EAL specialists)/ SENCo will:

- ensure they conduct assessments under the centre's appropriate levels of control and have sufficient evidence, in line with this Trust Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student entered for a qualification.
- ensure that the teacher assessed grade assigned to each student is a fair, valid and reliable reflection of the assessed evidence available.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an online Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

3.1.4 Examinations Officer will:

- support Heads of Department in the activity of collating and storing evidence of students' work.
- be responsible for the administration of final teacher assessed grades and for managing the post-results services.

3.1.5 The Central Education Team will:

- support centres in resourcing and disseminating effective training related to standardisation, applying grade descriptors fairly and objectively and promoting an awareness of and strategies to address bias/unconscious bias.
- facilitate cross-trust collaboration to ensure assessment and standardisation activities are consistently applied, rigorous and that inexperienced, small teachers/subject teams are effectively supported (including NQTs).

- support centres in their application of Trust agreed Internal Quality Assurance processes.

3.1.6 The Central Data Team will:

- support centres by creating one efficient and secure data collection and analysis process and portal which addresses data protection/privacy and effectively mitigate against risks associated with conflicts of interest according to JCQ guidance.
- provide appropriate analysis for each centre of summer 2021 cumulative teacher assessed grade distributions in comparison to 2017-2019 historic data, at centre aggregate and subject level according to JCQ guidance
- support centres in the effective interpretation and application of analysis compared to historic data, identifying associated risks in using such data sets eg small/changing cohort numbers, significant changes in entry patterns, cohort context/characteristics

4. **Training, support and guidance**

4.1 This section provides details of the approach each centre will take to *training, support and guidance in determining teacher assessed grades this year*

4.1.1 Trust support and training

- Senior Leaders will attend regular Trust 'Impact Team' briefings to review JCQ guidance, define the Trust agreed principles and share best practice in the application of such principles at their centre.
- Trust guidance will be shared to define principles for effective standardisation and moderation activities, modelled by Trust Leads in English, Maths and Science
- Externally sourced bespoke training about objectivity, fairness and bias/unconscious bias will be disseminated to all centres to support all teachers and staff involved in the determination of grades in 2021.
- Where small subject teams and/or inexperienced teachers/assessors are identified by centres, the Central Education Team will facilitate cross-trust links and collaboration opportunities with more experienced teams/colleagues.

4.1.2 Centre support and training

- Teachers involved in determining grades in each centre will attend any centre-based training and cross-trust collaborative opportunities to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Trust and the Joint Council for Qualifications and the awarding organisations.

4.1.3 Centre support for newly qualified teachers (NQTs) or teachers less familiar with assessment

- Centres will provide mentoring from experienced teachers to NQTs and identify teachers less familiar with assessment, using cross-trust links for additional support as required.
- Centres will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

5. Use of appropriate evidence

5.1 Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.

5.2 All recent candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.

5.3 This section gives details in relation to each centre's use of evidence.

- Centres will use student work produced in response to assessment materials provided by awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- Centres will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed, where appropriate.
- Centres will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes, where appropriate.
- Centres will use substantial class or homework (including work that took place during remote learning), where appropriate.
- Centres will use internal tests/mock exams taken by pupils over the course of study.
- Centres will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

5.4 Use of Additional Assessment Materials.

- Centres will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- Centres will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- Centres will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete, where appropriate
- Centres will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

5.5 Centres will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- Consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- Ensure that they are able to authenticate the work as the students' own, especially where that work was not completed within the school or college.

- Consider the limitations of assessing a student’s performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- Consider the specification and assessment objective coverage of the assessment.
- Consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

6. **Determining teacher assessed grades**

6.1 Awarding teacher assessed grades based on evidence

- Teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Heads of Department will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Heads of Department will produce an online Assessment Record for each subject cohort and will share this with the senior leadership team. Any necessary variations for individual students will also be recorded, including consideration of differential lost learning.

7. **Internal Quality Assurance**

7.1 This section gives details of the Trust’s approach to internal standardisation, within and across subject departments.

- Centres will ensure that all teachers involved in deriving teacher assessed grades read and understand this Trust Policy document.
- In all subjects centres will ensure that an internal standardisation process is carried out, within subject teams, using cross-trust collaboration opportunities or by contacting another local centre, as appropriate.
- Centres will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching an holistic grading decision
 - Applying the use of grading support and documentation
- Centres will conduct internal standardisation across all grades.
- Centres will ensure that the online Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, centres will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by awarding organisation(s).
- Where appropriate, centres will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s), in consultation with the Head of Department and, where necessary, the SENCo and/or Trust EAL Co-ordinator.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the SLT lead for outcomes, drawing upon learning from cross-trust collaboration opportunities or collaboration with another centre.

- In respect of equality legislation, senior leadership teams will consider the range of evidence for students of different protected characteristics that are included in internal standardisation using analysis provided by the Central Education Team.

8. **SLT Sense Check**

8.1 Each centre will conduct an SLT Sense Check after all teacher assessed grades have been determined by subject teams, underpinned by rigorous standardisation activities, which compares proposed summer 2021 teacher assessed grades to results for previous cohorts, according to JCQ guidance.

8.1.1 The Central Data team will:

- compile historic data on the grades awarded to students in past June series in which exams took place (e.g. 2017 - 2019). Where required, they will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- omit subjects that are no longer offered by the centre from the historical data.
- highlight significant increases/decreases in the size of each cohort from year to year

8.1.2 Senior Leadership Teams will:

- review proposed teacher assessed grades against records of mitigating circumstances and variations for individual students to ensure appropriate consideration has been made to any disadvantage affecting student performance for identified pieces of evidence.
- consider the stability of each centre's overall grade outcomes from year to year.
- consider both subject and centre level variation in outcomes during the internal quality assurance process.
- prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from a qualification grade-distribution profile attained in previous examined years, addressing the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

8.1.4 Where proposed teacher assessed grades for a qualification require further investigation (viewed as lenient or harsh compared to previous cohorts), senior leadership teams will work with the data team and Heads of Department to:

- conduct further sampling exercises, using experienced subject specialists from within the centre or Trust.
- ensure that grades determined are evidence based and that JCQ guidance on objectivity and fairness have been effectively considered and decisions have been appropriately recorded.

9. **Access arrangements and Special Considerations**

9.1 This section gives details of the Trust's approach to access arrangement and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader, scribe or EAL provision) centres will make every effort to ensure that these arrangements are in place when assessments are being taken.

- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, centres identify this on assessment records and make arrangements for alternative evidence to be obtained, if appropriate, logging any variation for individual students.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, centres will keep records of this and take account of this during the SLT Sense Check phase of the Internal Quality Assurance process.
- Centres will keep records of how they have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, centres will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

10. Objectivity

10.1 This section gives a summary of the arrangements in place within the Trust in relation to objectivity.

10.2 Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

10.3 Trust-wide externally sourced training for all staff involved in determining grades will address:

- Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias;
- bias in teacher assessed grades and how *unconscious bias can skew judgements*;
- how teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed;
- how to identify instances of bias, using a shared language for openly and transparently challenging this in themselves and each other.

10.4 Centre's internal standardisation processes are designed to ensure that there are different perspectives to the quality assurance process, maximising opportunities for collaboration among staff teams.

11. Recording decisions and retention of evidence and data

11.1 Centres will ensure that;

- teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation evidence used
- evidence is maintained across a variety of tasks to develop an holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.

- secure recording requirements for the various stages of the process are shared with staff to ensure accuracy is maintained.
- staff involved in collating evidence are aware of secure storage procedures and that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with awarding organisation(s).
- all staff comply with obligations regarding data protection legislation.
- grades accurately reflect evidence submitted.

12. **Authenticating evidence**

- 12.1 Centres will follow all guidance provided by awarding organisations to support determinations of authenticity of students work submitted in the basket of evidence.
- 12.2 All candidates will complete a candidate declaration form, confirming that work used as evidence is their own and that no inappropriate levels of support were given, either within the centre or with external tutors.
- 12.3 Robust mechanisms will be put in place to support teachers in being confident that work used as evidence is students' own and that where there is concern that this is not the case, investigation into such instances are supported by an appropriate member of the senior leadership team
- 12.4 It is understood that awarding organisations will investigate instances where it appears evidence is not authentic.

13. **Confidentiality, malpractice and conflicts of interest**

13.1 Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

13.2 Malpractice

- 13.2.1 Our general centre policies regarding malpractice/maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- 13.2.2 All staff involved have been made aware of these policies, and have received training in them as necessary.
- 13.2.3 All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
- breaches of internal security;
 - deception;

- improper assistance to students;
- failure to appropriately authenticate a student's work;
- over direction of students in preparation for common assessments;
- allegations that centres submit grades not supported by evidence that they know to be inaccurate;
- centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
- failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
- failure to keep appropriate records of decisions made and teacher assessed grades.

13.2.4 The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

13.3 Conflicts of interest

13.3.1 To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to the Head of Centre for further consideration.

13.3.2 The Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.

13.3.3 Centres will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

14 Private Candidates

14.2. Centres will support the entry of Private Candidates in Summer 2021 where candidates are already known to the centre (eg ex-students) or where there is an existing relationship between the Centre and an external provider for supporting external candidates.

14.3. Centres will communicate clearly with all external candidates and external providers regarding the collation, validation and assessment of evidence following the **JCQ Guidance on Private Candidates** within the [JCQ Guidance on the Determination of Grades for A/AS Levels and GCSEs Summer 2021](#).

14.4. In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates will be excluded from our analysis.

15 External Quality Assurance

15.1. The following arrangements are in place at each Centre to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries:

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved but where data was previously recorded will be clearly identified on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

16. Results

16.1. The following arrangements are in place regarding the issue of results to students and the provision of advice and guidance:

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support and personal Careers Information, Advice and Guidance, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians will be kept up to date regarding specific arrangements for results days via each Centre website and direct communication as required.

17. Appeals

17.1. The following arrangements are in place to manage appeals, including Centre Reviews, and subsequent appeals to awarding organisations:

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.

- Learners will be appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be made available to parents/carers on each Centre's websites.

Appendix 1

Roles and Responsibilities of key personnel at Bluecoat Aspley Academy

Head of Centre	Cath Rowell
SLT Lead (Assessment and Internal QA)	Gemma Baxter
Exams Officer	Sarah Cover
SENCO	Rebecca Sanders

	Head of Department/Subject lead (with responsibility for signing online Department Declaration)	SLT Line Manager (secondary signature on online Department Declaration)
GCSE English Language: AQA Level 1/Level 2 GCSE (9-1) in English Language	Dr Leah Wain-Reid	Claire McManus
GCSE English Language: AQA Level 3 Advanced GCE in English Language	Dr Leah Wain-Reid	Claire McManus
A'Level English Language: OCR Level 3 Advanced GCE in English Language	Dr Leah Wain-Reid	Claire McManus
English Functional: OCR Entry Level 1 Functional Skills English	Dr Leah Wain-Reid	Claire McManus
GCSE English Literature: Pearson Edexcel Level 1/Level 2 GCSE (9- 1) in English Literature	Dr Leah Wain-Reid	Claire McManus
A 'Level English Literature: AQA Level 3 Advanced GCE in English Literature B	Dr Leah Wain-Reid	Claire McManus
GCSE Maths: AQA Level 1/Level 2 GCSE (9-1) in Mathematics	Alex Doyle	Cath Rowell
A 'Level Maths: AQA Level 3 Advanced GCE in Mathematics	Alex Doyle	Cath Rowell
Maths FS 1: Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1	Alex Doyle	Cath Rowell

Maths FS 2: Pearson Edexcel Functional Skills Qualification in Mathematics Level 2	Alex Doyle	Cath Rowell
Further Maths: AQA Level 2 Certificate in Further Maths	Alex Doyle	Cath Rowell
Further Maths: AQA Level 3 Advanced GCE in Further Mathematics	Alex Doyle	Cath Rowell
Core Maths Level 3: AQA Level 3 Certificate in Mathematical Studies	Alex Doyle	Cath Rowell
GCSE Biology: AQA Level 1/Level 2 GCSE (9-1) in Biology	Lauren Knight	Cath Rowell
A 'Level Biology: OCR Level 3 Advanced GCE in Biology A	Lauren Knight	Cath Rowell
GCSE Chemistry: AQA Level 1/Level 2 GCSE (9-1) in Chemistry	Lauren Knight	Cath Rowell
A 'Level Chemistry: AQA Level 3 Advanced GCE in Chemistry	Lauren Knight	Cath Rowell
GCSE Physics: AQA Level 1/Level 2 GCSE (9-1) in Physics	Lauren Knight	Cath Rowell
A 'Level Physics: AQA Level 3 Advanced GCE in Physics	Lauren Knight	Cath Rowell
GCSE Combined Science: AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy	Lauren Knight	Cath Rowell
BTEC Science: Pearson BTEC Level 3 National Diploma in Applied Science	Lauren Knight	Cath Rowell
Science (Ext Cert): Pearson BTEC Level 3 National Extended Certificate in Applied Science	Lauren Knight	Cath Rowell
GCSE Geography: AQA Level 1/Level 2 GCSE (9-1) in Geography	Jonathan Evans	Gemma Baxter
A'Level Geography: Pearson Edexcel Level 3 Advanced GCE in Geography	Jonathan Evans	Gemma Baxter
GCSE History: AQA Level 1/Level 2 GCSE (9-1) in History	Emma Hornsby	Michelle Harrison
A 'Level History: AQA Level 3 Advanced GCE in History	Emma Hornsby	Michelle Harrison

GCSE Computing: OCR Level 1/Level 2 GCSE (9-1) in Computer Science	Steve Li	Michelle Harrison
A'level Computing: OCR Level 3 Advanced GCE in Computer Science	Steve Li	Michelle Harrison
GCSE Info Tech: OCR Level 1/2 Cambridge National Certificate in Creative iMedia	Steve Li	Michelle Harrison
IT Technicals: OCR Level 3 Cambridge Technical Diploma in IT	Steve Li	Michelle Harrison
GCSE Art: OCR Level 1/2 GCSE (9-1) in Art and Design / Fine Art	Sinéad Moynihan-Case	Daljeet Sandhu
GCSE Art: OCR Level 3 Advanced GCE in Art and Design / Art and Design: Fine Art	Sinéad Moynihan-Case	Daljeet Sandhu
BTEC Create Media: Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production	Sinéad Moynihan-Case	Daljeet Sandhu
BTEC Drama: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts	Sinéad Moynihan-Case	Daljeet Sandhu
A'Level Th Arts: Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre	Sinéad Moynihan-Case	Daljeet Sandhu
BTEC Music: Pearson BTEC Level 1/Level 2 Tech Award in Music Practice	Sinéad Moynihan-Case	Daljeet Sandhu
A'Level Photography: OCR Level 3 Advanced GCE in Art and Design / Art and Design: Photography	Sinéad Moynihan-Case	Daljeet Sandhu
A'Level Product De: AQA Level 3 Advanced GCE in Design and Technology: Product Design	Jason Poxon	Daljeet Sandhu
GCSE Design & T: AQA Level 1/Level 2 GCSE (9-1) in Design and Technology	Jason Poxon	Daljeet Sandhu
GCSE Food Prep & Nutrition: AQA Level 1/Level 2 GCSE (9-1) in Food Preparation and Nutrition	Jason Poxon	Daljeet Sandhu
GCSE Bus St: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Business	Christina Bentley	Daljeet Sandhu

A'Level Bus St: Pearson Edexcel Level 3 Advanced GCE in Business	Christina Bentley	Daljeet Sandhu
Business (Ext Cert): Pearson BTEC Level 3 National Extended Certificate in Business	Christina Bentley	Daljeet Sandhu
Pearson BTEC Level 3 National Extended Diploman Business	Christina Bentley	Daljeet Sandhu
Business BTEC Lv 2: Pearson BTEC Level 1/Level 2 First Extended Certificate in Business	Christina Bentley	Daljeet Sandhu
Business BTEC Lv 3: Pearson BTEC Level 3 National Diploma in Business	Christina Bentley	Daljeet Sandhu
Child Care: NCFE CACHE Level 2 Technical Award in Child Development and Care	Christina Bentley	Daljeet Sandhu
App H & So: NCFE CACHE Level 2 Extended Diploma in Health and Social Care	Christina Bentley	Daljeet Sandhu
Early Years (Educators): NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)	Christina Bentley	Daljeet Sandhu
Economics: AQA Level 3 Advanced GCE in Economics	Christina Bentley	Daljeet Sandhu
EPQ: AQA Level 3 Extended Project	Rob Squire	Daljeet Sandhu
H&S: NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care	Christina Bentley	Daljeet Sandhu
A'Level Pol Stud: Pearson Edexcel Level 3 Advanced GCE in Politics	Christina Bentley	Daljeet Sandhu
A'Level: Psychology: AQA Level 3 Advanced GCE in Psychology	Christina Bentley	Daljeet Sandhu
GCSE Sociology: WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Sociology	Christina Bentley	Daljeet Sandhu
A'Level Sociology: AQA Level 3 Advanced GCE in Sociology	Christina Bentley	Daljeet Sandhu
A'Level PE: OCR Level 3 Advanced GCE in Physical Education	Edward Pickard	Gemma Baxter

BTEC Sport: Pearson BTEC Level 1/Level 2 First Award in Sport	Edward Pickard	Gemma Baxter
Sport: Pearson BTEC Level 3 National Diploma in Sport	Edward Pickard	Gemma Baxter
GCSE Religious Studies: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Religious Studies B	Matt Duffy	Cath Rowell
A 'Level Religious Studies: OCR Level 3 Advanced GCE in Religious Studies	Matt Duffy	Cath Rowell
Arabic A Level: Pearson Edexcel Level 3 Advanced GCE in Arabic (listening, reading and writing)	Bruno Gomes	Michelle Harrison
Arabic GCSE: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic	Bruno Gomes	Michelle Harrison
Chinese GCSE: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chinese (spoken Mandarin/spoken Cantonese)	Bruno Gomes	Michelle Harrison
GCSE French: AQA Level 1/Level 2 GCSE (9-1) in French	Bruno Gomes	Michelle Harrison
A'Level French: AQA Level 3 Advanced GCE in French	Bruno Gomes	Michelle Harrison
A'Level German: AQA Level 3 Advanced GCE in German	Bruno Gomes	Michelle Harrison
Hindi A Level: AQA Level 3 Advanced GCE in Panjabi	Bruno Gomes	Michelle Harrison
Italian A Level: Pearson Edexcel Level 3 Advanced GCE in Italian	Bruno Gomes	Michelle Harrison
Italian AS Level: Pearson Edexcel Level 3 Advanced GCE in Italian	Bruno Gomes	Michelle Harrison
Panjabi GCSE: AQA Level 1 / Level 2 GCSE (9-1) in Panjabi	Bruno Gomes	Michelle Harrison
Persian GCSE: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Persian	Bruno Gomes	Michelle Harrison
Polish A Level: AQA Level 3 Advanced GCE in Polish	Bruno Gomes	Michelle Harrison
Polish GCSE: AQA Level 1 / Level 2 GCSE (9-1) in Polish	Bruno Gomes	Michelle Harrison

Portuguese A Level: Pearson Edexcel Level 3 Advanced GCE in Portuguese (listening, reading and writing)	Bruno Gomes	Michelle Harrison
Portuguese GCSE: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Portuguese	Bruno Gomes	Michelle Harrison
GCSE Spanish: AQA Level 1/Level 2 GCSE (9-1) in Spanish	Bruno Gomes	Michelle Harrison
A'Level Spanish: AQA Level 3 Advanced GCE in Spanish	Bruno Gomes	Michelle Harrison
Urdu A Level: Pearson Edexcel Level 3 Advanced GCE in Urdu (listening, reading and writing)	Bruno Gomes	Michelle Harrison
Urdu GCSE: AQA Level 1 / Level 2 GCSE (9-1) in Urdu	Bruno Gomes	Michelle Harrison