

Predicted Grades Policy

Context

Many universities and central admissions services request predicted grades as part of recruitment of future students. These can be requested in a variety of forms and at any time of the year, and are treated by universities with differing levels of importance.

Some services (UCAS) have very strongly recommended not to share the predicted grades with students, others ask for them to be presented along with documentation created by the students themselves beyond school. UCAS have in the past stated that schools have reported to them significant pressure being applied for inflated grades and given that as a reason for recommending not sharing with pupils.

The purpose of this policy is to make it clear to pupils and families how we as a school approach predicted grades for the purpose of university applications. We will share the predicted grades with pupils if asked by the pupil, but **will not allow staff to be subjected to pressure** to give inflated grades, especially as **doing so can harm** the pupil's prospects. Any pressuring of staff in this regard will result in withdrawal of active support for pupil in their university application process.

Ultimately, exam grades come from exams, and pupils can do better or less well than expected or predicted. Predicted grades should never be taken by a pupil as a reason to reduce work intensity.

Universities have specifically advised schools against predicted grade inflation and explained that some institutions compare the pupil's results against expectation, meaning that grade inflation can cause a student harm in the application process.

School process

When predicted grades are requested each teacher sends the prediction to the academic advisor or other teacher supervising the application process.

The teacher bases predicted grades upon the following information, in this order of priority:

- 1 mock exam results from year 13
- 2 grades from the gradebook in year 13
- 3 the pupil's work habits and progress in the areas of knowledge, skills and understanding, in year 13, with greater emphasis given to test results in year 13 over classwork.
- 4 Where there are non-exam assessments, the progression of these assessments at the time of the request can be taken into account.
- 5 Mid-year report grades from year 13

Typically this will provide an adequate picture of the pupil's position and allow a grade to be predicted. However, as the request for grades can come in October of year 13, or a pupil's learning story has been more complex, further options may be needed:

- 1 end of year results from year 12
- 2 grades from the gradebook in year 12, and a reasonable interpretation of the narrative this displays
- 3 the pupil's work habits and progress in the areas of knowledge, skills and understanding, in year 12, and how this translated into grades.

In this situation, or any other situation where there is reason for wanting extra data, a teacher may also ask pupils to sit extra tests before giving a predicted grade, in order to confirm the reliability of the grade being predicted.

Where universities ask for a specific document stating predicted grades to be published and authorised by a school stamp, the school will produce such a document in an appropriate format and submit it directly or via the applicant, as requested.

Closing remarks

All stakeholders need to recognise and understand that the school has a policy to help and support pupils, and predicted grades will always err on, and tend towards, the favourable side, without engaging in damaging inflation of grades. University application is one of the last acts of help and kindness the school can show to pupils before they leave and everything in this application process, and it is one of the last opportunities for school to help its own pupils succeed, with **honesty and integrity**.

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