

SIXTH FORM PREDICTED GRADES POLICY AND PROCEDURE

1. Scope and Purpose

- 1.1 This policy is for Highcliffe School Staff and Students.
- 1.2 This policy is to ensure students, staff and parents/carers are aware of how predicted grades are determined and to outline the queries and appeals process.
- 1.3 Sixth Form Predicted grades are derived by staff at Highcliffe School to inform students of their academic progress and in support of a student's progression to higher education or to a range of other destinations, e.g. apprenticeship, employment, etc.

2. Key Responsibilities

- 2.1 The Head of Sixth Form and Head of Year is responsible for the overall management and implementation of this policy and accompanying procedures.
- 2.2 All Teaching Staff who teach a subject work together to formulate students predicted grades and the Subject Leader who quality assures the process and who ensures the potential for bias is mitigated.
- 2.3 It is the Students responsibility to speak to teaching staff (or Subject Lead) as soon as possible if they have concerns about their predicted grade or if further clarification is needed as to how these grades were formulated.

General Principles

3. UCAS guidelines

- 3.1 Highcliffe School's policy on Sixth Form predicted grades has been written in the context of the following guidelines issued by the Universities and Schools Admissions Service (UCAS), ref. 'Predicted grades – what you need to know': [Predicted grades – what you need to know for entry this year | Undergraduate | UCAS](#)

"A predicted grade is the grade of qualification an applicant's school or School believes they're likely to achieve in positive circumstances.

"These predicted grades are then used by universities and Schools, as part of the admissions process, to help them understand an applicant's potential.

“Predicted grades should be:

- **entered for all pending qualifications, unless the assessment method or structure of the qualification makes this inappropriate** – failure to do so can lead to complications or, in some cases, the rejection of an application
- **in the best interests of applicants** – fulfilment and success at School or university is the end goal • aspirational but achievable – stretching predicted grades are motivational for students, unattainable predicted grades are not
- **determined by professional judgement** – your expertise and experience are vital in informing predictions
- **data-driven** – while each school will have its own process, you should look at past Level 2 and Level 3 performance, and/or internal examinations to inform your predictions
- **finalised by the point of submitting an application** – universities and Schools are only likely to consider the predicted grades received as part of the UCAS application. While they will make every effort to accommodate genuine errors in data entry, this may not always be possible for highly selective courses

“Predicted grades should not be:

- **affected by student, parental, guardian, or carer pressure** – there are risks associated with inflating and suppressing predicted grades
- **influenced by university or School entry requirements or behaviours** – predicted grades should be set in isolation of an applicant’s university or School choice(s).
- **affected by student behaviour or background** – predicted grades should be made objectively and disregard external factors. Be careful to reflect on any preconceptions to mitigate against unconscious bias, particularly for protected characteristics (including sex, race, religion/belief, disability, sexual orientation, or gender reassignment)”

Policy

4. Conditions

- 4.1 Sixth Form Predicted grades are best estimates of what students will achieve if they continue working in the current way.
- 4.2 Predicted Grades are published in Progress Checks (July of Year 12, Autumn and Spring Term Year 13) and finalised by the point of submitting a university application.
- 4.3 Predicted Grades **may go up or down** in progress checks and when finalised at the point of submitting a university application. This will be governed by conditions set out in 5.1, recent progress made post progress check, coursework progress/final outcome, current Subject Assessment Point (SAP) data, attendance and amount of the course left to deliver.
- 4.4 The School’s policy is not to issue sixth form predicted grades based on what students would like to achieve or based on their promise to work harder to obtain it. A student will not achieve an unrealistic predicted grade.

4.5 It is not the School's policy to inflate predicted grades: this would have the impact of leading to a poorer correlation between predictions and outcomes, thus undermining the credibility of the process and would weaken the integrity of our estimates with many universities/employers.

5. Considerations

5.1 In coming to an honest judgement on a student's predicted grade, subject teachers and Subject Leaders will consider their:

- **Performance under test conditions (timed, with questions that mirror exam questions, set as in class assessments and mock examinations) **Has the heaviest weighting***
- **Quality of coursework completed to date**
- **Attendance record**
- **Data drawn from homework and formative assessments over time (where grades are averaged)**
- **Classroom behaviour and commitment in the subject, including robust revision for assessments**
- **Professional judgement based on expert knowledge of the whole curriculum and the examination**
- **Engagement in extracurricular activities and work experience (where relevant)**
- **Contextual factors which may have caused temporary underperformance**
- **Previous examination performance at GCSE**

5.2 In summary, the School's process is **holistic**, considering a range of factors; **evidence-based**, pointing to tangible data over a period of time; **realistic**, representing what this evidence tells us about the student; and draws on staff's **professional judgement**.

6. Queries and appeals

6.1 Students are encouraged to discuss their predicted grades with their respective teachers and Sixth Form Tutor, particularly if they are unsure how a grade has been derived.

6.2 A student may appeal to their respective teacher or subject lead against a predicted grade. They must do this within 10 school days of receiving their Progress Check or within 24 hours at the point of finalising the grade at the point of submission of their UCAS application form.

6.3 Appeals will only be considered if the student has evidence that the criteria set out in **5.1** were not followed.

6.4 Appeals will not be accepted on the basis that a student or parent/carer wishes to have a higher grade or because of a promise or commitment to work harder.

6.5 For the appeal to be successful, the Subject Lead and Subject SLT Line Manager or Head of Year (to ensure impartiality) will use the criteria outlined in **5.1**, where they must be secure in their judgement that these could reasonably result in a higher predicted grade.

6.6 Where there is evidence that an improvement is appropriate, the Subject Lead will communicate this to the student and parent, alongside notifying the Sixth Form Tutor, UCAS Co-ordinator and UCAS Administrator.

6.7 Where there is evidence that an improvement is appropriate, a higher grade may be given on the firm understanding that a lower-offer university is selected as the insurance offer.

6.8 If a student is not satisfied with any decision made by the School in accordance with any stage of the appeals procedures, the student should follow the school's complaints procedure.

This policy has been impact assessed to ensure it complies with all aspects of Equality and Diversity. Members are reassured that this policy is compliant with current equality legislation.

Appendix:

1. University applicants

Universities themselves will not simply consider a student's predicted grades but a range of additional factors, including their: Performance at GCSE; Personal statement; Record of work experience (where relevant); School reference; contextual information and many universities will require additional evidence in their selection process, such as a pre-interview assessment, written work, portfolio, interview, etc.

2. Former students

Many students choose to either defer their university entry or apply after they have left the Sixth Form. The student's former Tutor (or UCAS Co-ordinator if s/he no longer works in this capacity) will assist them with their application, providing all internally set and external deadlines are adhered to. We are only able to offer a reference within **three years of leaving the Sixth Form**.

Students may choose to;

- i) improve their A Level grades by sitting qualifications independently as candidates in other institutions or
- ii) undertake additional qualifications in other exam centres.

Again, the student's former Tutor (or UCAS Co-ordinator if s/he no longer works in this capacity) will assist them with their application, providing all internally set and external deadlines are adhered to.

However, predicted grades will not be made based on the current academic year, as our policy is to use the predictions which were set by teachers during the student's final year of study at Highcliffe Sixth Form. We would only be able to provide achieved grades. Additionally, predicted grades will not be issued by Highcliffe School staff for any additional qualifications undertaken by students in another exam centre. In these circumstances, predicted grades will not be entered on the UCAS application and will be quoted within the body of the reference supplied by the School.