



Sixth Form University Predicted Grades - Information for Students, Parents and Guardians

Aim

The aim of this document is to provide parents and guardians with some guidance regarding university predicted grades. It will set out why predicted grades are required, what they are used for, how the School decides upon these grades, associated risks and potential changes to grades.

Background

As part of the university application process the School will be required to supply A Level/BTEC predicted score for each subject a student is studying. This prediction forms part of the university decision making process along with the academic reference, personal statement, results of GCSE grades already obtained, and, in some cases, an interview.

Use of Predictions

Assessing entry and suitability for the majority of university and college courses in the UK is based on academic qualifications. Approximately two-thirds of courses primarily use either A Level/BTEC predicted grades, the rest will refer to the [UCAS Tariff](#) point system. The entry requirements to a university course is often a useful tool for a student to assess their own suitability, and to make appropriate choices when it comes to making applications. In line with guidance from the examination board, predictions will not be made for the Extended Project Qualification (EPQ). The qualification may be entered as part of a student's application, but no prediction will be added alongside this.

Procedure

In July of year 12, students will sit their end of year exams and subsequently will receive three grades.

Current grade: will be the grade achieved on their year 12 examinations and/or any coursework in the case of BTEC. This grade represents their current working grade.

Predicted grade: will be based on their end of year current grade but will represent the likely grade a student could achieve with maintained levels of effort, attitude to learning and revision. This is likely to be around 10% higher than the June examination score and may therefore be a higher grade. In the case of a student who has been adversely affected during June exams, grades may be even higher. No student will be given a predicted grade in a subject lower than that achieved in their June examination

UCAS predicted grade: Students will receive one predicted grade or predicted score per subject (agreed by subject teachers and moderated by Head of Subject, where necessary). Predictions will be made in the best interests of the individual student to be aspirational but also achievable, so as to stretch and motivate students. The School has to be realistic about predictions given and so will base these upon:

- sustained performance in attainment **and** attitude to learning throughout year 12;
- sustained performance in assessments throughout year 12 including, but not limited to, the results of homework assignments and topic tests;
- performance in the examinations held in June of year 12;
- consideration of any personal or extenuating circumstances which may have impacted upon performance;
- the professional experience and judgement of the subject teacher.

Furthermore, university and application organisation advice suggests predictions should not be based upon:

- student, parent, guardian or carer pressure (see risks below);
- students “promising” to work harder in the future;
- what a student says they “need” or “want” in order to apply to a particular university.

Associated Risks

The current UK university admissions climate is one of slight caution, with some of the behaviours seen in recent years not commonplace anymore. Admissions have become more competitive, reacting to both the effects of the impact Covid-19 has had on applications and admissions, as well as a general rise in the number of applications overall. While there is a perception that higher predicted grades/scores will give students a better chance of receiving an interview or offer from a particular university or for a particular course, there are increasing cases where this is not the case. Furthermore, providing higher predicted grades/scores is not without risk and so the following should be considered:

- students may receive unrealistic offers which they are unlikely to meet, leading to disappointment and potential stress during confirmation (results day) in August;
- conversely, ‘harsh’ predicted grades that unfairly represent the prospects of a student may suppress the offers they receive and subsequent future prospects;
- students gaining admission to a university or course which is academically challenging and in which they may not succeed – choosing appropriate universities and courses is key as there will be a large investment of time, money and effort in the process;
- if a university or college has reason to believe that a predicted grade is grossly inaccurate, they retain the right to not make offers and/or withdraw any offers already given.

Considering Changes

The initial university prediction given following the June examinations will be based upon all of the factors outlined above. However, it is possible that the predictions may be adjusted during the Autumn Term of year 13, up to the point of submission of the application. Potential changes to predictions are to be initiated by students themselves through early and effective communication with their teacher(s). In consultation with staff, students will be expected to provide further evidence of higher grades/scores through consistently higher performance in the first two aspects of the ‘Procedure’ outlined above.

Should a subject teacher feel that there has been sufficient evidence provided to warrant an increase in the university prediction they can raise the grade in agreement with other teachers of that subject (where relevant) and the Head of Subject. Any agreed changes will be communicated by the subject teacher via email to the relevant members of staff, and also informed to the student.

Summary

- Aldercar High School has a robust procedure in place to support university predicted grades.
- Entry requirements can be a useful tool for assessing the academic challenge an institution may present.
- Students will need to make informed and appropriate decisions on their initial application and throughout the application cycle.
- Predictions will be made in the best interests of students, to be both aspirational and achievable.
- Predictions will be based on a range of academic factors and will also take into account any extenuating circumstances which may have impacted upon performance.
- Ensuring accurate predictions is important, and there are risks associated with not doing so.

- Predictions may be changed through consultation between the student and subject teacher, typically with supporting proof or evidence if the prediction is to increase.