

Sixth Form

UCAS Predicted Grades Statement

Definition and purpose of UCAS Predicted Grades

UCAS guidance defines predicted grades as ‘the grade of qualification an applicant’s school or college believes they’re likely to achieve in positive circumstances’. There are many variables which could affect a student’s performance at the end of a 2-year course which can make formulating predicted grades challenging.

We aim to provide students with UCAS Predicted Grades which will enable them to access aspirational university choices, taking into account their prior attainment in addition to their achievement and progress during the first year of their A Level course. We aim to balance the need for predicted grades to be achievable, and based on evidence of students’ progress, with the desire to avoid becoming ‘gate-keepers’ for students’ future prospects. This balance is reflected in university statements about what they expect of predicted grades – Kings’ College London, for example, describes predictions as needing to be ‘optimistic but realistic – what the applicant can achieve on a good day if they put the work in’.

Principles for formulating UCAS Predicted Grades

Predicted Grades at Woodford are formulated by students’ form tutors, who take in to account all of the information available to them, as well as conversations held with students about their university aspirations. Predicted grades should be:

- Aspirational and achievable – stretching students to the upper limits of their ability, while not being unattainable
- Determined by professional judgement – using subject teacher and tutor expertise to inform predictions
- Based on evidence – student performance in Year 12 exams will strongly inform predicted grades, in combination with assessment data from earlier in Year 12, as well as ALPs targets, which are based on performance at GCSE. Where there is a discrepancy between the two, a balance will be struck
- Transparent and in the best interests of the applicant – students and parents are informed of UCAS Predicted Grades via the Year 12 Summer Term Report, and these are designed to allow students fair access to the most suitable university courses for them
- Not influenced by university entrance requirements or student/parent/carer pressure – while we do take into account students’ aspirations during the final part of grade setting process, as set out below, they are set according to students’ progress and prior attainment first and foremost.

Process for formulating UCAS Predicted Grade

The process for formulating UCAS Predicted Grades begins with a discussion between form tutor and student during UCAS fortnight. This discussion aims to inform the tutor about the student’s university aspirations which can be taken into account at the end of the process, as detailed overleaf.

Following the finalisation of Year 12 exam results, subject teachers provide ‘Projected Grades’ to Sixth Form tutors (which are also reported to students and parents at the end of term). These projected grades are intended to be the most accurate estimate of what a student is likely to achieve at the end of each A Level course, based on

their progress throughout Year 12 (including the summer exam results as well as prior assessments and general progress in lessons).

Sixth Form tutors then determine UCAS predicted grades according to the following process:

- Projected grades for each subject are compared against the student's ALPs target.
- Where the ALPs target is lower than the projected grade, the UCAS Predicted Grade will match the projected grade.
- Where the ALPs target is the same as, or one grade higher than, the projected grade, the UCAS Predicted Grade will match the ALPs target.
- Where the ALPs target is two grades higher than the projected grade, the starting point for the UCAS Predicted Grade would be one grade lower than the ALPs target.
- Where the ALPs target is three or more grades higher than the projected grade, the starting point for the UCAS Predicted Grade would be two grades lower than the ALPs target – although further discussion with subject teachers may be used to inform this should there be a significant discrepancy between the two pieces of data.
- Where the ALPs target grade is A/A*, and the projected grade is an A, the student's GCSE grade for the subject in question will be taken into account, along with further discussion with subject teachers to determine whether an A* prediction could be appropriate.

Following the completion of this process, the form tutor would then look at the resulting set of UCAS Predicted Grades in light of the student's university aspirations as expressed in the meeting with their tutor. Where a student is hoping to apply for universities which have a higher set of entry requirements than the set of predicted grades, the tutor has the flexibility to raise one subject's prediction by one grade in support of this. This may be followed by a further conversation with the student about their university aspirations should they need to re-consider their options in light of their predicted grades.

Where any queries or discrepancies arise around the formulation of UCAS Predicted Grades, including in the event of a student or parent/carer challenging a predicted grade, these should be raised with the form tutor only. If required, the Head of Sixth Form will review the situation. If the issue cannot be resolved, it will be further discussed with the Head Teacher to reach a final decision. In these circumstances, all parties concerned will be informed of the final decision and the reasons behind it.

Ms K. Hasler, Head of Sixth Form

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