WLFS Predicted Grade Policy

RESPONSIBLE GOVERNOR
William Rollason

REVIEW DATE
June 2028

Policy on UCAS Predicted Grades

This document explains how the school determines UCAS predicted grades.

1. What a predicted grade is

A UCAS predicted grade is the school's academic judgment of the grade a student is likely to achieve in a pending qualification. Its purpose is to support students in making strong, ambitious, and realistic higher education applications. This policy reflects current UCAS guidance, which states that predicted grades should be aspirational yet achievable, grounded in data and professional judgment, and finalised before an application is submitted (see Predicted grades – what you need to know for entry this year, UCAS).

A prediction is based on the standard of work a student has reliably demonstrated, with appropriate support in place. It is not the highest outcome conceivable under unknown future conditions. The school may take account of evidenced progress and likely development over the course, but will not assume future improvement that is not supported by reliable evidence.

A predicted grade is therefore not the grade a student hopes to achieve, the grade required for a preferred course, or a grade open to negotiation. Determining the predicted grade is the school's responsibility. Final grades awarded by exam boards may differ from predicted grades.

The school applies the following principles when determining predicted grades:

- Fairness and consistency: every student is treated according to the same process.
- Evidence over aspiration: predictions are based on demonstrated academic performance.
- Professional judgment: predictions are made by subject specialists.
- Reliable assessment evidence: the strongest evidence is work completed under controlled conditions against the qualification standard.
- Transparency before finalisation: students and parents/carers are informed of the process in advance and have the opportunity to understand the evidential basis of a prediction before it is finalised.
- Finality after release: once released at the end of Year 12, predicted grades are final academic judgments.

2. Evidence used to determine predicted grades

Heads of Department are responsible for determining final predicted grades in their

subject. They do so in consultation with class teachers, reviewing all relevant academic evidence and applying subject-specific expertise to reach a professional, academically defensible judgment. Before release, predictions undergo school-level quality assurance, including checks that the published process has been followed and that any mitigating circumstances or reasonable adjustments have been considered.

- End-of-Year 12 examinations are the most reliable evidence. Based on A-Level papers and sat under formal conditions by the whole cohort simultaneously, they avoid unfairness such as advance knowledge of paper content. Departments mark, moderate, and review them against subject-specific standards.

- Other relevant evidence may also be considered, including prior end-of-term assessments, Non-Examined Assessment (NEA) where applicable, and in-class tests.

- Weighting: evidence carries greater weight where it is recent, comparable across the cohort, completed under exam conditions, and marked or moderated against the qualification standard. Predicted grades are not produced by a formula; they are a professional judgment weighing all available evidence.

3. Reasonable Adjustments, mitigating circumstances and incomplete evidence

The school recognises that some students experience disruption to their personal circumstances during Year 12, whether before or during their end-of-year examinations. The school will act fairly and sensitively in such cases and, where appropriate, will consider reasonable adjustments, access arrangements, and relevant contextual information.

- Reasonable adjustments and access arrangements are agreed before the examinations. They will not be used to alter predicted grades after release.

- Mitigating circumstances: the school operates an internal process through which evidence of adverse events or conditions can be submitted and considered. Submissions must arrive by the published deadline; later submissions will not be used to reconsider predicted grades. Mitigating circumstances do not remove the need for a prediction to rest on sufficient reliable academic evidence, nor do they require the school to predict a grade the evidence does not support. For example, where a student has missed a sustained period of school, this will be treated as a mitigating circumstance — but the impact of that lost learning on the likely final A-Level grade must also be weighed in reaching a fair professional judgment. Where relevant, and with the student's consent, contextual information may be included in the UCAS reference to help universities understand the application; it will not change the predicted grade itself.

- Incomplete evidence: where evidence is incomplete — for instance through missed assessments or examinations — the school will base its judgment on the evidence available, considered individually for each student, and will make the most professionally defensible prediction it can. Where appropriate, the reference may explain the limitations of the evidence base or the circumstances affecting the student's education.

4. Communication and release of predicted grades

The school releases predicted grades to students at a set point in the Trinity term, ahead of Higher Education Week and course-choice guidance. This timing allows students to make informed, ambitious but realistic decisions about courses and universities, with the school's support in building their choice list.

The same process applies to students applying to courses with earlier UCAS deadlines, including Oxford and Cambridge. Intending to apply early creates no entitlement to an earlier, different, or more favourable prediction. Grades are released to all students simultaneously and are not negotiated or adjusted through discussions outside the published process.

After release at the end of Year 12, the school does not run further examinations, offer individual reassessment, or accept additional summer work. This protects fairness, reliability, and equal treatment: such opportunities would not be comparable to the end-of-year examinations, would not in practice be equally available to all students, and could disadvantage those who had already submitted applications or accepted the published process. The school will not change a prediction because a student or parent/carer disagrees with it or believes a higher grade is achievable. No process review or complaint (see below) will require the school to submit a prediction it does not consider professionally defensible on the available evidence.

5. Review after release

The school does not offer an appeal against the academic judgment in a predicted grade. A student may, however, request a process review if they believe an administrative error has occurred in calculating or inputting their grade. A member of senior staff will conduct the review, confirming that the published process was followed correctly and putting right any error found. This is not a re-mark or a second attempt to secure a higher prediction. The request must identify the specific error alleged; general disagreement with the grade is not sufficient grounds.

Parents/carers retain the right to use the school's published complaints procedure where they believe the school has failed to follow this policy or has applied it unreasonably. This is not an appeal against academic judgment. Where a complaint identifies a procedural failure, the remedy will normally be to correct the process or

refer the matter back for appropriate professional reconsideration — not for the complaint handler to award a different grade.

The school is committed to equality of opportunity and to meeting its duties towards students with disabilities, medical needs, mental health needs, special educational needs, or other relevant circumstances. It will consider reasonable adjustments, access arrangements, and mitigating circumstances where appropriate.

Where a predicted grade is lower than a student hoped, the school will support them to make ambitious and appropriate UCAS choices — but this support does not extend to changing grades the evidence does not support. If final results differ significantly from predictions, the school will help the student with appropriate next steps. This may include support at Clearing: a student who exceeds their predicted grades and wishes to apply to a higher-tariff course will be helped to "trade up" their choice of course or institution. The same support applies to students who choose to withdraw from the UCAS process and reapply the following year.

6. Alignment with official Guidance

This policy reflects current official guidance and will be reviewed annually, or sooner if guidance from UCAS, JCQ, or government, or the school's own procedures, change.

Palingswick House
241 King Street
Hammersmith
London W6 9LP
T 020 8600 0670
E admin@wlfs.org

www.knowledegeschoolstrust.org