Greenhead College Corporation

Predicted Grades Policy

Reviewed April 2026

Policy Holder:	*Principal*
Date drafted:	*April 2026*
Date Impact Assessed by Holder:	*April 2026*
Date of next review:	*April 2028*
To be reviewed by:	*Principal*

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

Predicted grades policy

Predicted grades are derived by staff at Greenhead College in support of a student's progression to higher education, as well as progression to a range of other destinations, e.g. apprenticeship, employment, etc.

UCAS guidelines

Greenhead College's policy on predicted grades has been written in the context of the following guidelines issued by the Universities and Colleges Admissions Service (UCAS), ref. **'Predicted grades – what you need to know'**:

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

"These predicted grades are then used by universities and colleges, 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 college 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 colleges 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 college entry requirements or behaviours – predicted grades should be set in isolation of an applicant's university or college choice(s)."*

The College's policy

Although predicted grades are estimates, the College's ability to forecast predicted grades which subsequently equal students' actual A Level grades is higher than the national rate for the sector[1].

The College's policy is not to issue predicted grades based on what students would *like* to achieve or based on their promise to work harder to obtain it. Put simply, a student will not achieve an unrealistic predicted grade. Neither is the College'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. In addition, the College's approach is never to *revise down* predicted grades once these have been issued to students.

The College's approach is based on the principle that we wish students to achieve excellent A Level grades and progress successfully to their chosen university.

In coming to an honest judgement on a student's predicted grades, subject teachers and/or Heads of Department/Subject will consider their:

- Previous examination performance at GCSE
- Attendance record
- Attitude to learning scores (ATLs), including classroom behaviour and commitment in the subject
- Performance under test conditions in College
- Data drawn from homework and assessments over time
- Engagement in extracurricular activities and work experience (where relevant)
- Contextual factors which may have caused temporary underperformance.

They will also:

- Use their professional judgement based on expert knowledge of the curriculum, the examination, and progression by students to similar university courses in previous years, and comparative performance against standards achieved by previous students with similar GCSE performance and target grades.

Based on this criteria, above, a judgement will be formed which reflects both what the student can *realistically* achieve and what they *might* achieve.

In summary, the College'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**.

It is also worth stressing that universities themselves will not simply consider a student's predicted grades but a range of additional factors, including their:

- Performance at GCSE

[1] Latest UCAS predicted grade report (2018): proportion of applicants whose best three A levels were equal to their predicted grades: Greenhead College 17%, national sector 15%.

- Personal statement
- Record of work experience (where relevant)

They will also consider the College's reference which has been written by the student's Personal/Achievement Tutor. References will accurately reflect abilities, aptitudes and any extenuating circumstances. Students may view their own reference by contacting their Personal/Achievement tutor; however, there is no right to appeal against its content. Additionally, many universities will require additional evidence in their selection process, such as a pre-interview assessment, written work, interview, etc.

Universities will often look at the context of the predicted grades presented; for example, the quality of high school provision, whether parents/carers have previously accessed higher education, the area in which the student lives and, where relevant, personal circumstances and/or challenges faced. The College includes all this information in the Personal/Achievement Tutor's reference when presenting predicted grades to universities.

Queries and appeals

Students are encouraged to discuss their predicted grades with their respective teachers and Personal/Achievement Tutor, particularly if they are unsure how a particular grade has been derived.

However, a student may appeal to their respective teacher against a predicted grade. Appeals will *only* be considered against the criteria set out in bullet point form (in bold, page 3). Appeals will not be considered because a student or parent/carer wishes to have a higher grade or because of a commitment to work harder.

For the appeal to be successful, the teacher will use the criteria outlined above and must be secure in their judgement that these could reasonably result in a higher predicted grade. Alterations will be made by the subject teacher who will inform the Personal Tutor of the change on the Cedar pastoral log.

In some cases, where teachers feel 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.

Should the predicted grade be unchanged on appeal, the student may make a further appeal to the Vice Principal Student Support and Welfare. The Vice Principal Student Support and Welfare will review the case and make a *final* decision.

APPLYING AS A FORMER STUDENT - REFERENCE ONLY

Many students choose to either defer their university entry or apply after they have left College. A number of students 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.

As an ex-Greenhead student applying during the academic year after you have left College, your Tutor (or former Tutor's line manager if s/he no longer works in this

capacity) can add your reference to your application provided that all internal and external deadlines are adhered to.

You will need to apply as an **independent applicant** and select **reference only**. You will also need to check the quality and accuracy of your form and personal statement yourself. Please make sure you have gathered all the information you require to do this during the tutorial sessions, so that you have all the resources to help you before you go on exam leave.

Predicted grades for former students 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 Greenhead College. Additionally, predicted grades will not be issued by College 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 College.

If former students are applying for Oxbridge, Medicine, Dentistry or Vet Science they must have submitted their application **before 4pm on 22nd September**. For all other courses, the deadline is **before 4pm on 4th December**. Failure to meet these deadlines means your Personal/Achievement Tutor (or former Personal/Achievement Tutor's line manager if s/he no longer works in this capacity) cannot guarantee that your reference will be added in time to meet the UCAS deadline.

Greenhead College Corporation

Impact Assessment

Predicted Grade Policy

Reviewed April 2026

Policy Holder:	*Principal*
Date Impact Assessed by Policy Holder:	*April 2026*
Date of next review:	*April 2028*
To be reviewed by:	*Principal*

Policy title:	Predicted Grades
Policy owner:	Principal

EIA Date: .06.2021

Main aims and purpose of the policy:

The purpose of this policy is to ensure that all students, parents/carers and staff understand clearly the College's policy on determining predicted grades. This is for both current and former students.

The policy also explains the appeal process for the current/former student, should they wish to appeal the decision.

Type of policy connect to EIA:

- **Proposed new policy**
- **Undertaking a review of an existing policy**
- **Other (please state):**

Please identify any potential impacts that the policy or development of this policy could have on any of the equality grounds identified below.

Equality Ground	Identified Impact
Age	The code of conduct for this policy is appropriate and in line with the 16 – 19-year-olds that the College is funded for, by the Department for education (DfE)
Disability	The code of conduct is consistent in its approach to the predicted grade policy regardless of disability.
Gender (including gender identity)	The code of conduct is consistent in its approach to matters relating to the predicted grades regardless of gender.
Marriage and civil partnership	The code of conduct is consistent in its approach to the predicted grades regardless of marriage and civil partnership.
Pregnancy and maternity	The code of conduct is consistent in its approach to the predicted grades regardless of pregnancy or maternity.
Race	The code of conduct is consistent in its approach to the predicted grades regardless of race.
Religion or belief	The code of conduct is consistent in its approach the predicted grades regardless of religion or belief.
Sex	The code of conduct is consistent in its approach to the predicted grades regardless of sex.
Sexual Orientation	The code of conduct is consistent in its approach the predicted grades regardless of sexual orientation.

Social / Health Inequalities	The code of conduct is consistent in its approach to the predicted grades regardless of social status/health inequalities.

Select one of the four outcomes below to indicate how the development/implementation of the policy will be progressed and state the rationale for the decision.

Outcome 1:	**No change required – the assessment is that the policy is/will be robust and/or promotes Diversity and Inclusion.**	■
Outcome 2:	**Adjust the policy – this involves taking steps to address any adverse impacts before the policy has been developed.**	☐
	Outline these steps:	
Outcome 3:	**Continue the policy while mitigating against any potential adverse impacts.**	☐
	Outline how these adverse impacts can be mitigated against:	
Outcome 4:	**Immediate referral to SLT/Governors, as there are adverse effects which cannot be prevented or mitigated against.**	☐

Details of further steps (if required)	

Author:	Principal	April 2026
Reviewed by Policy Holder	Principal	April 2026