



UCAS Predicted Grades Policy

2026-2027

Contents

1. Purpose	1
2. Principles	1
3. Evidence Used to Determine Predicted Grades	1
4. Target Grades and UCAS Predicted Grades	2
5. Setting UCAS Predicted Grades.....	2
6. Moderation	3
7. Communicating Predicted Grades to Students	3
8. Student Queries and Challenges	3
9. Resolution of Disputes	4
10. Autumn Term Mock Examinations	4
11. Exceptional Additional Assessment	4
12. Responsibility of Teachers	5
13. Responsibility of Students and Parents	5
14. Review of Predicted Grades.....	5
15. Policy Review	6

1. Purpose

Westminster Tutors is committed to ensuring that UCAS predicted grades are accurate, evidence-based and consistent. Predicted grades must provide universities with a realistic assessment of the grades a student is most likely to achieve.

This policy establishes a clear and consistent process for setting, moderating and communicating UCAS predicted grades to students and parents.

2. Principles

UCAS predicted grades at Westminster Tutors are:

- **Evidence-based**, drawing on previous attainment, recent assessed work and ongoing academic performance.
- **Holistic**, taking account of overall performance rather than a single assessment.
- **Realistic**, reflecting the grade the teacher considers the student most likely to achieve in the summer examinations.
- **Professionally judged**, based on teachers' subject expertise and knowledge of the student's academic performance.
- **Moderated**, to ensure reasonable consistency and that relevant evidence has been considered.
- **Distinct from aspirational targets**, which may be higher than a student's current predicted grade.

A predicted grade is therefore not necessarily the same as a target grade. A student may have the potential to achieve a higher grade by the end of the academic year, but the prediction must reflect the evidence available when it is made.

3. Evidence Used to Determine Predicted Grades

Teachers will consider a range of evidence, normally including:

3.1 Previous attainment

For Year 13 students, this includes relevant GCSE results and Year 12 summer mock examination results.

For A level retake students (Year 13+), this includes grades achieved in previous A level examinations and any other relevant formal assessments.

3.2 Recent assessed work

Teachers will consider assessed work completed during the first half of the autumn term, together with performance in lessons and other relevant evidence of attainment.

3.3 Professional judgement

Teachers will use their professional judgement to determine the grade the student is **most likely to achieve in the following summer examinations**, based on the available evidence.

This may include:

- consistency of performance;
- progress over time;
- examination technique;
- engagement with learning;
- the quality and completion of independent work;
- identified gaps in knowledge or understanding; and
- the student's current trajectory towards the examinations.

Predictions cannot be based simply on what a student hopes or intends to achieve.

4. Target Grades and UCAS Predicted Grades

A student's aspirational target grade may be higher than their current UCAS predicted grade where there is a realistic prospect of improvement before the final examinations, but the evidence does not yet support the higher grade.

For example, a student may have a target of an A but, based on current performance and assessed work, be predicted a B. The prediction should remain a B if this is the teacher's professional judgement of the grade the student is currently most likely to achieve.

Predicted grades should **not be inflated to support a student's preferred university choices**, as an overly optimistic prediction may result in inappropriate choices and difficulties later in the application process.

5. Setting UCAS Predicted Grades

Teachers will enter their proposed UCAS predicted grades into each student's progress monitoring sheet by **the first Monday following the half-term break**.

At this stage, predictions will not be disclosed directly to students. They will first be subject to internal moderation.

6. Moderation

The Senior Leadership Team (SLT) will review and moderate all UCAS predicted grades to ensure that:

- previous attainment has been appropriately considered;
- available evidence has been considered;
- predictions are realistic and defensible;
- there is reasonable consistency across subjects and students; and
- significant anomalies are identified and discussed.

Where a prediction appears inconsistent with the available evidence, Virginia or the SLT may discuss it with the relevant teacher.

Moderation does not replace the teacher's professional judgement; it ensures that that judgement is appropriately evidenced and consistently applied.

7. Communicating Predicted Grades to Students

Once moderation is complete, Virginia or a member of the SLT will meet with each student to communicate their UCAS predicted grades.

Students will also be advised on whether their proposed university choices are appropriate in light of their predictions. Where appropriate, they may be advised to reconsider the balance of their UCAS choices, including aspirational, realistic and safer options.

8. Student Queries and Challenges

Students may discuss the rationale and evidence supporting their predictions with their teachers.

Teachers should be able to explain the evidence on which predictions are based, including previous grades, assessed work and professional judgement.

A predicted grade should not be changed simply because a student believes they deserve a higher grade or because a higher prediction would enable them to apply to a particular university.

Where a student strongly disputes their prediction, or a parent raises a concern, the matter should be referred to **Virginia or Sean**. Teachers should not be expected to manage significant or ongoing disputes independently.

9. Resolution of Disputes

Where a significant disagreement cannot be resolved through discussion, Westminster Tutors may offer an alternative evidence-based process.

The student's UCAS application may be **held temporarily**, and predicted grades subsequently determined using performance in the December mock examinations.

Where this process is used, the December mock results will provide the basis for the revised predictions. These will be considered **final** and communicated to the student and parents by Virginia or Sean.

Requesting this process does not guarantee a higher predicted grade. Its purpose is to provide an additional, objective assessment point where a significant dispute remains unresolved.

10. Autumn Term Mock Examinations

As autumn term mock examinations may be required to support UCAS predictions, the college's mock examination week will be held in **Week 9 (Week 10 if half term is included)** to allow sufficient time for:

- examinations to be completed;
- scripts to be marked;
- results to be reviewed; and
- final UCAS predicted grades to be determined.

Students and parents will be informed where this process affects the timing of their UCAS application. It is the college's policy to endeavour to send all UCAS applications in November and December, i.e. before the start of the spring term. The equal consideration deadline for UCAS undergraduate applications is currently in mid-January, so this timeframe allows applications to be sent well in advance of the deadline.

11. Exceptional Additional Assessment

In exceptional circumstances, where a significant dispute remains unresolved or there is a clear need for further evidence, Westminster Tutors may require a student to sit an additional mock examination during the first week of the following term.

This is an **exceptional provision** and will not be used routinely to challenge predicted grades.

Where an additional mock is authorised by Sean:

- the student and parents must agree to the assessment;

- the student and parents accept that further assessment means the UCAS application will be sent late, although Virginia will strive to meet the advisory deadline of mid-January;
- the relevant teachers will mark the work within the agreed timescale;
- revised predicted grades will be determined using the additional evidence; and
- teachers will be remunerated for additional marking and assessment work undertaken outside the normal assessment process.

Any revised predicted grade will be subject to final moderation and communicated to the student and parents by Virginia or Sean.

12. Responsibility of Teachers

Teachers are responsible for:

- making predictions based on appropriate evidence;
- exercising professional judgement;
- entering predictions by the required deadline;
- being able to explain the evidence supporting their predictions; and
- participating constructively in moderation.

Teachers should avoid both **unjustifiably low** and **excessively optimistic** predictions. They should not increase a prediction because they anticipate that a student or parent may challenge it. Predictions must reflect the teacher's honest and professional assessment of the grade the student is most likely to achieve.

13. Responsibility of Students and Parents

Students and parents are expected to recognise that a UCAS predicted grade is a professional academic judgement, not a guaranteed outcome or an aspirational target.

Students are encouraged to discuss their academic progress with their teachers and understand the evidence underlying their predictions. Where concerns remain, the formal process set out in this policy should be followed.

14. Review of Predicted Grades

UCAS predicted grades are determined at a particular point in a student's academic journey and may not reflect the grade ultimately achieved.

Their purpose is to provide universities with a **realistic and evidence-based assessment of likely attainment at the time of application**.

Westminster Tutors will therefore prioritise accuracy and professional integrity over optimism when setting predicted grades.

15. Policy Review

This policy will be reviewed periodically by the Senior Leadership Team to ensure that it remains appropriate, consistent and aligned with UCAS requirements and the needs of Westminster Tutors students.

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Audience	Principal, college staff, teachers, students and parents

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