

Westminster Tutors



UCAS Predicted Grades Policy
2026-2027

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1. Purpose

- 1.1 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 likely to achieve in positive circumstances, supported by demonstrable evidence.
- 1.2 This policy establishes a clear and consistent process for setting, moderating and communicating UCAS predicted grades to students and parents.
- 1.3 This policy should be read alongside the Careers Policy and the Assessment and Reporting Policy.

2. Principles

- 2.1 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 and achievable**, reflecting the grade the teacher considers the student likely to achieve in positive circumstances in the summer examinations, supported by demonstrable evidence.
 - **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.
- 2.2 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

- 3.1 Teachers will consider a range of evidence, normally including:

Previous attainment

- 3.2 For Year 13 students, this includes relevant GCSE results and Year 12 summer mock examination results.
- 3.3 For A level retake students (Year 13+), this includes grades achieved in previous A level examinations and any other relevant formal assessments.

Recent assessed work

- 3.4 Teachers will consider recent assessed work, normally including work completed during the first half of the autumn term, together with performance in lessons and other relevant evidence of attainment. For early applications, teachers will use the evidence available before the earlier internal deadline.

Professional judgement

- 3.5 Teachers will use their professional judgement to determine the grade the student is likely to achieve in positive circumstances in the following summer examinations, based on the available evidence. Predictions should reflect the student's potential as well as current attainment; they are not simply a report of the grade currently being achieved.
- 3.6 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.
- 3.7 Predictions cannot be based simply on what a student hopes or intends to achieve.
- 3.8 Teachers will consider SEND, illness and other relevant circumstances when judging how representative an assessment is. Context and reasonable adjustments will be considered without applying an automatic increase or reduction to a predicted grade.

4. Target Grades and UCAS Predicted Grades

- 4.1 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.
- 4.2 For example, a student may have a target of an A but, based on the available evidence, be predicted a B. The prediction should remain a B if this is the teacher's professional judgement of the grade the student is likely to achieve in positive circumstances.
- 4.3 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

- 5.1 Teachers will enter their proposed UCAS predicted grades into each student's progress monitoring sheet by the first Monday following the autumn half-term break. This is the normal internal deadline for standard-cycle applications. The Careers Lead will set and communicate earlier deadlines for applications requiring earlier submission.
- 5.2 Formal UCAS predictions will first be subject to internal moderation before being communicated as final. Students will nevertheless be given timely guidance about their likely predictions to inform course research and choices. Any provisional discussion must be clearly distinguished from the final moderated decision.

- 5.3 A prediction will be provided for every relevant pending qualification, including an EPQ where applicable. Where the assessment method or qualification structure makes a prediction impracticable, the reason will be recorded and explained by the Careers Lead.

6. Moderation

- 6.1 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.
- 6.2 Where a prediction appears inconsistent with the available evidence, Virginia or the SLT may discuss it with the relevant teacher.
- 6.3 Moderation does not replace the teacher's professional judgement; it ensures that that judgement is appropriately evidenced and consistently applied.
- 6.4 The evidence considered, the moderated prediction, any changes and the reasons for them will be recorded. The College will also retain a record of any review and the dates on which decisions were communicated to the student.

7. Communicating Predicted Grades to Students

- 7.1 Once moderation is complete, Virginia or a member of the SLT will meet with each student to communicate their UCAS predicted grades.
- 7.2 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

- 8.1 Students may discuss the rationale and evidence supporting their predictions with their teachers.
- 8.2 Teachers should be able to explain the evidence on which predictions are based, including previous grades, assessed work and professional judgement.
- 8.3 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.
- 8.4 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

- 9.1 Where a significant disagreement cannot be resolved through discussion, Westminster Tutors may offer an alternative evidence-based process.
- 9.2 The student's UCAS application may be held temporarily while further evidence is considered, including the scheduled autumn mock examinations where appropriate. Before any hold is agreed, Virginia or Sean will agree the assessment, decision and submission timetable with the student and explain the effect on their course choices and relevant application deadlines. A dispute must not result in an application deadline being missed without the student being informed of the consequences and agreeing the proposed approach.
- 9.3 Any review will consider the relevant evidence as a whole, including new assessed work, the original rationale and any circumstances affecting the reliability of an assessment. A single mock result will not automatically determine the prediction. Virginia or Sean will record the reason for the decision and communicate it to the student and, where appropriate, their parents, in line with the College's existing reporting and privacy arrangements.
- 9.4 Following review, a predicted grade may go up, go down or remain the same. Requesting further assessment does not guarantee a higher prediction. Genuine errors and concerns about whether the process was followed may still be raised through the appropriate College procedure, including the Complaints Policy where relevant. The exceptional additional assessment route in section 11 remains available where authorised.

10. Autumn Term Mock Examinations

- 10.1 Where additional assessment is appropriate, the scheduled autumn mock examinations may provide further evidence. The approved annual assessment calendar sets the examination dates; the current Term Dates and Staff Key Dates should be consulted. The timetable must allow sufficient time for:
 - examinations to be completed;
 - scripts to be marked;
 - results to be reviewed; and
 - final UCAS predicted grades to be determined.
- 10.2 Students will be informed where this process affects the timing of their UCAS application, with parents involved as appropriate under the College's existing reporting and privacy arrangements.
- 10.3 The College aims to send standard-cycle UCAS applications in November and December, before the start of the spring term. This aim does not apply to early-deadline applications. The Careers Lead will check each student's course deadlines and arrange earlier prediction, moderation and submission where required.
- 10.4 For 2027 entry, the UCAS equal-consideration deadlines are 15 October 2026 at 18:00 UK time for Oxford, Cambridge and most Medicine, Dentistry and Veterinary Medicine or Science courses, and 13 January 2027 at 18:00 UK time for most other undergraduate courses. Individual course deadlines

must always be checked. Applications received after the relevant deadline may not receive equal consideration, and providers are not required to consider them.

11. Exceptional Additional Assessment

- 11.1 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 spring term.
- 11.2 This is an exceptional provision and will not be used routinely to challenge predicted grades. **Because time is needed to mark and moderate the work, an additional assessment in January is unlikely to allow the application to meet the relevant UCAS deadline.** It does not automatically make an application late, but students and parents must be clearly warned of this risk before agreeing to the assessment.
- 11.3 Where an additional mock is authorised by Sean:
- the student and parents must agree to the assessment;
 - the assessment, marking, moderation and submission timetable must be agreed in advance, and the student and parents must understand that meeting the relevant UCAS deadline is unlikely because of the time required to mark and moderate; Virginia will check whether the agreed timetable can meet that deadline, without guaranteeing that it will;
 - the relevant teachers will mark the work within the agreed timescale;
 - revised predicted grades will be determined using the additional evidence alongside the other relevant evidence and may go up, go down or remain the same; and
 - teachers will be remunerated for additional marking and assessment work undertaken outside the normal assessment process.
- 11.4 Any revised predicted grade will be subject to final moderation and communicated to the student and parents by Virginia or Sean.
- 11.5 Before the assessment is arranged, Virginia or Sean will explain the consequences of missing the relevant course deadline, including the possibility that a university will not consider a late application. Parent involvement will follow the College's existing reporting and privacy arrangements, with the student's participation central to the decision.

12. Responsibility of Teachers

- 12.1 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.

- 12.2 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 likely to achieve in positive circumstances, supported by demonstrable evidence.

13. Responsibility of Students and Parents

- 13.1 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.
- 13.2 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

- 14.1 UCAS predicted grades are determined at a particular point in a student's academic journey and may not reflect the grade ultimately achieved.
- 14.2 Their purpose is to provide universities with a **realistic and evidence-based assessment of likely attainment at the time of application**.
- 14.3 Before submission, the Careers Lead will check that all relevant predictions are complete and match the final moderated record. Predictions will be finalised before the application is submitted.
- 14.4 After submission, any error or new information must be referred promptly to the Careers Lead. UCAS cannot add, remove or change predicted grades in a submitted application. Any correction or reconsideration must be discussed directly with the universities concerned and cannot be guaranteed.
- 14.5 Westminster Tutors will prioritise evidence and professional integrity, while taking a fair view of each student's likely attainment in positive circumstances.

15. Policy Review

- 15.1 The Senior Leadership Team will review the accuracy of predicted grades and the operation of the moderation and dispute processes after each application cycle. The policy will be reviewed at least annually, or earlier if UCAS requirements or College arrangements change, to ensure it remains appropriate and consistent.

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