

Predicted Grades

Approved by:

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The practice in the majority of schools is to predict GCSE grades and set young people targets.

Unless young people are driven to achieve well and the predicted/target grades are at least a grade 4 or equivalent, this practice can be demotivating and counter productive. It is our belief that in a world where only grades 4 and above are seen as the only grades worthwhile young people will believe it pointless to try if their predicted grades are to obtain less. They often talk of lower grades as a 'fail'. The media promulgate this view. University is seen as the only worthwhile future and failure to achieve at this level is seen to lead inevitably to a lesser future.

New research also suggests that the belief that GCSE grades only matter for getting into university, does not hold true. While GCSE grades most strongly predicted future academic success, better school performance also had a link to social and emotional development including better wellbeing. School performance exerts influence on a wide range of life outcomes during the critical developmental period that is young adulthood. (Von Stumm, 2024)

Thus encouragement to re-engage and sustain learning can be even more important for those who are already disadvantaged.

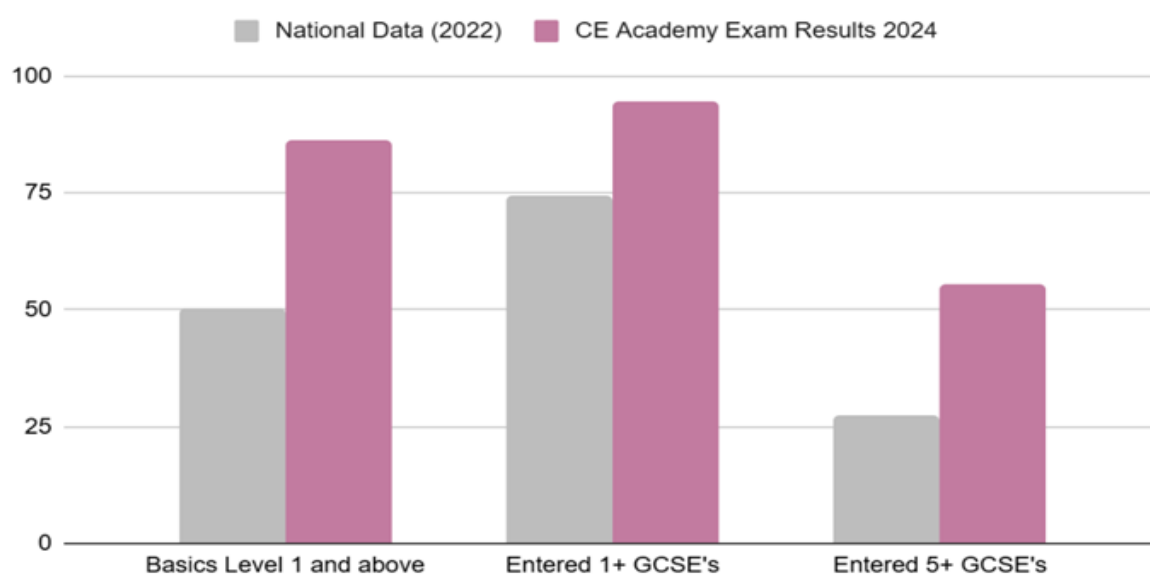
The young people attending CE have often experienced disadvantage and had a number of adverse childhood experiences. Their ability to function in all aspects of life can be hampered by crisis. The death of a parent or close relative, moving care placement or a disclosure can all result in a need for extra, very specific support to continue their learning. It can also be very damaging to self-esteem and being told that they are not on target can bring additional unnecessary stress to young people and parents/carers.

For many of our young people their confidence in their own ability has to be repaired and rebuilt (if it ever existed). We tell them they can always make progress if they work to do so. How well they achieve will be influenced by prior knowledge and any interruptions to their education; be they social or emotional. Our job is to teach, persuade, remove barriers and support them to ensure they maximise their potential

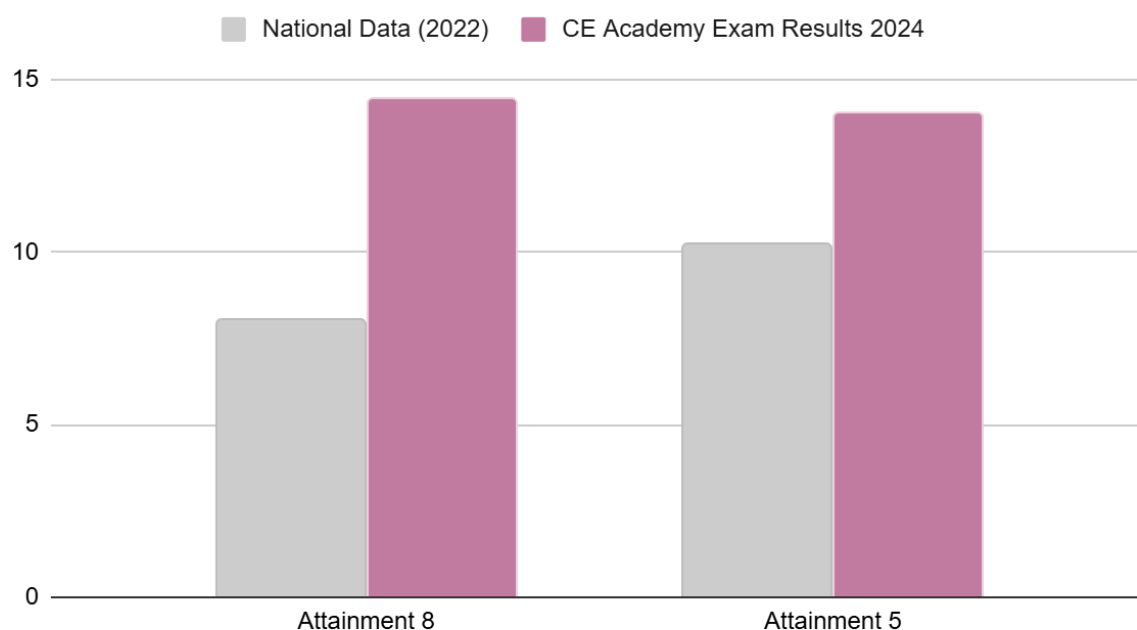
Our outcomes data suggests that this is a methodology that works at CE Academy. Many young people achieve better than expected. There is very little or no gap between the achievement of PP and non PP young people. They are not hampered by poor expectations of themselves. We have removed the opportunity for a self-fulfilling prophecy whatever grade that may be.

We believe this is also a method that supports good teaching and learning in that teachers also do not have preconceived expectations of young people.

CE Academy Exam Results 2024



2024 GCSE Results



Policy Control Sheet

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Version	Date of review	Author	Note of revisions
03	February 2025	JT	Updated graphs and additional points in text.