

PREDICTED GRADES POLICY

1 INTRODUCTION

École Jeannine Manuel (“the School”) is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is consubstantially a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO “associated” school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

2 PHILOSOPHY

Since its founding in 1954, the vision expressed in this mission statement was inspired by Jeannine Manuel’s conviction that “The more one understands, the less one fears” and “learning a foreign language is, by itself, important; it is also a means to better understand others, to be able to think like them—it provides access to the world.” These ideas continue to shape the culture of our School and guide its approaches. One of our School’s primary goals is to foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow.

3 PREDICTED GRADES

Two types of predicted grades are issued at the school.

3.1 International Baccalaureate predicted grades

These marks are entered by teachers in April of Year 2 of the IB Diploma Program. It is important to note that these predicted grades are used by the International Baccalaureate Organization to measure and evaluate a school’s accuracy and not the student’s level. Through regular assessment, teacher feedback, report cards, *Bacs Blancs*, *bilans intermédiaires* and ad hoc meetings with the Head of the IB, Homeroom teachers and Deputy Head, students and families should have a very good sense of the level at which a student is performing. Releasing this predicted grade to students and families so close to the examination session can have a damaging effect, as it can be internalized by the student as a crystallization of their level. This goes directly against the School’s philosophy of growth mindset, whereby it is always possible to progress, do better and wherein errors are an opportunity for growth. At a student’s request, these predicted grades can be communicated as soon as the IBDP final examinations are complete.

3.2 UCAS predicted grades

Entry into UK universities, Art Schools and Music Academies are, in nearly all cases, conditional on the final results in the Baccalaureate. Universities will study a student’s

application and then decide whether to make an offer to the student or not. The universities, and departments within them, have different criteria and different expectations and therefore, in the IB, the ‘offers’ can range from 30 to 42 with specific subject demands.

The role of the school university advisers is to help the student make the right subject choice, then the right university choice, and both will in part, depend on the grades the student can expect to obtain. The ‘predicted grade’, while by no means the most important, is a part of the application and is made by the university adviser at the time of the application, usually in the first term of *Terminale*. It is based on many factors including a full examination of the student’s academic performance so far and comments received from teachers in relevant subject areas. It is not necessarily the same prediction as the one the school makes later in April but is a genuine estimation of what will probably happen. **We do not share the prediction with the students to avoid unnecessary pressure**, but they nevertheless know what the universities are likely to require and so can have a pretty good idea as to what grades were submitted.

To put ‘predicted grades’ in context, the following is the order of importance of the various elements in an application:

- 3.2.1 Whether the subjects being studied match the subject for which the student is applying,
- 3.2.2 The reference written by the university adviser,
- 3.2.3 The personal statement.
- 3.2.4 The predicted grades.

As long as the predicted grades are within range of the university’s expectations or above, they probably play no role at all. If they are off the pace, the application will be put on hold until later in the process but will then play no further role. If they are a long way off, for instance 30 points where 35 are usually required, the application will be rejected. **This rarely happens** because the collaboration between the adviser and the student has found the most suitable courses and so the application will normally be ‘within range’.

3.3 Predicted grades for other university systems

When other universities around the world request predicted grades, these may be issued by the Head of Sector in collaboration with the college counsellor. The School will not issue predicted grades when a student is working with an outside counsellor.

4 CONCLUSION

The School is committed to fostering a culture of care, trust, collaboration and growth. One of the School’s main goals is to prepare students for the next steps in their academic and professional journeys. The partnerships, relationships and trust between the School and the IBO and universities, built over the past decades, through accurate, precise and data-backed predictions has forged the path and continues to create opportunities for our students. Creating a culture of transparency and mutual trust, in which the School’s aims and goals are aligned with those of students and families is of paramount importance. The School works with

students to fortify their growth mindset and their understanding that they are life-long learners who can always strive to progress, improve and grow.

5 POLICY REVIEW

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the DP senior leadership team, teachers, parents and students.
