



## EXAM CONTINGENCY PLAN

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### Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Adeyfield School. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions could have on our exam process.

At all times, the Exams & Data Manager and the Senior Leadership Team (SLT) will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to.

Alongside internal processes, this plan is based on information contained in the *Joint Contingency Plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland* where it is stated that:

*“Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”*

### Causes of potential disruption to the exam process

#### 1. Examinations Officer extended absence at key points in the exam cycle

*Criteria for implementation of the plan*

Key tasks required in the management and administration of the exam cycle not undertaken including:

- Planning
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - sufficient invigilators not recruited and trained
- Entries
  - awarding bodies not informed of early/estimated entries which prompts release of early information required by teaching staff
  - candidates not entered with awarding bodies for external exams/assessment
  - awarding bodies entry deadlines missed or late/other penalty fees incurred
- Pre-exams
  - exam timetabling, room allocation and invigilation schedules not prepared
  - candidates not briefed on exam timetables and awarding body information for candidates
  - exam/assessment material and candidates' work not stored under required secure conditions
  - internal assessment marks and samples of candidates' work not submitted to external bodies/moderators
- Exam time
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods eg: very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies
- Results and post-results
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

### **Centre actions**

The Exams & Data Manager's role includes the activities listed above. She is part of a team of three people, led by an experienced member of the Senior Leadership Team (SLT). Training and regular communication between this team ensures that the absence of the Exams & Data Manager would be covered by those in the team and members of SLT.

## **2. SENCo extended absence at key points in the exam cycle**

### *Criteria for implementation of the plan*

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- Planning
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated
- Pre-exams
  - approval for access arrangements not applied for to the awarding body
  - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - staff providing support to access arrangement candidates not allocated and trained
- Exam time
  - access arrangement candidate support not arranged for exam rooms

### **Centre actions**

The SENCo's activities will be covered by the SLT and where necessary the school will use external support from the MAT.

### **3. Teaching staff extended absence at key points in the exam cycle**

#### *Criteria for implementation of the plan*

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Exams & Data Manager on time, resulting in pre-release information not being received
- Final entry information not provided to the Exams & Data Manager on time, resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

### **Centre actions**

The Exams and Data Manager should liaise with remaining teaching staff.

### **4. Invigilators – lack of appropriately trained invigilators or invigilator absence**

#### *Criteria for implementation of the plan*

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

### **Centre actions**

The School has a list of pre-approved invigilators that it uses. Recruitment and training of additional invigilators is done well in advance of the main exam season. It is not the School's policy to work to the minimum ratio requirements, although in the event of significant unavailability, other trained members of staff could be used.

### **5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice**

#### *Criteria for implementation of the plan*

- Exams & Data Manager unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

### **Centre actions**

In an emergency, the Gym or classrooms could be utilised for examination purposes.

## 6. Failure of IT systems

### *Criteria for implementation of the plan*

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

### **Centre actions**

The Exams & Data Manager and the IT Manager would liaise with Examination Boards as to appropriate action at the time.

## 7. Disruption of teaching time – centre closed for an extended period

### *Criteria for implementation of the plan*

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

### **Centre actions**

The Headteacher, Governors and Senior Leadership Team would take the necessary action.

## 8. Centre unable to open as normal during the exam period

### *Criteria for implementation of the plan*

- Candidates are unable to attend the examination centre to take examinations as normal

### **Centre actions**

The Exams & Data Manager would liaise with the Head of Centre and inform awarding bodies as required. Awarding bodies would be able to offer advice regarding alternative arrangements. Alternative venues would be explored where appropriate. Applications would be made to awarding bodies for special consideration for candidates where they have met the minimum requirements.

## 9. Candidates unable to take examinations because of a crisis – centre remains open

### *Criteria for implementation of the plan*

- Candidates are unable to attend the examination centre to take examinations as normal

### **Centre actions**

The Centre would communicate with;

- Relevant awarding organisations at the outset to make them aware of the issue and to gain advice and guidance
- Parents, carers and candidates about the situation and possible solutions

Applications would be made to awarding bodies for special consideration for candidates where they have met the minimum requirements.

## **10. Disruption to the transportation of completed examination scripts**

### *Criteria for implementation of the plan*

- Delay in normal collection arrangements for completed examination scripts

### **Centre actions**

Scripts would remain securely stored in the Exams Office. The Exams & Data Manager would contact the exam board(s) to make alternative arrangements.

## **11. Assessment evidence is not available to be marked**

### *Criteria for implementation of the plan*

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

### **Centre actions**

- The School would communicate immediately with the exam board(s). Where possible, candidate marks for the affected assessments based on other appropriate evidence of candidate achievement would be used (as defined by the awarding organisations in consultation with the regulators)
- The School would communicate with parents, carers and students
- Arrangements would be made for candidates to retake the affected assessment at the next assessment window if possible

## **12. Centre unable to distribute results as normal**

### *Criteria for implementation of the plan*

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate a post-results service to candidates

### **Centre actions**

The School would consider making arrangements to access results at an alternative site, in consultation with the awarding bodies.

*Note: Points 7 – 12, information taken from the Joint Contingency Plan for the examination system in England, Wales and Northern Ireland*

## **Further guidance to inform and implement contingency planning**

### **Ofqual**

*Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

### **JCQ**

*General regulations*

<http://www.jcq.org.uk/exams-office/general-regulations>

*Guidance on alternative site arrangements*

<http://www.jcq.org.uk/exams-office/forms>

*Instructions for conducting examinations*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

*A guide to the special consideration process*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

### **GOV.UK**

*Emergencies and severe weather: schools and early years settings*

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years>

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

*Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning*

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>