



Examinations Policy

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 Values Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The School agrees to "have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;"

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning

- o annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- o annual exams plan not produced identifying essential key tasks, key dates and deadlines
- o sufficient invigilators not recruited and trained

Entries

- o awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- o candidates not being entered with awarding bodies for external exams/assessment
- o awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- o exam timetabling, rooming allocation; and invigilation schedules not prepared
- o candidates not briefed on exam timetables and awarding body information for candidates
- o exam/assessment materials and candidates' work not stored under required secure conditions
- o internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

1 Exam time

- o exams/assessments not taken under the conditions prescribed by awarding bodies
- o required reports/requests not submitted to awarding bodies during exam/assessment periods
e.g. very late arrival, suspected malpractice, special consideration
- o candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- o access to examination results affecting the distribution of results to candidates
- o the facilitation of the post-result services

Additional Information

Exams Officer to ensure all nominated staff receive all communications. Exams Officer in conjunction with the

Head of Teaching to produce an annual calendar of all related activities and deadlines and ensure all nominated staff as listed below receive a copy. The Examinations Officer will ensure that the staff holidays don't coincide with key points on the calendar. In the absence of an Exams Officer nominated staff listed below will take responsibility for completing the role.

School Leader: Hayley Cartin
Head of Teaching: David Lovegrove

Centre actions to mitigate the impact of the disruption:

- Advise designated Senior Leader responsible for exams
- Designated Senior Leader to cover Exams Officer role with the assistance of School Leaders to include inputting of necessary data
- Advertise for a temporary Exams Officer, if required

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

Criteria for the 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 allocated

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 to mitigate the impact of the disruption:

- Work with School SENCo to identify the student's needs
- Check documentation with SENCo for clerical support

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

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
 - candidates not being transferred 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 to mitigate the impact of the disruption:

- Make adjustments to the timetable as far as is practical to ensure that subject specialist teachers are teaching examinations groups
- Recruit specialist supply staff, as required

4. Invigilators-lack of appropriately trained invigilators or invigilator absence

Criteria for the 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 to mitigate the impact of the disruption:

- Contract external invigilators to cover for absent permanent school staff for the duration of the absence
- Where possible, make alterations to exam room allocation and sitting arrangements to reduce the number of invigilators that are required
- Combine satellite rooms where appropriate, taking into account student need, ie sitting in exam room without other candidates
- Utilize Senior staff as invigilators

5. Exams rooms-lack of appropriate rooms or main venues unavailable at short notice

Criteria for the implementation of the plan

- Exams Officer 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
- Local alternative room have been organized to use if needed for both schools. Exam timetable to be sent to them when available. Both school sites to be used to support each other as alternatives

Centre actions to mitigate the impact of the disruption:

- Use additional rooms that are not timetabled that have been identified as suitable rooms to include Pastoral rooms in times of need
- Reseat examinations, where possible, to reduce the number of rooms that are required

6. Failure of IT systems

Criteria for the 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 to mitigate the impact of the disruption:

- Advise Exams Officer and Senior Leader responsible for exams
- Contact ICT support immediately as a matter of urgency to provide technical support and liaise with school staff responsible for exams
- Inform examination boards as soon as is possible after the event if students have been disadvantaged
- ICT system is backed up daily and all data is held on shared drive/server. Access to this information will be provided to the exams officer by schools' ICT provider

7. Disruption of teaching time- The school will be closed for an extended period

Criteria for the 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 to mitigate the impact of the disruption:

- Centre to communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via the school intranet
- Implement remote learning policy to ensure continuation of students education

8. Candidates unable to take examinations because of a crisis- School remains open

Criteria for the implementation of the plan

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

Centre actions to mitigate the impact of the disruption:

- School to communicate with relevant awarding bodies to make them aware of the situation
- School to communicate solutions to parents/carers and candidates
- Parents/carers to be advised of the disruption to teaching and given timetable for resolution where possible
- School Principal to contact nearby institutions to ascertain availability of examination space

9.School unable to open as normal for scheduled examinations

Criteria for the implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption:

- Examination Boards are to be contacted by the school Exams Officer
- Exams Officer to complete the relevant documentation and forward to appropriate bodies

10.Centre unable to open as normal during the exams period

Criteria for the implementation of the plan

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

Centre actions to mitigate the impact of the disruption:

- Examination boards to be contacted immediately regarding internal disruption/issue
- Where applicable alternative accommodation is sought as soon as is possible
- In the event of external factors causing disruption the school will follow advice and guidance from awarding bodies and JCQ, informing parents/carers and candidates throughout the disruption

11.Disruption to the distribution of examination papers

Criteria for the implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption

- Frequent checks and logs of deliveries of examinations papers are made and a record is kept securely
- Examination boards are contacted immediately if papers are not delivered by the expected date and Exams Officer to act on the advice provided by the examination boards
- Examination Officer and Senior Leaders to arrange alternative delivery where necessary

12. Disruption to the transportation of completed examination scripts

Criteria for the implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- Examination boards are advised immediately of the issue
- All uncollected scripts to be kept in secure area until collection/postage
- Alternative secure delivery options are used with proof of postage where necessary

13. 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 to mitigate the impact of the disruption

- Exams Officer to contact Examination Board, parents/carers and candidates immediately on discovery of the issue
- Examination Board instructions are distributed to the Exams Officer, School Principal, subject Teacher, parents/carers and candidates

Emergency Evacuation Procedure for Examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or bomb alert.

- Note the time
- Stop the candidate(s) from writing
- Advise candidates to leave all question papers and scripts in the examination room

- Evacuate the examination room in line with the school fire escape plan and instructions given by the appropriate authority
- Candidates should leave the room in silence
- Follow Fire Evacuation Procedures and proceed to designated area (bottom of the road) a register will be taken by the Office Manager
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- Make a note of how long the interruption lasted
- Make arrangements to allow the candidates the full working time set for the examination
- Write a full report of the incident and of the action taken and send to the relevant awarding body

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-](http://www.jcq.org.uk/exams-office/general-regulations)

[office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations) **Guidance**

on alternative site arrangements

[http://www.jcq.org.uk/exams-](http://www.jcq.org.uk/exams-office/forms)

[office/forms](http://www.jcq.org.uk/exams-office/forms)

Instructions for conducting examinations

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

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>

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