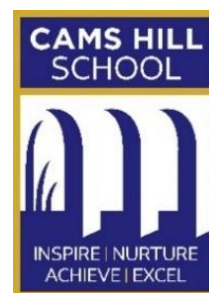


CAMS HILL SCHOOL EXAMINATIONS – CONTINGENCY PLAN



JCQ Requirement

Date created: 1 December 2016

Review period: Annually

Last Reviewed: 31 January 2022

Ratified by Governors: N/A

Next Review Date: 31 January 2023

Contents

Purpose of the Plan	3
Causes of Potential Disruption to the Exam Process	3
1. Examinations Officer Extended Absence at Key Points in the Exam Process (Cycle)	3
2. SENDCo Extended Absence at Key Points in the Exam Cycle.....	4
3. Teaching Staff Extended Absence at Key Points in the Exam Cycle.....	4
4. Invigilators - Lack of Appropriately Trained Invigilators or Invigilator Absence	5
5. Exam Rooms - Lack of Appropriate Rooms or Main Venues Unavailable at Short Notice	5
6. Failure of IT Systems.....	5
7. Disruption of Teaching Time – Centre Closed for an Extended Period.....	6
8. Candidates Unable to Take Examinations because of a Crisis – Centre Remains Open.....	6
9. Centre Unable to Open as Normal During the Exams Period	6
10. Disruption in the Distribution of Examination Papers.....	7
11. Disruption to the Transportation of Completed Examination Scripts.....	7
12. Assessment Evidence is not Available to be Marked	7
13. Centre Unable to Distribute Results as Normal	7
Causes 7-13	8
Appendix 1: Further Guidance to Inform and Implement Contingency Planning	9

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 Cams Hill School. 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 the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication *'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'* and the JCQ Joint Contingency Plan *in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

This plan also confirms that Cams Hill School is compliant with the JCQ regulation (section 5.3 General Regulations for Approved Centres 2021-22) in that:

The centre "has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence."

Causes of Potential Disruption to the Exam Process

1. Examinations 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

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

Pre-Exams

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

Tasks to be undertaken by the Senior Leadership Team (SLT) member responsible for exams and the appropriate Senior Administration Assistant.

2. SENDCo 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

Tasks to be undertaken by PA to the SENDCo or HLTA/LSA (they already have significant knowledge and an involvement in the administration of the access arrangements for exams).

The SLT member responsible for exams is to appoint a qualified assessor to test candidates in place of the SENDCo.

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 Examinations Officer on time resulting in pre-release information not being received;
- Final entry information not provided to the Examinations Officer 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

- At all times during an academic year, Heads of Department/2nd in charge are responsible for oversight of examination related data tracking and administration with information held centrally.
- Inform the awarding body at the first opportunity to arrange delivery of either a hard copy or electronic copy.
- Entries made to the awarding body on time to meet deadlines and avoid late fees. Amendments can be made at a later date to confirm final entries.
- Awarding body informed and Special Consideration request made to awarding body for extension to the deadline.

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 number of invigilators trained to fulfil this role exceeds numbers required for the whole year group examinations including Access Arrangements;
- Cover Supervisors and support staff are trained as invigilators and can be briefed and deployed where necessary.

5. Exam Rooms - Lack of Appropriate Rooms or Main Venues Unavailable at Short Notice

Criteria for Implementation of the Plan

- Examinations 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.

Centre Actions

SLT to look at the possibility of alternative venue or partial closure of the school to other year groups.

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

- Entries made via Examination Board websites;
- Seating plans made **manually** using attendance registers from Examination Boards;

- Results downloaded from Examination Board websites.

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

Contingency plans in place to:

- Facilitate alternative methods of learning, alternative venues or both;
- Prioritise candidates who will be taking examinations shortly;
- Advise candidates, where appropriate, to sit examinations in the next available series;
- The centre to communicate with parents, carers and pupils about the potential for disruption to teaching time and plans to address this.

8. 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

- Liaise with candidates to identify whether the examination can be taken at an alternative venue;
- In agreement with the relevant awarding organisations offer candidates an opportunity to sit any examinations missed at the next available series;
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements;
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue;
- The centre to communicate with parents, carers and candidates regarding solutions to the issue.

9. Centre Unable to Open as Normal During the Exams Period

Criteria for implementation of the Plan

Centre unable to open as normal for scheduled examinations.

Centre Actions

- Open for examinations and examination candidates only, if possible;
- Use alternative venues in agreement with relevant awarding organisations (eg share facilities with other centres or use other public buildings if possible – another local school or a local hall);
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements;

- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible;
- A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

10. Disruption in the Distribution of Examination Papers

Criteria for Implementation of the Plan

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

Centre Actions

- Communicate with awarding organisation to arrange alternative method of delivery of hard copies or electronic copies for photocopying;
- The centre to communicate with awarding organisations to organise alternative delivery of papers

11. 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

- Keep the completed scripts in secure storage and liaise with the awarding organisation and the collection agency to arrange an alternative collection date and time;
- The centre to communicate with relevant awarding organisations at the outset to resolve the issue.

12. 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

Inform awarding organisation at the earliest opportunity and provide any information or evidence requested; *it is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to pupils and their parents or carers.*

13. 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 post-results services.

- Completed examination scripts/assessment evidence does not reach an awarding body.

Centre Actions

- Make arrangements to access and print examination results from an alternative site, and source an alternative site for collection of results and facilitate post-results services;
- Centres to contact awarding organisations about alternative options.

Causes 7-13

All scenarios, criteria and specific communications have been taken directly from the *Joint Contingency Plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

Appendix 1: Further Guidance to Inform and Implement Contingency Planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted:

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance:

- [Guidance for Schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for Autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Action for FE Colleges](#) from the Department for Education in England
- [Public health guidance to support Autumn exams](#) from the Department for Education

1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.

- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- [JCQ's guidance on special considerations](#)

6. Wider communications

The regulators, [Ofqual](#) in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption to the taking of examinations / assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 01 October 2020) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

JCQ

1. The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

2. In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.
3. 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.

4. In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
5. The awarding bodies will designate a 'contingency day' for examinations, summer 2021. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>.

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

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>