



Exam Contingency Plan

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Signature:			

Key staff involved in contingency planning

Role	Name(s)
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Exams officer line manager (Senior Leader)	Rebekah Thompson (Assistant Headteacher)
Exams officer	Lotte Tvede

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Wyre Forest 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 *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*.

This plan also confirms Wyre Forest School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2017-2018*) that the school *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.*

Possible causes of 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

- ▶ *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*

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

- ▶ *invigilators not trained or updated on changes to instructions for conducting 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, for example very late arrival, suspected malpractice, special consideration*
- ▶ *candidates' scripts not dispatched as required for marking 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*

School actions to mitigate the impact of the disruption

- ▶ Deputy Headteacher to assume responsibility for the above tasks with the support of other members of the Senior Leadership Team (SLT) and Upper School Phase Leader
- ▶ Contact neighbouring Baxter College to request Exams Officer support where appropriate

Exam Officer extended absence at key points in the exam cycle linked to access arrangements

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*
- ▶ *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- ▶ *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*
- ▶ *centre-delegated arrangements not put in place*
- ▶ *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- ▶ *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- ▶ *access arrangement candidate support not arranged for exam rooms*

School actions to mitigate the impact of the disruption

- ▶ The teaching staff and Exams Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required

2. 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 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 entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*
- ▶ *Non-examination assessment tasks not set/issued/taken by candidates as scheduled*
- ▶ *Candidates not being informed of school assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the school's marking*

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

School actions to mitigate the impact of the disruption

- ▶ Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by SLT.
- ▶ The Exams Officer to liaise with Phase Leader and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received.

3. 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

School actions to mitigate the impact of the disruption

- ▶ The Exams Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- ▶ The Exams Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

4. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for 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*

School actions to mitigate the impact of the disruption

- ▶ The Exams Officer will organise rooming for examinations well in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan appropriately
- ▶ In the event of a room not being available at short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies.

5. 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*

School actions to mitigate the impact of the disruption

- ▶ The Exams Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

6. Emergency evacuation of the exam room (or school lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

School actions to mitigate the impact of the disruption

- ▶ SLT to manage all such incidents in line with the Business Continuity Plan

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

School actions to mitigate the impact of the disruption

- ▶ SLT to manage all such incidents in line with the Business Continuity Plan

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

School actions to mitigate the impact of the disruption

- ▶ Exams Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the SLT to take appropriate action in line with the Business Continuity Plan

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 (including centre being unavailable for examinations owing to an unforeseen emergency)

School actions to mitigate the impact of the disruption

- ▶ Exams Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the SLT to take appropriate action in line with the Business Continuity Plan

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

School actions to mitigate the impact of the disruption

- ▶ Exams Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with SLT to make appropriate new arrangements.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

School actions to mitigate the impact of the disruption

- ▶ The Exams Officer will contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements.

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

School actions to mitigate the impact of the disruption

- ▶ The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

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

School actions to mitigate the impact of the disruption

- ▶ The Exams Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

Further guidance to inform and implement contingency planning

Ofqual

[Ofqual guidance is 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*, sections 1 and 2 <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

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>

[JCQ guidance taken directly from JCQ *Instructions for conducting examinations* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page iv]
General regulations for approved centres

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

Guidance on *alternative site* arrangements

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

Guidance on *transferred candidate* arrangements

<https://www.jcq.org.uk/exams-office/entries>

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

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/guidance/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>

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>

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>