

####  **Exam Contingency Policy**

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# **1. Aims**

This plan aims to:

* Examine potential risks and issues that could cause disruption to the management and administration of exams
* Mitigate the impact of disruptions by providing actions or procedures to follow

# **2. Legislation and guidance**

This plan complies with the [Joint Council for Qualifications (JCQ) General Regulations for Approved Centres](https://www.jcq.org.uk/exams-office/general-regulations), which requires all exam centres to have a written examination contingency plan/examinations policy.

This plan also complies with our funding agreement and articles of association.

It’s also based on:

* Ofqual’s [guidance on contingency planning](https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)
* JCQ’s [joint contingency plan](https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan)

# **3. Responsibilities**

**3.1 Head of centre**

The head of centre is Paul Barrett. They will ensure that a written examination contingency plan/examinations policy is in place and covers all aspects of examination administration.

**3.2 Staff and invigilators**

Staff and invigilators involved in the centre’s exam process are responsible for reading, understanding and implementing the contingency plan.

# **4. Monitoring arrangements**

This policy will be reviewed by Craig Kelly every year, the policy will be shared with the governing board and ratified.

# **5. Links with other policies**

This policy is linked to our:

* Assessment policy
* Btec/GCSE policy
* Teaching and learning policy

# **6. Contingency Plan**

**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

• confidential 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

Centre actions to mitigate the impact of the disruption

• Key dates shared with SLT

• Exam calendar shared with students and staff

• Assistance to be requested from awarding bodies and Exams Office

• Exams officer aware of producing seating plans, rooming, making sure exam papers are

dispatched properly.

**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

• 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

Centre actions to mitigate the impact of the disruption:

• SLT, Exams Officer to support in ensuring AA deadlines are met

• TA’s to be used according to the exam timetable

• Support requested from awarding bodies and SENCo network group

**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 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 centre 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 centre’s marking.

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

Centre actions to mitigate the impact of the disruption:

• Exams officer to liaise with Line Manager and teaching staff to ensure all deadlines are

met

• Class lists to be used for entries

• Contact awarding bodies for advice

**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 to mitigate the impact of the disruption

• Exams officer to review numbers of invigilators each term and ensure sufficient invigilators

• Check student numbers in each year group

• In September make a record of returning invigilators and put advert out until January

• Make sure all invigilators are trained

• Agency staff may be used only if they have had training

**5. 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

Centre actions to mitigate the impact of the disruption

• Students to be supervised under exam conditions until alternative arrangements made

• Relocate to other venues in school – sports hall/classrooms

• Special consideration to be applied for affected students

• Staff offices to be used for one to one with access arrangements.

**6. Failure of IT systems**

Criteria for implementation of the plan

LSM system failure at final entry deadline

LSM system failure during exams preparation

LSM system failure at results release time

Centre actions to mitigate the impact of the disruption.

• Server back up available

• Notify awarding bodies

• Information from awarding bodies websites

• Make entries on awarding bodies websites

**7. Emergency evacuation of the exam room (or centre 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.

Centre actions to mitigate the impact of the disruption.

• Maintain security of exam

• Maintain safety of students

• Stop exam and write time on board

• Evacuate as per evacuation procedure

• Register to be taken

• If safe, return to exam room and give full time to students

• Special consideration

• Contact awarding bodies for advice if unable to return to exam

**8. Disruption of teaching time in the weeks before an exam – 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 to mitigate the impact of the disruption.

• SLT to communicate with parents, carers, students about potential disruption to teaching time

• Alternative methods to learning – online resources

• Alternative site arranged.

• TAGs used if exams are cancelled

**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 to mitigate the impact of the disruption

• Liaise with students to see if exam can be taken in another venue

• Advise awarding bodies

• Special consideration

**10. Centre unable to open as normal during the examination period**

(including in the event of the centre being unavailable for examinations owing to an unforeseen

emergency).

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations.

Centre actions to mitigate the impact of the disruption.

• Awarding bodies notified

• Discovery Park (large site in easy transportation distance) to be used in agreement with awarding bodies

• Special consideration

**11. 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 to mitigate the impact of the disruption.

• Exam papers logged in reception

• Copy of timetable kept by exams officer and record kept of all exam scripts that arrive in secure

storage and record also kept in data/printer room.

• Awarding bodies advised

• Download scripts from awarding bodies and keep under secure storage.

• Second pair of eyes would apply to check date time and subject of exam

• Last resort to schedule exam on an alternative date

**12. Disruption to the transportation of completed examination scripts**

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption.

• Advise awarding bodies

• Ensure secure storage of completed exam papers until collection

**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.

Completed examination scripts/assessment evidence does not reach awarding organisations.

Centre actions to mitigate the impact of the disruption.

• Marks to be based on other evidence of candidate achievement

• Special consideration

• Retake affected assessment at following assessment window

**14. Centre unable to distribute results as normal or facilitate post results services**

(including in the event of the centre being unavailable on results day owing to an unforeseen

emergency)

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

Centre actions to mitigate the impact of the disruption.

• Inform parents/carers immediately

• Post results information to be sent to students before they sit exams

• Website/social media updates

• Contact awarding bodies

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| **Link on School Website** | https://www.lifeskillsmanor.co.uk/policies |