

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Exam Contingency Plan

This plan is reviewed annually to ensure compliance with current regulations

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at the centre. 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 Healing School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2020-21* and 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. The examination contingency play should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency*

## Causes of potential disruption to the exam process

### 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*

#### Centre actions

- Assistant Exams Officer will take over the day to day running of exams, ensuring the key tasks as listed above are understood and met*
- Exams Officer to ensure essential information is available to the Vice Principal*
- Exams Officer to ensure the Exams policies and procedures are up to date at all times*

## **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*
- 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 providing support to access arrangement candidates not allocated and trained*

#### *Exam time*

- access arrangement candidate support not arranged for exam rooms*

### Centre actions

- Deputy SENDCo to undertake the duties as listed above
- Testing and Assessments continue to be carried out by qualified member of the SEN team. Applications for Access Arrangements to be made in conjunction with the Exams Officer
- SENDCo and Deputy SENDCo to be fully up to date with JCQ Regulations

## **Head of Faculty 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

- Deputy HoF to undertake the duties as listed above
- Exams Officer to liaise with the Deputy HoF to ensure that all the above key tasks are carried out on time

### **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

- Cover Supervisors to be used as invigilators as per discussion with the Vice Principal
- Invigilation is planned well in advance and always with reserve staff allocated to exams

### **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

- Pre-planning is essential. Exam rooms are allocated well in advance of the examinations by the Exams Officer.
- The gym, training room and training room extension are situated in different buildings on the school site. Should one become unavailable it will be possible to rearrange venues and seating plans at short notice in order to accommodate candidates. In this case the centre will communicate with candidates and staff with up to date information.
- Assistant Exams Officer will assist the Exams Officer in maintaining the security of exams papers should a venue be changed at very short notice.
- Exams Officer to ensure that any late notice rooms comply with regulations as set out in the JCQ ICE book.

## **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

- Failure at entry deadline – Vice Principal and Exams Officer to liaise with IT Network Manager to enable a swift resolution to any issues. Exams Officer to contact exam boards as quickly as possible to identify an alternative route for processing entries (e.g. via exam board secure websites).
- Failure during exams preparation – Vice Principal and Exams Officer to liaise with IT Network Manager as above. Exams Officer to inform exam boards of ongoing situation.
- Failure at results release time – Vice Principal and Exams Officer to liaise with IT Network Manager to enable a swift resolution to any issues. Exams Officer to contact exam boards as quickly as possible to identify an alternative route for receiving results (e.g. via exam board secure sites).

## **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

- Exams Officer and invigilators to ensure emergency evacuation plan is followed, maintaining the integrity of the exam at all times.
- Candidates to be held separately, avoiding contact with other pupils and ensuring that candidates do not talk to each other until they have been relocated to another room wherever possible.
- Exams Officer to contact the relevant exam boards at the earliest opportunity.

## **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

- The centre to communicate with parents, carers, pupils and staff about the potential for disruption to teaching time and plans to address this.
- Vice Principal to prioritise teaching venues for pupils in exam years if possible.

- Exams Officer to inform exam boards of developments.
- Consider the use of alternative venues.

### **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 is to communicate with the relevant exam boards at the outset to make them aware of the issue.
- The centre is to communicate with parents, carers and candidates regarding solutions to the issue.
- Consider the use of alternative venues.

### **Centre unable to open as normal during the examination 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)*

#### Centre actions

- School will always try to be open for examination candidates unless a situation means that it is unsafe for anyone to enter the building.
- In this instance, Exams Officer to inform exam boards which examinations are affected as soon as possible.
- Consider the use of alternative venues.
- Centre to communicate with parents, carers, candidates and staff regarding alternative arrangements.

### **Disruption in the distribution of examination paper**

#### Criteria for implementation of the plan

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

#### Centre actions

- Exams Officer to communicate with exam boards to organise electronic access to examination papers.
- Exams Officer to inform Vice Principal and Premises of new arrangements.



### **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

- Exams Officer to communicate with relevant exam boards as soon as possible to resolve the issue.
- Scripts to be stored securely according to JCQ regulations until transport is confirmed.

### **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

- Exams Officer to communicate this immediately to the relevant exam board and subsequently to pupils and their parents or carers.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

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

#### 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

- Unable to access results – Exams Officer will contact exam boards regarding alternative options (e.g. download results from exam boards secure websites) or to access the results at an alternative site.
- Unable to distribute results – The centre will communicate with parents, carers, candidates and HoFs with details of alternative arrangements (e.g. alternative site). Information also to be posted on the school website and communicated to school office staff.
- Alternative arrangements for post-results services to be communicated to parents, carers, candidates, HoFs and school office staff.

- Facilitation of post results services – The centre will make arrangements to make post results requests at an alternative location.
- The centre will contact the relevant awarding organisation if electronic post results requests are not possible.

## 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
- [Education and childcare: coronavirus](#) from Welsh Government
- [Covid-19 - guidance for school and educational settings](#) from Department of Education in Northern Ireland

##### 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
- [Exceptional closure days](#) from the Department of Education in Northern Ireland
- [Checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [School closures](#) from NI Direct
- [Opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [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, the school or college should assume that any exam or timetabled assessment should take place if it is possible for it to do so. This may mean having to locate alternative premises.

If the exam or assessment cannot take place, or if a student misses an exam or loses their assessment due to an emergency or other event outside the control of the school

or college, you should discuss alternative arrangements with your awarding organisation.

See also:

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

### **3. The school or college should consider the following steps**

#### **3.1 Exam planning**

1. Review your contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

#### **3.2 In the event of disruption**

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
6. Communicate with parents, carers and students regarding any changes to the exam timetable.
7. Communication with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

#### **3.3 After the exam**

1. Consider whether students may be eligible for special consideration.
2. Advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. 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. The awarding organisation should take the following steps**

#### **4.1 Exam planning**

1. Establish, maintain and at all times comply with an up to date written contingency plan.
2. Ensure that the arrangements that are in place with schools and colleges enable them to deliver and award qualifications in accordance with its conditions of recognition.

## **4.2 In the event of disruption**

1. Take all reasonable steps to mitigate any negative effect, in relation to its qualifications, arising from any disruption.
2. Provide effective guidance to any of its centres responsible for delivering qualifications on its behalf.
3. Ensure that where an assessment is required to be completed under specified conditions, candidates complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on candidates, standards or public confidence.
5. 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. When a student misses an exam or is disadvantaged by the disruption**

If you feel that the performance of all or some of your candidates has been adversely affected by the disruption, you should ask your awarding organisation about applying for special consideration. The decision about what special consideration is, or is not appropriate, is for awarding organisations to make. Their decisions might be different, for different qualifications and for different subjects. However, we encourage awarding organisations to adopt a consistent approach, including between learners, schools or colleges, and awarding organisations, when dealing with a number of similar cases.

## **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**

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

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,***

<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**

### **Contingency planning**

The qualifications 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.

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.

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.

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.

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/examsystem-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.

In the event of national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

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 above taken directly from JCQ *Instructions for conducting examinations* 2020-2021 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

JCQ Joint Contingency Plan

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

*General regulations for approved centres*

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

Guidance notes on *alternative site* arrangements

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

Guidance notes concerning *transferred candidate*

<https://www.jcq.org.uk/exams-office/online-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**

*Emergency planning and response: Severe weather; Exam disruption*

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

*Opening and closing local authority maintained schools*

<https://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>

## **National Counter Terrorism Security Office**

*Procedures for handling bomb threats*

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>