

**Exam contingency plan**

2018/19

This plan is reviewed annually to ensure compliance with current regulations

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| Approved/reviewed by | |
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| Date of next review |  |

Key staff involved in contingency planning

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| **Role** | **Name(s)** |
| Head of centre | **Ms C Herman** |
| Exams officer line manager (Senior Leader) | **Mrs J Martin** |
| Exams officer | **Mrs S Lucas** |
| SENCo | **Mr A Taylor** |
| SLT member(s) | **Ms J Comerford, Mrs J Martin, Mr A Taylor, Mr D Barron,** |
|  | **Mr B Clifford, Mr R Drew, Mr J Sands, Mr A Cooke** |

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Shenfield High 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 Shenfield High School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2018-2019*) 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*.

Possible causes of disruption to the exam process

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

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| 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   * Early entry information is gathered in July for the forthcoming academic year with the named teacher responsible * JCQ and exam board calendar’s and key dates documents are downloaded and hard copies displayed in exams office * Exams Assistant has shared responsibility for recruiting invigilators * Exams Assistant has full access to all websites and A2C * A set of keys for secure storage is stored in a key safe in the exams office * Team Leaders have access to input coursework marks for their subject(s) on boards’ websites * Exams Officers network for this area ensures co-operation and assistance from other centres * Information for Candidates and other JCQ notices are on the school’s website for easy access * Invigilators receive annual training and updates to the ICE document * Exams Assistant will access results via A2C and generate results sheets for students * A post-results form will be prepared in July listing services and costs for each board, with the necessary Consent for the candidates signature |

### SENCo extended absence at key points in the exam cycle

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| 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   * Shenfield High School will liaise with other schools in the local network to engage a suitably qualified assessor * SEN and TAs continually update evidence of need on SIMS. Teacher’s reports and students’ needs will be accessed using Go 4 Schools * Support staff within PASS to be kept familiar with the Equality Act * Exams Officer has access to make on-line applications based on reports signed by qualified assessor for AA and modified papers * SEN staff are fully conversant with the AA needs of students as it is their normal way of working * Exams Officer will arrange rooms and allocate invigilators * Implementing AA during examinations is included in invigilator training |

### Teaching staff extended absence at key points in the exam cycle

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| 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   * Heads of Department will liaise with EO and gather information from Go4Schools regarding final entries * EO will oversee the input of submitted marks and report to HOD of any outstanding * The deadline for submitting and reporting marks will be set in adequate time to identify problems * Where marks are being submitting but work cannot be found EO will submit a ‘Missing Coursework’ report to the examining body |

### Invigilators - lack of appropriately trained invigilators or invigilator absence

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| 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   * Recruitment of invigilators to take place early in the academic year * Support staff, including technicians, will be used if there is a shortfall * A spreadsheet of invigilators to be kept by the Exams Assistant in case they are needed for emergency cover |

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

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| 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   * Liase with cover manager to move or amalgamate classes to free up teaching rooms * Agreed arrangement with St Martin’s School for use of their facilities as an emergency provided exam boards are notified and agree |

### Failure of IT systems

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| 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 to mitigate the impact of the disruption   * The EO aims to complete entries well in advance of deadlines * Room registers and seat plans prepared and printed in advance * Inform boards if entries/amendments are affected and use the board secure sites to make changes * Use board webiste to download entry reports and write seat plans if necessary * Access secure board sites to download/print results slips and analysis |

### Emergency evacuation of the exam room (or centre lock down)

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| 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   * If crisis occurs after papers are opened they will be collected and kept secure by the invigilator. If possible papers will be returned to secure storage * Every effort will be made to keep candidates from communicating with each other or other students * Candidates will be supervised to the emergency meeting point for the relevant area of the school, but remain as a separate group * The EO will notify the relevant exam boards for advice. If the crisis continues and candidates are not able to resume the examination on the premises the EO will request permission to take the examination at an alternative venue if available. Papers to be kept secure at all times. * EO will report to the boards after the exam and collate any claims for Special Consideration where appropriate |

### Disruption of teaching time – centre closed for an extended period

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| 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   * The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this * Extend the use of school’s virtual learning facilities * Use of local school premises if necessary |

### Candidates unable to take examinations because of a crisis – centre remains open

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| 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   * EO to communicate with relevant awarding bodies at the outset to make them aware of the issue. * Where candidates cannot attend due to a crisis and medical or other evidence is presented the EO will claim for Special Consideration |

### Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

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| Criteria for implementation of the plan  *Centre unable to open as normal for scheduled examinations* |
| Centre actions to mitigate the impact of the disruption   * Shenfield High School and St Martin’s school have agreed facilities will be made available for each other in the event of a crisis * EO to gain permission from awarding bodies in the event of needing to transport candidates, and where necessary question papers |

### Disruption in the distribution of examination papers

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| 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   * EO to seek advice from awarding body. Where possible download question papers from the secure website and photocopy |

### Disruption to the transportation of completed examination scripts

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| Criteria for implementation of the plan  *Delay in normal collection arrangements for completed examination scripts* |
| Centre actions to mitigate the impact of the disruption   * EO or Assistant will take the papers to the nearest Post Office |

### Assessment evidence is not available to be marked

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| 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   * Unmarked examination/assessment scripts will be kept in secure storage until collection by Parecelforce is due * Externally assessed assignments will be saved by students on their secure area |

### Centre unable to distribute results as normal

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| 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   * Senior staff to inform parents, students and staff of the issues * Remote log-on to SIMS would enable emailing results * EO will log onto exam board websites to download/print result slips and analysis if necessary * EO will contact local network schools, or other organisations, to see if using their facilities is possible |

Further guidance to inform procedures and implement contingency planning

Ofqual

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| 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 as part of your emergency planning and make sure your staff are aware of these plans.  When drafting contingency plans, you should consider the following guidance…   1. **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   **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**   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 your centre is able to open. 3. 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. 4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned. 5. In the event of an evacuation during an examination please refer to JCQ’s [**‘Centre emergency evacuation procedure’**](https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/centre-emergency-evacuation-procedure). 6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue. 7. Communicate 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 any students’ ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration. 2. Advise students, 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. 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**   1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption. 2. Provide effective guidance to any of their centres delivering qualifications. 3. 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). 4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, 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. 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](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) * [FAB’s guidance on special considerations](http://www.awarding.org.uk/images/Guidance/FAB_Guide_on_The_Application_of_Reasonable_Adjustments_and_Special_Consideration_in_VQs_January_2012.pdf)   **6. Wider communications**  The regulators, [Ofqual](https://www.gov.uk/ofqual) in England, [Qualifications Wales](http://qualificationswales.org/) in Wales and [CCEA](http://ccea.org.uk/) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.  The [Department for Education](https://www.gov.uk/government/organisations/department-for-education) in England, the [Department of Education](https://www.education-ni.gov.uk/) in Northern Ireland and the [Welsh Government](http://gov.wales/topics/educationandskills/?lang=en) 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](https://www.ucas.com/) (UCAS) and the [Central Applications Office](http://www.cao.ie/) (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**  In the event of widespread sustained national disruption, the 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 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 23 January 2018) <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

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| 15.1 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>  15.2 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.  15.3 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.  15.4 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.  15.5 The awarding bodies have designated **Wednesday 26 June 2019** as a ‘contingency day’ for examinations. 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 local disruption to examinations. It is part of the awarding bodies’ standard contingency planning for examinations.  **Centres must therefore remind candidates that they must remain available until Wednesday 26 June 2019 should an awarding body need to invoke its contingency plan.** |

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2018-2019* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, **Contingency planning**]

*General Regulations for Approved Centres* <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements

Accessed through secure login to the Centre Admin Portal (CAP) or through the JCQ training site <http://jcq.training.jcq.org.uk/CAP/Home/Training>

*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>

**Wales**

*School closures – opening schools in extreme bad weather* <http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en>

**Northern Ireland**

*Exceptional closure days* <https://www.education-ni.gov.uk/articles/exceptional-closure-days>

*Checklist for Principals when considering Opening or Closure of School* <https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

*School closures* <https://www.nidirect.gov.uk/articles/school-closures>