



Exams Contingency Procedure

**146-148 Park View Road
Welling
Greater London
DA16 1SR**

**Independent Learning Suite
144 Park View Road
Welling
Greater London
DA16 1SR**

This plan is reviewed annually to ensure compliance with current regulations and should be read in conjunction with the school's Exam Policy.

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Exam Contingency Plan – Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Parkview Academy. 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 Parkview Academy is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2017-2018) 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

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

The following scenarios can all be dealt with, in the absence of the Exam Officer, by the Exams Assistant, with support from the SMT Line Manager of Exams. This document should be read in conjunction with the year round examination contingency plan, held in the Examinations office, which gives clear guidance, month by month, on action required for the smooth running of the Examination process.

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 to mitigate the impact of the disruption

Planning:

- Lead teachers to provide entry and qualification information
- Internal staff trained as invigilators.

Entries:

- Estimated entry information to be sent through to the awarding bodies albeit late much of this information is now held on line.
- Late entries to be made for candidates that have been missed and either their marks been entered on mark sheets or submitted online to the examining bodies.
- Head of centre to be advised on any late entry fees to be paid.

Pre Exams:

- Exam contingency planning ensures that the latest version of the ICE booklet would be sent to all those trained to be invigilators on receipt from the JCQ each year.
- Exams assistant or SMT line manager already know from contingency planning to establish the rooming timetabling and invigilation of the examinations.
- Exams assistant or SMT line manager already attend to exam timetabling, rooming and invigilation schedules and issue awarding body's information to candidates.
- The storage of examination materials already has the contingency that the examinations assistant or SMT line manager will ensure safe storage.

Exam Time:

- The examinations assistant and the SMT line manager will ensure that the examinations are taken under examination board conditions, but very late arrival, suspected malpractice or special consideration applications will be made.
- SMT already double checked are dispatched correctly to awarding bodies.

Results & Post Results:

- Examinations assistant and SMT line manager already assist in the distribution to the candidates and facilitate of post results services.

2. Deputy Headteacher (SENCo responsibilities) 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.
- In the event of the extended absence of the SENCo, appropriate back-filling of responsibilities would be decided upon by the Headteacher who is the Head of Centre.
- Use of external assessor for access arrangements

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

- SMT Line Manager to liaise to change timetables around to ensure exam groups protected using experienced staff and lower years provided with a supply teacher.

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

- SMT line manager for exams and exams assistant to establish training and numbers of internal and external invigilators and ensure the issue and training of the ICE Booklet. Additional support staff already trained and on site can be used.

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

- Consider amalgamating other classes to provide additional space.

6. Failure of IT systems

Criteria for implementation of the plan

- System failure during exams preparation
- System failure during exams

Centre actions to mitigate the impact of the disruption

- Entries to be sent in advance of deadlines so that any errors or amendments can be sent into the awarding bodies. Minor amendments can be made via the website. All entries can be printed off via the examinations

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

- See Emergency Evacuation Policy

8. 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 closed interrupting the of normal teaching and learning

Centre actions to mitigate the impact of the disruption

- Students may be accommodated in alternative sites (Headteacher to make arrangements with Pierview Academy or the LA)

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 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.

Centre actions to mitigate the impact of the disruption

- SMT line manager for Exams, or Exams assistant to establish facts and contact awarding bodies if genuine reason – Special Considerations.

10. 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)
- 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.

Centre actions to mitigate the impact of the disruption

- Students may be accommodated in alternative sites (Headteacher to make arrangements with Pierview Academy or the LA)

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 The centre to communicate with awarding organisations to organise alternative delivery of papers.

Centre actions to mitigate the impact of the disruption

- SMT Line Manager for Exams or Exams assistant to be available to receive and securely store papers.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts The centre to communicate with relevant awarding organisations at the outset to resolve the issue.

Centre actions to mitigate the impact of the disruption

- Yellow label service papers to be taken by SMT Line Manager for exams to nearest suitable Parcel Force Office to be scanned. Nearest Parcel Force Office is Welling.

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 It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.

Centre actions to mitigate the impact of the disruption

Teacher to report to Headteacher and Deputy Head for his action.

14. 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 Centres to contact awarding organisations about alternative options.

Centre actions to mitigate the impact of the disruption

- SMT Line Manager for Exams or Exams Assistant can print off results and distribute. If site not available access and print from alternative site and advise parents on school website / by parentmail where results can be accessed similarly on school website and in results envelopes advise parents of how to still apply for EAR's via alternative site.
- Exams Assistant to be based at alternative site until our site is useable.

Further Information

Causes 8-14 – 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. Further guidance to inform and implement contingency planning GOV.UK

Emergency planning and response

Severe weather Exam disruption

[https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-setting
s](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-condition
s](https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions)

Dispatch of exam scripts: yellow label service 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> Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ 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> 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>

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.

Schools 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.

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> [Taken directly from JCQ Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page iv]