



The Kassia Academy

Part of **KINGS ACADEMY TRUST**

EXAM CONTINGENCY PLAN POLICY

Last reviewed: Sept 2024

Next review due by: Sept 2025

We do things differently.....

H. E. R. E

HIGH STANDARDS EMPATHY RESILIENCE EMOTIONAL RESPONSE

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

“It is the responsibility of the head of centre to ensure that his/her centre... has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle.

(The examination contingency plan/examinations policy should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.)

[JCQ [General regulations for approved centres](#)5.3]

Causes of potential disruption to the exam process

Exams 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 and trained*

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

- *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

- SLT i/c Exams to assume the role of Exams Officer during any absence of the Exams Officer.
- SLT i/c Exams to have keys to access the secure storage for examinations.
- SLT i/c Exams to work with Exams Officer throughout the examinations cycle to ensure all duties are completed accurately and in a timely manner.

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*
- *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

- The SENCO will undertake access arrangements to ensure that they are in place by the deadlines.

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 assessments tasks not set/not taken by candidates as scheduled

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

Centre actions

- Subject teacher and Exams Officer to co-ordinate examination entries and these are checked by the SLT i/c Exams prior to the entries being made.
- The SLT i/c Exams maintains an overview of all non-examination assessment to ensure that tasks are not missed during the absence of a member of teaching staff.

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

- All Teaching Assistants and Teachers are trained invigilators and are available to support the Exams Officer if additional invigilation is required at any point throughout the year.

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

- Given the small numbers of students in our teaching groups accommodation for exams is not an issue and we have the option to use facilities at Orford Jubilee Hub.

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

Centre actions

- The centre has online data accounts with all the awarding bodies whose examinations are taken to ensure that in the event of a MIS failure at any point in the examinations cycle, data can be transferred to/from the awarding body directly.

Emergency evacuation of the exam room

Criteria for implementation of the plan

Whole centre evacuation during exam time due to serious incident resulting in exam candidates being unable to return to exam rooms to start, proceed with or complete their exams

Centre actions

- The school has a strategic partner with whom alternate accommodation (Orford Jubilee Hub) could be arranged at short notice in the event of examinations not being able to be undertaken or completed at The Kassia Academy. This would be coordinated by the Head of School.
- Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by phone, text, email and via the school website.

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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions

- The school has a strategic partner with whom alternate accommodation (Orford Jubilee Hub) could be arranged in the event of a period of extended closure. This would be coordinated by the Head of School.
- Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by phone, text, email and via the school website.

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. [JCP scenario 2]

Centre actions

- The Head of School to assess the options available and implement the appropriate solution to ensure that the candidates are not disadvantaged by the crisis.
- Senior Leaders and Exams Officer to support the Head of School in implementing the mitigating solution.
- Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by phone, text, email and via the school website.

- Inform parcel force of the change in venue for the timely collection of completed scripts

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. [JCP scenario 5]

Centre actions

- The school has a strategic partner with whom alternate accommodation (Orford Jubilee Hub) could be arranged in the event of a period of extended closure. This would be coordinated by the Head of School.
- Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by phone, text, email and via the school website.

Resilience Arrangements

The government does not expect there to be a situation where exams do not go ahead again, but it is sensible to have contingency plans in place, even for extremely unlikely scenarios.

Ofqual has issued guidance on collecting evidence of student performance to ensure resilience in the qualifications system for GCSE, AS and A levels, Project Qualifications and Advanced Extension Awards that schools and colleges are expected to follow. This sets out how to gather evidence of student performance that would be used to determine grades in the unlikely event that exams and assessments could not go ahead as planned. Schools and colleges are encouraged to gather evidence in line with existing assessment arrangements. Schools and colleges should avoid over-assessment, with one set of mocks likely to be sufficient for evidence purposes.

VTQs are generally modular and have a high proportion of internal assessment so it is more likely that there would already be assessment evidence available which could be used to determine grades. However, there are some qualifications that are used alongside or instead of GCSEs, AS and A levels for progression to further or higher study, where there may not be any or sufficient evidence available. In these cases, awarding organisations will consider whether it is appropriate for a centre to gather evidence of student performance to support resilience for a qualification and if it does, provide guidance to the centre

This guidance may be based on the guidance for GCSEs, AS and A levels, Project Qualifications and Advanced Extension Awards. If you are unsure whether these arrangements apply to a qualification you offer, you should contact the relevant awarding organisations.

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. [JCP scenario 3]

Centre actions

- The Exams Officer, or in their absence the SLT i/c Exams, is able to access the secure online services provide by each awarding body. The examination papers affected by the disruption would be delivered electronically subject to suitable security measures being put into place.

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. [JCP scenario 4]

Centre actions

- The Exams Officer, or in their absence the SLT i/c Exams, to ensure that the examination scripts affected are dispatched by taking them in person to the local office of the carrier.

Assessment evidence is not available to be marked

<p><u>Criteria for implementation of the plan</u></p> <p>Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked</p> <p><i>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. [JCP scenario 6]</i></p>
<p><u>Centre actions</u></p> <ul style="list-style-type: none"> Parents/carers, students, staff and the awarding bodies would be notified of the incident by letter/e-mail from the Head of School. In discussion with the awarding body, the Head of School would look to ensure that the candidates affected by the incident were not disadvantaged by the implementation of special considerations.

Centre unable to distribute results as normal

<p><u>Criteria for implementation of the plan</u></p> <p>Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services</p> <p><i>Centres to contact awarding organisations about alternative options. [JCP scenario 11]</i></p>
<p><u>Centre actions</u></p> <ul style="list-style-type: none"> The Head of School to assess the options available and implement the appropriate solution to ensure that the candidates receive their results as soon as practicable. Senior Leaders and Exams Officer to support the Head of School in implementing the mitigating solution.
<ul style="list-style-type: none"> Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by phone, text, email and via the school website.

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*

Examinations not able to take place due to global crisis

<p><u>Criteria for implementation of the plan</u></p> <p>Examinations are not able to take place due to a global crisis</p> <p><i>Centres to contact awarding organisations about alternative options.</i></p>
<p><u>Centre actions</u></p> <ul style="list-style-type: none"> The Head of School to assess the options available and ensure the appropriate solution is implemented to ensure that staff follow the Centre Policy Teacher Assessed Grades GCSE, A/AS Levels Summer 2021 and JCQ guidance on the determination of grades for A/AS. Senior Leaders and Exams Officer to support the Head of School in implementing the mitigating solution. Parents/carers, students, staff and the awarding bodies would be notified of the new arrangements by letter. Supporting JCQ information to be sent and made readily available.

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-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: 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>

JCQ Guidance on the determination of grades for A/AS level and GCSE's for Summer 2021

<https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

Contingency planning

The qualifications regulators, awarding bodies and government departments responsible for education have prepared and agreed a Joint contingency plan for the examinations system in case of wide scale disruption as a result of a flu pandemic, adverse weather conditions or other event.

The joint contingency plan is designed to 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 Joint contingency plan for the examination system in England, Wales and Northern Ireland may be downloaded from the Ofqual website:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland>

[Taken directly from JCQ *Instructions for conducting examinations* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page iii]