



# Hodge Hill Girls' School

## Exam Contingency Plan 2019-2020

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**HODGE HILL GIRLS SCHOOL**



**EXAMINATION POLICIES**

**Exam contingency plan 2019-2020**

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	30/03/2020

**Key staff involved in contingency planning**

<b>Role</b>	<b>Name(s)</b>
Head of centre	<b>Mrs Sonia Adu</b>
Exams officer line manager (Senior Leader)	<b>Mrs Lesley Homans</b>
Exams officer	<b>Ms Naheeda Qureshi</b>
SENCo	<b>Mrs Baljinder Morrison</b>
SLT member(s)	<b>Mrs Kerry Cooney, Mrs Debbie Woodcock, Ms Sanam Nawaz, Ms Claire Middlehurst</b>

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exams process at Hodge Hill Girls 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 scenarios contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

This plan confirms Hodge Hill Girls School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centre's 2019-2020*)

*The centre agrees to "have 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;"*

## 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

- ▶ Examination Day Contingency Plan procedure manual – Created and attached to policies.
- ▶ Guidance Notes in Sharepoint
- ▶ Assigned RK – Office Manager or LH – to support RK to take over role of EO
- ▶ LH – Access to TEO website – support documents

## **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

- ▶ KS3 SENCo to support EO in AA.
- ▶ A process to collate evidence from Year 7 – look at Year 9 students with possible AA, separate invigilation, prompt, Word processors
- ▶ EO to work with SLT/PM to confirm AA details, get external SENCo support to complete the AA prior to pupils taking exams.

### 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

- ▶ Heads of Faculty making sure another teacher or second in line will take over the duties, ensuring all NEA and exam teaching is completed.

### 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

- ▶ EO will also train additional TA's and Admin Staff to meet the JCQ regulation of trained Invigilators to fulfil the duty of Invigilators in their absence.

### 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

- ▶ Re-room candidates in classroom following JCQ regulations and make sure this disruption of the rooming is forwarded in cases of special consideration.

## 6. 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 to mitigate the impact of the disruption

- ▶ Plan ahead and make sure all entries are in at least a week before deadline
- ▶ Start the exams preparations straight after entries are placed and print seating plans just in case we have issues at a later date
- ▶ On results day if system fails to print/access to results file then to print each statement of results from the examination boards instead of single collated results slip from the schools MIS.

## 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

- ▶ In the event of an evacuation during an examination refer to emergency evacuation procedure
- ▶ Contact the relevant awarding organisation and follow its instructions

## 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*

*The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this*

### Centre actions to mitigate the impact of the disruption

- ▶ Head of Centre and SLT to agree alternative options

## 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

- ▶ Communicate with all involved and arrange alternative time for examination.
- ▶ If final chance of sitting examination, then liaise with awarding bodies and follow their guidance in the first instance.

**10. 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)

Criteria for implementation of the plan

*Centre unable to open as normal for scheduled examinations*

*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

- ▶ Take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open.
- ▶ Contact the awarding bodies in advance and act on their advice to sit the examination at an alternative centre or use the primary school with prior consent arranged Head of Centre
- ▶ Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue
- ▶ Discuss with site – with providing provisions

**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

- ▶ Contact the awarding bodies and follow the advice and guidance

**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

- ▶ Contact Parcel Force request a pickup
- ▶ Contact awarding bodies and inform them of missed collection
- ▶ Store all scripts in secure storage and inform Reception the rearranged collection date/time
- ▶ Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

### 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

- ▶ Contact the relevant awarding bodies and follow advice and guidance.

### 14. Centre unable to distribute results as normal (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*

*Centres to contact awarding organisations about alternative options.*

#### Centre actions to mitigate the impact of the disruption

- ▶ Head of Centre and SLT to agree alternative options
- ▶ EO to implement and contact pupils via School Gateway of any changes



[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2019-2020*  
<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://jqc.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>