



# Woodhey High School

# Exam Contingency Plan

## 2022/23

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Reviewed by: Clare Dewhurst (Exams Officer)	
Approved by: Lisa Dobson (Deputy Head Teacher)	
Date of next review	September 2023

## Key staff involved in contingency planning

Role	Name(s)
Head of Centre	Dean Watson
Data and Examinations Manager – line manager	Gary Holden (Assistant Head Teacher)
Data and Examinations Manager	Tracey Cardus
Exams Officer	Clare Dewhurst
SENCo Line Manager/SENCo	Lisa Dobson (Deputy Head Teacher) Position awaiting to be filled (SENCo)
Network Manager	Scott Dadak

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Woodhey 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 **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** for the Examination System in England, Wales and Northern Ireland.

This plan also confirms Woodhey High School is compliant with the JCQ regulation (section 5.3, **General Regulations for Approved Centres** 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. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

## 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*
- *changes to JCQ and awarding body regulations not identified and the necessary actions implemented*

#### *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*
- *modified exam paper order deadline missed*

#### *Pre-exams*

- *policies and other documentation not update in-line with current JCQ, awarding body and Ofqual/government regulations/guidance and school's working practices*
- *invigilators not trained or updated on changes to instructions for conducting exams*
- *invigilators not trained to support/invigilate access arrangement facilitators*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *alternative site and requests for timetable variations not completed and submitted by awarding body deadlines*
- *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*

- *internal assessment marks and moderation samples of pupils work not submitted to awarding bodies/external moderators*

#### *Exam time*

- *secure exam materials not handled and logged as prescribed by the JCQ and awarding bodies*
- *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*

- *results and post results procedures not updated to meet any last minute changes put in place by JCQ/Ofqual/ government/awarding bodies*
- *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

- Data and Examinations Manager (D&EM) line manages the Exams Officer (EO).
- The EO produces an overview of the year which includes key dates and tasks to ensure D&EM is aware of key areas of the exam planning cycle.
- In the event of the need to self-isolate the EO and D&EM can access the school systems and work remotely.
- Extended periods of absence of the EO, due to illness, would result in us contacting our local high school, Tottington or another school within SET, with whom we have a working relationship with to provide cover for key admin staff.
- The Lead Invigilator (LI) would be contracted to work additional hours. The LI could work alongside the EO from Tottington to complete key tasks.
- The LI is fully trained on how to administer/run exams on exam days and currently leads some of the exam sessions in school. The LI is required to keep up-to-date on the relevant JCQ regulations/guidance. The thorough training and experience to date would ensure that all exams are taken under prescribed conditions.
- The HoC and D&EM support the EO on results days. With support from the EM from Tottington or another school within SET, we could ensure results and post-results are unaffected by any absence of the EO.

## **2. SENCo Line Manager/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*
- *access arrangement facilitators not trained or updated on changes made to JCQ Instructions for Conducting Exams and JCQ Access Arrangements and Reasonable Adjustments*

- *staff (facilitators) providing support to access arrangement candidates not allocated*

#### **Exam time**

- *access arrangement candidate's support not arranged for exam room*

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

- The SENCo Line Manager/SENCo works to ensure candidates access arrangements are determined, assessed/tested and approved to meet JCQ and awarding body deadlines.
- Teachers and TAs report back concerns in subject areas to the SENCo Line Manager/SENCo to ensure testing happens. The 'Curriculum Support Pupil Referral Form' is utilised to assure assessments are completed in-line with JCQ regulations.
- Pupil progress is monitored and pupils identified from assessment data, including reading and spelling ages, to inform the SENCo Line Manager/SENCo which pupils require testing. All this happens well in advance of the external exam process.
- The SENCo Line Manager/SENCo ensures, if testing cannot be completed internally, a qualified external assessor is bought in (see Access Arrangements Policy).
- The SENCo Line Manager/SENCo and the EO ensure the overall list of pupils with access arrangements is kept up-to-date and the information is communicated to all staff.
- Liaison between EO and SENCo Line Manager/SENCo following each internal exam series to produce a report which details how the pupils have utilised their access arrangements. The report also highlights pupils potentially needing assessing/testing by the SENCo Line Manager/SENCo.
- All testing is completed to ensure deadlines are met for the SENCo Line Manager/SENCo to apply for access arrangements and to enable the EO to apply for modified papers.
- All staff involved in exams receive training and annual update training.
- Staff are trained/qualified to support the full range of access arrangements needed during each exam season.

### **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 EO on time; resulting in pre-release information not being received*
- *JCQ regulations for NEA/coursework and awarding body regulations/guidance not communicated to cover staff*
- *Non-examination assessment tasks not set/issued/taken by candidates as scheduled*
- *Final entry information not provided to the EO 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*
- *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**

- Extended absence would be covered by long term supply and any exam data would be monitored by the Head Faculty (HoF)/Head of Subject (HoS) to ensure deadlines are met.
- HoF/HoS would ensure JCQ regulations for NEA/coursework and any awarding body regulations/guidance are communicated to cover staff
- HoF/HoS to ensure NEA's and coursework is completed and marks issued to candidates in time to ensure there an internal appeal can take place prior to the submission of marks to the awarding body.
- If the HoF/HoS is absent for a period of time a temporary internal promotion would take place to fill their role. As part of their remit the temporary internal promotion would oversee exam administration, including non-examination assessments/coursework.

- DHT would support departments which have staff absent for long periods to ensure all exam deadlines are met.
- EO produces a calendar of exam key dates and tasks to ensure all parties are aware of important deadlines.

#### **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

- All exams are planned early in the academic year. The number of invigilators required can be assessed, based on current access arrangements.
- Recruitment of new invigilators takes place to ensure there is time for full training to be completed. If necessary, external advertisements are placed.
- Job descriptions of TAs, English and Maths Intervention Officers and Cover Supervisors include 'emergency invigilation'. These staff receive appropriate invigilator training/update training.
- If there are any shortages, we would buy in from an agency, as we have done in the past, if there is an unforeseen circumstance. The HoC ensures the agency provides invigilators who have received up-to-date training.
- In the event of the previous actions being followed and there is still a shortage of invigilators the trained members of the Admin Team will be used to invigilate exams.

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

##### Criteria for implementation of the plan

*EO 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

- All exams are planned well in advance so that we can plan for any 'busy' days with regard to rooming.
- If due to emergency access arrangements a new separate venue is required there is the potential to use an office area e.g. Head of Year.
- Our main room is the FB Hall and, if there were a sudden closure of this room, we could utilise the Sports Hall and re-route PE classes from there. We may have to keep pupils under 'Exam Conditions', utilising classrooms, with invigilator supervision, whilst the re-desking is completed. The EO to contact the awarding bodies to inform them of the disruption to the exam.
- If there was a whole-school closure, preventing access to the site, we have an arrangement with 3 local primary schools to utilise their centre (Holcombe Brook, Hazlehurst and St. Andrew's). The EO to inform the awarding bodies and will complete any necessary paperwork.
- If the whole school closure was prolonged, we would investigate using an alternative venue, e.g. local hotel with a conference hall and arrange coaches to 'bus' pupils who could not arrange transport to the venue. The EO would inform the awarding bodies and complete any necessary paperwork



## 6. Cyber Security

### Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

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

- All data is backed up onto the 'CLOUD'.
- The data systems are protected by encrypted passwords which are kept securely in the school main safe.
- In the event of a cyber security attack/threat the following actions would be taken:
  - Enact our incident development plan
  - Contact the National Cyber Security Centre (NCSC)
  - Contact our local law enforcement and Action Fraud
  - Inform the Department for Education by emailing: [sector.securityenquiries@education.gov.uk](mailto:sector.securityenquiries@education.gov.uk)

## 7. 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*

*Power, network and IT room failure on exam days*

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

- All entries are completed well in advance of deadlines to minimise risk of system failure affecting entries. If MIS system failed preventing any entries, log an urgent call to SIMS. If internal IT failure then alert Network Manager. Alert awarding bodies and take their advice as to how best to ensure entries are received.
- System failure during exam preparation may delay the production of seating plans. Again, this is all planned well in advance so that any issues should be resolved before the exam date. If necessary, exam seating plans would be produced manually.
- At results release time, the EO and Network Manager test SIMS, the internet and associated IT equipment are working, the day before the electronic results download day. Any SIMS issues would be referred to Capita.
- Our local high school who we have a working relationship with, Tottington, would be contacted to see if their systems are working, if they are, then we would re-locate for the electronic results download day so we could compile the data. THE EO would inform the awarding bodies as required
- NEA marks are entered in advance of the awarding body deadline date to minimise the risk of a system failure.
- If necessary, results data would be downloaded from each exam site and then collated for each pupil.
- The deadline date for receipt of post results requests is set to allow time for a MIS or other IT failure.
- In the event of a power failure, network failure, IT room failure on an exam day the following actions would be taken:
  - Power failure – The candidates will be held under exam conditions until either  
The network is reset and the computers and associated printer are available  
or  
Candidates write their answers/use a Scribe (if this is an approved option) and special considerations are applied for
  - Network failure - The candidates will be held under exam conditions until either  
The network is reset and the computers and associated printer are available  
or



If the number of candidates allow, laptops are provided and a standalone printer is used or

Candidates write their answers/use a Scribe (if this is an approved option) and special considerations are applied for

- IT room failure – the candidates would be moved to another IT room

## 8. 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 emergency evacuation of the exam room the Exam Emergency Evacuation Procedure will be followed.
- In the case of a centre lock down the Lock Down policy (exams) will be followed.
- An examinations evacuation/lock down folder is held in the exams office and each main exam room, which includes awarding body contact numbers, alternative site contact number, candidate details, access arrangements, invigilator details etc.
- During an evacuation/lock down candidates will be fully supervised and will be kept under examination conditions.
- In the event of a lock down the F.B. Hall (the main examination room) entrance will be locked and all curtains over the fire exits will remain closed. The lead invigilator will log on to SIMS. Communications/instructions will take place via SIMS/telephone/walkie talkie. Pupils to carry on with exams and unless necessary will not be made aware of the issue.
- In the event it is not possible for candidates to start, proceed or complete their examinations. The EO will contact the awarding body and inform them of the situation. Where practicable the HoC and EO will implement the contingency plan to use another school's facilities (see section 10). Parents will be informed of the situation and what actions school has/will take as soon as is practicable.

## 9. 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 to mitigate the impact of the disruption

- If the centre is closed for an extended period of time, the SET/Local Authority would be contacted to support us in finding an alternative venue.
- Where there is disruption to teaching time and students miss teaching and learning, we are aware it remains the responsibility of centres to prepare students, as usual, for examinations therefore:
  - If the venue was to be closed for a relatively short period of time or, if only part access to the site was available, we would put plans in place to facilitate alternative methods of learning. We would ensure the teaching of Years 10 and 11 would take priority.
  - If the centre was to be closed for a longer period, the SET/Local Authority would co-ordinate a move to an alternative site. Parents would be informed in writing as to the situation and the actions school was taking.

- In the case of modular courses, candidates may be advised to sit examinations in an alternative series.

## **10. 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 to mitigate the impact of the disruption

- The EO to contact the awarding body, explaining the reason and take advice. The EO will arrange an emergency invigilator to attend and to administer an exam at the pupil's home, hospital etc. The HoC and DHT will be kept updated.
- The HoC/DHT/EO ensure the candidate is supervised in accordance with JCQ and awarding body regulations until the emergency plan can be put in place.
- The EO will inform parents of the outcome of discussions with the awarding board.
- If required the completion of the JCQ Alternative Site paperwork is completed by the EO via the JCQ Centre Admin Portal which is accessed via an awarding bodies secure web-site area.

## **11. Centre unable to open as normal during the examination 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*

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

- Contact SET/Local Authority so they could co-ordinate the movement of the whole school to an alternative site. We have a working arrangement with 3 local Primary Schools (Holcombe Brook, Hazlehurst and St. Andrew's) to use their hall facilities for exams and would arrange for this to continue for the foreseeable future and inform pupils and parents.
  - If part access to the site was available, we would close the school to other year groups and utilise the areas we could to administer the exams.
  - If the centre was to be closed for a longer period, SET/Local Authority would co-ordinate a move to an alternative site. Parents would be informed in writing as to the situation and the actions school was taking.
- The EO would contact the awarding bodies and would ensure that all necessary paperwork is completed and permission obtained.

## **12. 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*

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

- On receipt of examination papers, the EO checks against invoice and also against the centre requirements. A log is kept which clearly shows the number of examination papers received.
- If a package is lost in transit the EO contacts the awarding body. Also, if late entries/tier changes occur which cause a shortfall of examination papers the EO contacts the awarding body to ensure sufficient papers are received.

- If examination papers have not been received by our centre at least one week prior to the examination taking place the EO contacts the awarding body.
- Postal strikes etc. are outside of our control but school would expect the awarding body to use an alternative postal distribution service if their contracted provider could not provide the service.
- If our site was closed as in scenario 7 & 10 then we would inform the awarding body as to the details of our alternative venue.
- Electronic download of papers – In the event of a lack of exam papers awarding organisations to provide centres with electronic access to examination papers via a secure external network. If this option is required EO/HoC/DHT ensure copies are downloaded, copied and stored under secure conditions (see *JCQ Instructions for Conducting Examinations*).
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date

### 13. 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 to mitigate the impact of the disruption

- The awarding body would be informed as to the delay in collection and the centre would await their instruction as to what to do next. All completed scripts would be kept in the safe in the Exams Secure Storage until collected.  
See below for more information:
  - where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, we would seek advice from awarding organisations and would not make our own arrangements for transportation unless told to do so by the awarding organisation.
- for any examinations where we make our own arrangements for transportation, we would investigate alternative dispatch options that comply with the requirements detailed in the *JCQ Instructions for Conducting Examinations*.

### 14. 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 to mitigate the impact of the disruption

- All completed exam scripts are kept in a secure location, in a safe in the exams store and this may protect them in the case of a fire/flood.
- Completed assessments (NEA/Coursework) are kept in a locked desk/cupboard/filing cabinet/store and this may protect them in a case of fire/flood.
- If there was large scale damage we would ensure the awarding organisation is informed and wait for their advice before contacting pupils and parents to inform them of the outcome.  
See below for more information:

- 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

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

(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*

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

- We would inform the pupils and parents via the website.
- If possible, the results will be sent to a pupil's school email or uploaded onto to our secure online portal so pupils can collect them electronically.
- Our local high school who we have a working relationship with, Tottington, would be contacted to see if their systems were working. If they were, then with the awarding bodies permission, we would re-locate for the pre-exam results day so we could compile the data.
- We would utilise the working relationship we have with the local high school and arrange for our pupils to collect their results at the alternative venue.
- If the centre was not available for post-results again we would implement this system.
- We would contact the relevant awarding organisation if electronic post results requests are not possible.

## Further guidance to inform procedures and implement contingency planning

### Ofqual

#### What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

##### Contingency planning

##### 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
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

##### 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

See also:

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

#### Steps you should take

##### 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.

##### 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](#).
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.

##### 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.

#### Steps the awarding organisation should take

##### Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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.

##### In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- 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).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.

- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### 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.

### 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](#)

### 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.

### Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021/22 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

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.

We will update this page as necessary should national disruption occur with any further relevant links.

(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 (updated 30 September 2021) <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

15.1 The qualification regulators, awarding bodies 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>

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 will designate 'contingency days' for examinations, summer 2023. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-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 2023, 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 is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling 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 the contingency arrangements so that they may take them 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.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2022-23 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ notice - Preparing for disruption to examinations (effective from 11 October 2021) [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for Conducting Examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](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; Coronavirus (COVID-19) [www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

Opening and closing maintained local-authority-maintained schools [www.gov.uk/government/publications/school-organisation-maintained-schools](http://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

Checklist for managing bomb threats [www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)