



# Exam Contingency Plan

Policy/Procedure creator: Jane Moore

Policy/Procedure created/reviewed: 29/09/2021

Centre Name	Lutterworth High School
Centre Number	25269
Date plan first created	September 2021
Current plan approved by	The Governing Body
Current plan reviewed by	Jane Moore - Exams Officer Natalie Tebbatt - SLT Link (Exams)
Date of next review	September 2022

## Key staff involved in exam contingency planning

Role	Name(s)
Head of centre	Julian Kirby
Senior leader(s)	Natalie Tebbatt - SLT Link (Exams), Amy Hunter, Richard Salter, Aaron Mehta, Caroline Creed
Exams officer	Jane Moore
ALS lead/SENCo	Georgia Lewis
Other staff (if applicable)	Sue Davies - SENDCo Exams Coordinator

This plan is reviewed and updated annually to ensure that exam contingency planning at Lutterworth High School is managed in accordance with current requirements and regulations.

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

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 at Lutterworth High School.

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'.

This plan details how Lutterworth High School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having 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.

## Possible causes of disruption to the exam process

### 1. Exams officer absence at key points in the exam process (exam 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 post-results services

Other criteria:

No other criteria identified.

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

The centre will:

- Head of Centre to appoint Natalie Tebbatt, as acting Exams Officer as soon as possible, ensuring the key tasks as listed above are understood
- E-Services Manager to give acting Exams Officer access to A2C
- Awarding bodies to be kept informed of developments (contact numbers in the Exams Officer's room or available on the websites)
- Acting Exams Officer to ensure essential information is available to the Head of Centre
- Acting Exams Officer to ensure the Exams policies and procedures are up to date at all times
- Acting Exams Officer to ensure the security and integrity of the exam papers at all time
- Acting Exams Officer to liaise with Invigilators / SEND Exam coordinator
- Acting Exams Officer to be available for JCQ Centre Inspector if required

## 2. ALS lead/SENCo extended absence at key points in the exam process (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

Other criteria:

.No other criteria identified

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

The centre will:

- SENDCo (Miss Lewis) absent - Head of Centre will appoint an experienced member of the SEN team as acting SENDCo as soon as possible. Acting SENDCo to lead on Access Arrangements, supported by the SEND Exams Coordinator and Exams Officer. All SEN staff to be fully up to date with JCQ Regulations for Access Arrangements and Reasonable Adjustments.

Acting SENDCo will ensure LSA's/Invigilators are trained to provide support in exam rooms for candidates with Access Arrangements and Reasonable Adjustments

- Exams administration for SENDCo is undertaken by the SEND Exams Coordinator, Sue Davies. Should she be absent the SENDCo will undertake all the duties performed by the SEND Exam Coordinator.
- Testing and Assessments continue to be carried out by external Specialised Assessor.

### 3. Teaching staff extended absence at key points in the exam process (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

Other criteria:

No other criteria identified

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

The centre will:

- Head of Centre, SLT and Head of Department to address the extended absence of any teaching staff, appoint Acting Head of Department if necessary and communicate arrangements to staff, students and parents/carers
- All examination entry information, assessment marks and candidate marks are provided to the Exams Officer by Heads of Department (or appointed Acting Head of Department)
- Exams Officer will contact awarding bodies to make them aware of the issue
- Exams Officer may apply for Special Consideration

### 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

Other criteria:

No other criteria identified

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

The centre will:

- Planning is essential. Recruitment and training is carried out well in advance.
- Lutterworth High School has a list of pre-approved invigilators that it uses. This would be used in the event of the absence of an invigilator.
- Lutterworth High School's policy is not to work to the minimum ratio requirements. SLT Link and members of SEN staff to cover absences or unforeseen shortages (e.g. emergency Access Arrangements required on the day of an exam). Many administration staff are trained invigilators.
- Lutterworth High School hold a bank of invigilators which far exceeds the amount ever required

### 5. Exam rooms - lack of appropriate rooms or main venue(s) 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

Other criteria:

No other criteria identified

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

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details:

- If issues arise in the Main Hall - the learning hub and gymnasium could be used
- If larger issues occur the contingency plan is for Lutterworth Sports Centre to be used as the alternative exam site.
- Not Applicable
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

SIMs In-touch would be used to communicate to candidates, parents/carers and it will also be communicated on the Website

- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

## **6. Failure of IT systems**

#### **Criteria for implementation of the plan**

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

No other criteria identified

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

The centre will:

- Failure at entry deadline: Exams Officer and SLT Link to liaise with E-Services Manager to enable a swift resolution to any issues. Exams Officer to contact awarding bodies as quickly as possible to make them aware of the issue and explore alternative routes for processing entries e.g. via exam board secure websites.
- Failure during exams preparation: Exams Officer and SLT Link to liaise with E-Services Manager to enable a swift resolution to any issues. Exams Officer to contact awarding bodies to make them aware of the issue.
- Failure at results release time: Exams Officer and SLT Link to liaise with E-Services Manager to enable a swift resolution to any issues. Exams Officer to contact awarding bodies as quickly as possible to make them aware of the issue and explore alternative routes for receiving results e.g. via exam board secure websites.

## 7. Emergency evacuation of the exam room (or centre lockdown)

### Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Other criteria:

No other criteria identified

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

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- Head of Centre, Exams Officer and Invigilators to ensure the Centre Emergency Evacuation Policy is followed, maintaining the integrity of the exam
- Candidates to be held separately, avoiding contact with other staff and pupils and ensuring that candidates do not talk to each other.
- Head of Centre and Exams Officer to communicate with invigilators and candidates regarding resuming the exam or implementing alternative arrangements e.g. continuing the exam in another venue.
- Exams Officer to ensure that any alternative venues comply with JCQ ICE regulations.
- Exams Officer may apply for Special Consideration.

## 8. 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

Other criteria:

No other criteria identified

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

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

SIMs In-touch to candidates, parents/carers and on the Website

- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

- (Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. □ in the case of modular courses, centres may advise candidates to sit examinations in an alternative series. □ centres should have plans in place to facilitate alternative methods of learning.)
- Head of Centre to communicate with parents, carers, students and staff about the potential disruption to teaching and the plans to address this.
- Head of Centre and SLT to prioritise teaching accommodation within school for students in exam years if possible
- Head of Centre and SLT to consider use of alternative venues
- Exams Officer will contact awarding bodies at the outset to make them aware of the issue
- Exams Officer may apply for Special Consideration.

#### 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

Other criteria:

No other criteria identified

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

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

SIMs In-touch to candidates, parents/carers and on the Website

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- Exams Officer will contact awarding bodies at the outset to make them aware of the issue
- Head of Centre, SLT and Exams Officer to consider use of alternative venues. (Lutterworth Leisure Centre)
- Head of Centre and Exams Officer to ensure that any alternative venues comply with JCQ ICE regulations.
- Centre to communicate with candidates, parents/carers, awarding bodies and staff regarding alternative arrangements. Information also to be posted on the school website and communicated to reception staff/school office.
- Exams Officer may apply for Special Consideration.

#### 10. 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

Other criteria:

No other criteria identified

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

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

SIMs In-touch to candidate, parent/carer and on the Website

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- School will always be open for examination candidates unless a situation means that is unsafe for anyone to enter the building.
- In this instance, the Exams Officer will contact relevant awarding body as soon as possible to notify them which examinations are affected
- Head of Centre, SLT Link and Exams Officer to consider use of alternative venues (Lutterworth Leisure Centre)
- Head of Centre and Exams Officer to ensure that any alternative venues comply with JCQ ICE regulations.

#### **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

Other criteria:

No other criteria identified

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

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions:

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. 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)



Exams Officer will contact the relevant awarding bodies and arrange alternative delivery of papers.

- Awarding bodies can provide centres with electronic access to examination papers via a secure external network. These would be received by the Exams Officer, made and stored under secure conditions. Awarding bodies 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

## 12. Disruption to the transportation of completed examination scripts

### Criteria for implementation of the plan

- (updated 2020/21) Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

No other criteria identified

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

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

Scripts remain securely stored in the Secure Storage or the Exams Officer transports them to the Post Office for collection by Parcelforce.

## 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
- (updated 2020/21) Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

No other criteria identified

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

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

- Exams Officer to communicate with awarding bodies immediately and to inform students, parents/carers
- Provide awarding bodies with appropriate evidence of candidates achievements
- Candidates may need to retake the assessment(s) affected at a subsequent assessment window if possible where marks cannot be generated by awarding bodies.

## 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) or facilitate post-results services

### 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

Other criteria:

No other criteria identified

**Centre actions to mitigate the impact of the disruption listed above**

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post results services from an alternative venue

Alternative venue details:

Lutterworth Leisure Centre

- make arrangements to make post results requests at an alternative location
- contact the relevant awarding body if electronic post results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Communication details:

SIMs In-Touch and published on the website

Other centre actions:

- Alternative arrangements for post-results services to be communicated to parents/carers, students, Heads of Departments and Premises Manager.

**15. Any other cause of disruption to the exam process**

**Cause of disruption**

Covid-19

Should the candidates be absent due to a positive case of Covid-19 or there is another pandemic lock down the Head of Centre will take guidance from public health and government.

**Centre actions to mitigate the impact of the disruption listed above**

N/A

## Further guidance to inform procedures and implement contingency planning

### Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted**

(updated 30 September 2021)

#### Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

#### Covid specific guidance:

When drafting contingency plans, you should consider the following guidance:

- **actions for schools during the coronavirus outbreak** from the Department for Education in England ([www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak))
- **actions for FE colleges and providers during the coronavirus outbreak** from the Department for Education in England ([www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision](http://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision))
- **responsibility for exams** from the Department for Education in England ([www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series](http://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series))
- **vocational, technical and other general qualifications in 2022** from Ofqual (regulator) (<https://www.gov.uk/government/collections/vocational-technical-and-other-general-qualifications-in-2022>)
- **GCSE, AS and A level qualifications in 2022** from Ofqual (regulator) ([www.gov.uk/government/collections/gcse-as-and-a-level-qualifications-in-2022](http://www.gov.uk/government/collections/gcse-as-and-a-level-qualifications-in-2022))
- **education and childcare: coronavirus** from Welsh Government (<https://gov.wales/education-coronavirus>)
- **Qualifications Wales homepage** from Qualifications Wales (regulator) ([www.qualificationswales.org/english/](http://www.qualificationswales.org/english/))
- **coronavirus (COVID-19): guidance for school and educational settings in Northern Ireland** from Department of Education in Northern Ireland ([www.education-ni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland](http://www.education-ni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland))
- **coronavirus (COVID-19) (information from CCEA)** – information on vocational, technical and general qualifications from CCEA Regulation (<https://ccea.org.uk/regulation/coronavirus>)

#### General contingency guidance

- **emergency planning and response** ([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)) from the Department for Education in England
- **school organisation: local-authority-maintained schools** from the Department for Education in England ([www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools))
- **exceptional closure days** ([www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)) from the Department of Education in Northern Ireland
- **checklist - exceptional closure of schools** ([www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools](http://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)) from the Department of Education in Northern Ireland
- **school terms and school closures** from NI Direct ([www.nidirect.gov.uk/articles/school-terms-and-school-closures](http://www.nidirect.gov.uk/articles/school-terms-and-school-closures))
- **opening schools in extremely bad weather** (<https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>) - guidance for schools from the Welsh Government
- **bomb threats** procedures for handling bomb threats from the National Counter Terrorism Security Office ([www.gov.uk/government/publications/crowded-places-guidance/bomb-threats](http://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats))

#### 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 the Jcq Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland ([www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/](http://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/))

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

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### 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 ([www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/))

#### Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation 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 or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 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, with any further relevant links, should national disruption occur.

JCQ guidance taken directly from **Instructions for Conducting Examinations 2021-2022** ([www.jcq.org.uk/exams-office/ice—instructions-for-conducting-examinations/](http://www.jcq.org.uk/exams-office/ice—instructions-for-conducting-examinations/)) section 15, **Contingency planning**

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: [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](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland](http://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 that there is national disruption to a day of examinations in summer 2022, 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 was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling 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 this contingency arrangement so that they may take it 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.

#### Links to other JCQ documentation

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

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

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

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

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

A guide to the special consideration process - [jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

#### GOV.UK

(updated 2021/22) Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19) - [gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

School organisation: local-authority-maintained schools - [gov.uk/government/publications/school-organisation-maintained-schools](http://gov.uk/government/publications/school-organisation-maintained-schools)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning - [gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-](http://gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-)

service

## Wales

School closures: examinations - [gov.wales/school-closures-examinations](https://gov.wales/school-closures-examinations)

Opening schools in extremely bad weather: guidance for schools - [gov.wales/opening-schools-extremely-bad-weather-guidance-schools](https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools)

## Northern Ireland

(updated 2021/22) Exceptional closure days - [education-ni.gov.uk/articles/exceptional-closure-days](https://education-ni.gov.uk/articles/exceptional-closure-days)

Checklist - exceptional closure of schools - [education-ni.gov.uk/publications/checklist-exceptional-closure-schools](https://education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

## National Counter Terrorism Security Office

Guidance - Bomb Threats - [www.gov.uk/government/publications/crowded-places-guidance/bomb-threats](https://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats)