


Exam Contingency Plan	
Updated	November 2017
Status	Non-statutory Delegated to the Headteacher Updated annually
Review	November 2018



Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Compass 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 complies with JCQ general regulations (section 5) in that:

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 Exams Officer be absent at a crucial stage of the examination cycle;”

Causes of Potential 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 and trained;
- Candidates not tested/assessed to identify potential access arrangement requirements;
- Evidence of need and evidence to support normal way of working not collated.

Entries:

- Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff;
- Candidates not being entered with awarding bodies for external exams/assessment;
- Awarding body entry deadlines missed or late or other penalty fees being incurred.

Pre-exams:

- Exam timetabling, rooming allocation; and invigilation schedules not prepared;
- Candidates not briefed on exam timetables and awarding body information for candidates;
- Exam/assessment materials and candidates' work not stored under required secure conditions;
- Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators;
- Approval for access arrangements not applied for to the awarding body;
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline;

- Staff providing support to access arrangement candidates not allocated and trained.

Exam time:

- Exams/assessments not taken under the conditions prescribed by awarding bodies;
- Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration;
- Candidates' scripts not dispatched as required to awarding bodies;
- Access arrangement candidate support not arranged for exam rooms.

Results and post-results:

- Access to exam results affecting the distribution of results to candidates;
- The facilitation of the post-results services.

Centre Actions:

- Production of documented procedures manual;
- Production of a diary with important dates and deadlines outlines;
- SLT to nominate a 'deputy' to cover a role/task;
- Plans published on centre website.

2. 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;
- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Centre Actions:

- SLT to nominate a 'Deputy' to cover a role/task.

3. Invigilators - Invigilator Absence

Criteria for Implementation of the Plan

- Invigilator absence on the day of an exam.

Centre Actions:

- Examination Officer/Pastoral Lead to nominate a 'Deputy' to cover the role.

4. 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:

- Exam Officer/Pastoral Lead to re-timetable rooms within school;
- To have Virtual School, the Meeting Room and South Classroom available as back up.

5. 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:

- Source alternative venues/facilities such as Cedar School, Polygon School or Vermont;
- Inform the exams awarding bodies;
- Use previous years' manual seating plans on the public drive.

6. Disruption of Teaching Time – centre closed for an extended period

Criteria for Implementation of the Plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre Actions:

- The centre to communicate with parents, carers and pupils about the potential for disruption to teaching time and plans to address this.

7. Candidates unable to take exams because of a crisis – centre remains open

Criteria for Implementation of the Plan

- Candidates are unable to attend the exam centre to take exams as normal.

Centre Actions:

- 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 and evidence gathered if necessary;
- Special consideration form to be completed.

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled exams.

Centre Actions:

- Centre to inform each awarding organisation and JCQ with which exams are due to be taken as soon as is possible;
- Source alternative venues/facilities such as Cedar School, Polygon School or Vermont to store papers alongside JCQ guidelines;
- Use lap tops to access awarding body sites, systems and pupil information;
- Copy of exams entries and pupil information on Exams Officer's lap top.

9. Disruption in the distribution of exam papers

Criteria for Implementation of the Plan

- Disruption to the distribution of exam papers to the centre in advance of exams.

Centre Actions:

- The centre to communicate with awarding organisations to organise alternative delivery of papers.
- New venue to be made aware of the security required when accepting papers.

10. Disruption to the transportation of completed exam scripts

Criteria for Implementation of the Plan

- Delay in normal collection arrangements for completed exam scripts.

Centre Actions:

- The centre to communicate with relevant awarding organisations at the outset to resolve the issue.

11. Assessment evidence is not available to be marked

Criteria for Implementation of the Plan

- Large scale damage to or destruction of completed exam scripts/assessment evidence before it can be marked.

Centre Actions:

- Head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to pupils and their parents or carers;
- Teacher estimated grades to be retained.

12. Centre unable to distribute results as normal

Criteria for Implementation of the Plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services.

Centre Actions:

- Centres to contact awarding organisations about alternative options.

Further guidance to inform and implement contingency planning

Ofqual

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

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

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

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

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/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/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/dispatch-of-exam-scripts-guide>