

# Exam Contingency Plan



**Lealands**  
High School

**Exams Policy –**

**Contingency Plan**

Lealands High School (KMN)

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# Exam Contingency Plan

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## INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

### Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none"><li>Everyone achieves success and makes excellent progress</li></ul>	<ul style="list-style-type: none"><li>To prepare young people for life and a positive future</li></ul>	<ul style="list-style-type: none"><li>Everyone is valued for their contribution</li></ul>
<ul style="list-style-type: none"><li>We all continually improve what we do and work hard</li></ul>	<ul style="list-style-type: none"><li>To ensure that school is a safe place</li></ul>	<ul style="list-style-type: none"><li>All are cared for and supported so that needs are met</li></ul>
<ul style="list-style-type: none"><li>We care about being the best we can be and getting the best out of those around us</li></ul>	<ul style="list-style-type: none"><li>To help and support others to grow and succeed</li></ul>	<ul style="list-style-type: none"><li>We recognise and celebrate the talents, gifts and uniqueness of every individual</li></ul>

In order to achieve these aims students, parents and the school need to work in partnership.

### Our vision is to be:

Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

### Purpose of the plan

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

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland*.

This plan 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 where the head of centre, examinations manager or SENCo is absent at a critical stage of the examination cycle.

## National Centre Number Register and other information requirements

The head of centre will also ensure that Lealands High School as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

## Possible causes of disruption to the exam process

### 1. Exam officer extended absence at a critical stage of the examination cycle.

#### Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

#### Planning

- ▶ annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- ▶ annual exams plan not produced identifying essential key tasks, key dates and deadlines
- ▶ sufficient invigilators not recruited

#### Entries

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

#### Pre-exams

- ▶ invigilators not trained or updated on changes to instructions for conducting exams
- ▶ exam timetabling, rooming allocation; and invigilation schedules not prepared
- ▶ candidates not briefed on exam timetables and awarding body information for candidates

- ▶ confidential exam/assessment materials and candidates' work not stored under required secure conditions
- ▶ internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- ▶ exams/assessments not taken under the conditions prescribed by awarding bodies
- ▶ required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- ▶ candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- ▶ access to examination results affecting the distribution of results to candidates
- ▶ the facilitation of the post-results services

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

- ▶ Acting Exams Officer appointed as soon as possible, ensuring key tasks are understood.
- ▶ Exams Officer to ensure essential information is available to the Senior Leadership Team
- ▶ Exams Officer to ensure the Exam Cycle, policies and procedures are up to date at all times.

## **2. SENCo extended absence at a critical stage of the examination 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 providing support to access arrangement candidates not allocated and trained

#### Exam time

- ▶ access arrangement candidate support not arranged for exam rooms

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

- ▶ Assistant SENCo/experienced member of SEN team to understand and implement key tasks.
- ▶ Testing and assessments continue to be carried out by SEN team and Qualified Assessor Applications for Access Arrangements to me made in conjunction with the Exams Officer.
- ▶ SENCo and Assistant SENCo to be fully conversant and up to date with JCQ Access Arrangements and Reasonable Adjustments.

### **3. Director of Subject staff extended absence at a critical stage of the examination cycle.**

#### Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

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

Centre actions to mitigate the impact of the disruption

- ▶ 2<sup>nd</sup> in department to undertake key tasks
- ▶ Candidates being informed of centre assessed marks, forms part of Exams Policy, which all staff are responsible for being familiar with.

**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

- ▶ New and existing Invigilators receive regular training and are familiar with JCQ requirements
- ▶ Invigilation allocated in advance with provisions in place for shortages to be filled by additional Invigilators and/or trained school staff.
- ▶ Names and contact numbers of pool of Invigilators kept in Exams office

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

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- ▶ Exam venues are allocated in advance of exam season to ensure rooms made available.

- ▶ Majority of exams are held in the sports area. If a main venue becomes unavailable it will be possible to rearrange venues using seating plans and classroom timetables.
- ▶ Exams Officer to ensure that any room changes comply with JCQ regulations

## 6. Cyber-attack

### 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

School has in place properly configured firewall protection

Firewall firmware is kept up to date

Monitoring logs kept and checked

## 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

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

- ▶ Liaise with IT to resolve any issue.
- ▶ Exams Officer to contact exam boards to identify alternative and/or make entries, receive results via exam board secure websites
- ▶ Exams Officer to contact exam boards to inform of any on-going situations

## 8. 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

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



- ▶ All Invigilators and Exams Officer to ensure emergency evacuation plan is followed, maintaining the integrity of the exam.
- ▶ Candidates have designated evacuation area to avoid contact with other students. Invigilators to ensure do not talk to one another.

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

- ▶ Prioritise teaching venues for students in exam years where possible
- ▶ Exams Officer to inform exam boards of situation
- ▶ Consider use of alternative venues.

## **10. Candidates may not be able to take examinations – centre remains open**

### Criteria for implementation of the plan

Candidates may not be able to attend the examination centre to take examinations as normal

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

- ▶ Exams Officer to inform exam boards of situation.
- ▶ Exams Officer to consider whether application for Special Consideration is required
- ▶ Consider use of alternative venues

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

### Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

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

- ▶ The school will be open for examination candidates unless a situation means that it is unsafe for anyone to enter the building.
- ▶ Exams Officer to inform exam boards of situation.
- ▶ Consider use of alternative venues: The Meads, Leagrave Primary.
- ▶ Centre to communicate with parents/carers regarding any change in venues.
- ▶ Centre has contingency days in line with JCQ regulations.
- ▶ Information to be made available via school's website

## 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

- ▶ Exams Officer to communicate with awarding organisation(s) to organise alternative delivery of papers.

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

### Criteria for implementation of the plan

*Delay in normal collection arrangements for completed examination scripts*

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

- ▶ Exams Officer to communicate with awarding organisation(s) to resolve issue.
- ▶ Scripts to be stored securely in accordance with JCQ regulations until issue resolved.

## 14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination assessment evidence before it can be marked

Centre actions to mitigate the impact of the disruption

- ▶ Exams Officer/SLT to communicate with awarding organisation to seek advice and further instructions.

**15. 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 to mitigate the impact of the disruption

- ▶ Exams results to be accessed via awarding body secure websites.
- ▶ If unable to distribute results, the centre will communicate with parents/carers with details of alternative arrangements.
- ▶ Information to be made available via school's website
- ▶ If unable to facilitate post result services, the centre will communicate with awarding organisation to seek advice.