



# EXAMINATION CONTINGENCY PLAN

## CENTRE NUMBER 48313

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## **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 The Read 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 examinations 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
- *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
- *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
- *Results and post-results*
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

#### **Centre actions:**

- The Assistant Head (curriculum) is fully trained in all aspects of Exams Administration.
- The Assistant Head would be fully supported by the Head of Centre (Headmaster).

## 2. DoIL (Director of Inclusive Learning) 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
  - 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
  - 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 room

### Centre actions:

- A member of the learning support team who has worked closely with the DoIL would cover any absence and be able to identify candidates not yet approved by Awarding Bodies
- Exams Officer to organise staff to support Access Arrangements and to invigilate exams
- Obtain help from other staff trained in testing for Access Arrangements

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

### Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
  - *candidates not being entered for exams/assessments or being entered late*
  - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

### Centre actions:

- Assistant Head will provide Exams Officer with estimated/final entries.
- Assistant Head will provide Exams Officer with coursework marks and samples
- Head of Centre may recruit temporary Teachers to provide support

## 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:

- All staff undergo annual invigilator training to refresh their knowledge, communicate JCQ regulation changes and update any local knowledge.
- With the exception of the Lead invigilator, The Read School only use staff to Invigilate, therefore staff may be utilised from the wider school community.
- The Exams officer to carry out the role of Lead invigilator

## **5. Disruption to Transport preventing students from reaching Exams Centres**

### Criteria for implementation of the plan

- Candidates unable to take examinations due to planned lack of transport
- Candidates unable to take public examinations due to sudden disruption of transport
- Candidates arrive late due to transport problems

### Centre actions:

- The Read School has a fleet of minibuses used to transport pupils to and from school daily, therefore it is highly unlikely that there would be any planned disruption during term or exam time
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series
- Centre to apply to awarding bodies for special consideration for candidates where they have met the minimum requirements
- Latecomers to be permitted to take their examinations providing they are within the JCQ regulations

## **6. 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:

- Alternative rooms to be sourced by liaising with the Site team

## **7. Failure of IT systems**

### Criteria for implementation of the plan

- School system failure at final entry deadline
- School system failure during exams preparation
- School system failure at results release time

### Centre actions:

- The Centre to communicate with relevant awarding bodies at the outset to resolve the issue.
- IT support called to support urgent retrieval of the systems
- Awarding bodies contacted to request extension to deadline
- Results can be downloaded direct from Awarding bodies websites and from another location

## **8. Disruption of teaching time – Centre closed for an extended period**

### Criteria for implementation of the plan

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

### Centre actions:

- Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Headmaster, Governors and SLT to take the necessary action

## **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

### Centre actions:

- The centre to communicate with parents, carers and candidates regarding solutions to the issue
- The centre to communicate with relevant awarding bodies at the outset to make them aware of the issue.
- Candidates to be offered the opportunity to sit any examinations missed at the next available series
- Apply to the awarding bodies for special consideration for candidates where they have met the minimum requirements

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

### Criteria for implementation of the plan

- Due to the nature of The Read School as a private boarding school it is unlikely that it would not be available as an exam centre. This contingency applies if the school closes due to extreme issues beyond its control

### Centre actions:

- Centre which is unable to open as normal for examinations must inform each awarding body with which examinations are due to be taken as soon as is possible
- Candidates to be offered the opportunity to sit any examinations missed at the next available series
- Apply to the awarding bodies for special consideration for candidates where they have met the minimum requirements
- Centre to liaise with candidates to identify if the examination can be sat at an alternative venue in agreement with the relevant awarding organizations
- Centre to negotiate with local venues and other educational sites as a possible alternative

## **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

### Centre actions:

- The Centre to communicate with awarding bodies to organise alternative delivery of papers.

## **12. Delay in normal collection arrangements for completed examination scripts**

### Centre actions:

- The Centre to communicate with relevant awarding bodies at the outset to resolve the issue.

## **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

### Centre actions:

- Centre to communicate immediately with the relevant exam organisation and with the candidates, parents/carers
- Candidates to retake assessment that has been affected at the subsequent assessment window where possible

#### **14. 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:

- Centre 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 examination 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>