



School Policy 19b – Exam Contingency Plan, Centre No 14302

The Curriculum, Teaching and Learning Committee of the Governing Body is responsible for this policy. The person in the school who prepares the text of this policy for the Governors is the Senior Assistant Headteacher – Curriculum, Learning, Assessment and Progress. It will next be reviewed in October 2024.

Contents

Purpose of the plan	2
Causes of potential disruption to the exam process	3
1. Exam officer extended absence at key points in the exam process (cycle)	3
2. SENCO extended absence at key points in the exam cycle	3
3. Teaching staff extended absence at key points in the exam cycle	4
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	4
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	5
6. Failure of IT systems	5
7. Disruption of teaching time – centre closed for an extended period	5
8. Candidates unable to take examinations because of a crisis – centre remains open	6
9. Centre unable to open as normal during the exams period	6
10. Disruption in the distribution of examination papers	6
11. Disruption to the transportation of completed examination scripts	6
12. Assessment evidence is not available to be marked	7
13. Centre unable to distribute results as normal	7
Further guidance to inform and implement contingency planning	7

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 Archbishop Tenison's CE 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 scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

JCQ Instructions for conducting examinations (ICE) 1 September 2020 to 31 August 2021:

Contingency planning

The qualification regulators, JCQ 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.

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

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.

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

Further information may be found at:

<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>

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 (before May)
- ❖ Entries
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff (before November)
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred (February)
- ❖ 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 (May/June)
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods
- ❖ Results and post-results
 - access to examination results affecting the distribution of results to candidates (August)
 - the facilitation of the post-results services

Centre actions:

- ❖ the exams officer has a very experienced exams assistant, they are both led by the experienced member of SLT who line manages exams. All three work very closely together throughout the exam cycle.

2. 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
 - uncollated evidence of need and evidence to support normal way of working
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- ❖ Pre-exams
 - approval for access arrangements not applied for to awarding bodies
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadlines
 - staff providing support to access arrangement candidates not allocated and trained
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- ❖ Exam time
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- ❖ the absence of the SENCO would be covered by our very experienced long standing member of staff, who is also our trained assessor; there is also an experienced Learning Support Manager. They are all supported by an experienced SLT member who line manages the Learning Support Department.

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 (November)
- ❖ Final entry information (February) 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 (May)

Centre actions:

- ❖ the extended absence of any teaching staff covered by Head of Department, Second in Department or SLT line manager

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

- ❖ Student unwell and needing a separate room at short notice requiring an additional invigilator

Centre actions:

- ❖ the School has a list of pre-approved invigilators that it uses. This includes internal, ABT-employed Teaching Assistants.. In the event of the unavailability of these staff, members of support, teaching staff and SLT would be used.

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:

- ❖ Liaison with SIMs and Timetable Co-ordinator.
- ❖ For small numbers exam would be moved to Sixth Form Centre
- ❖ Move exams to Sports Hall (once available)
- ❖ Move exams to pre-arranged external site (St Matthews/Trinity/Croydon College)

6. 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:

- ❖ Liaise with network support in School/Anim8te/Octavo IT School Support. Contact exam boards for advice and use IT facilities at another pre-arranged external site (Trinity/Croydon College)

7. 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 school would communicate with parents, carers and students about the potential for disruption to teaching time and plans

- ❖ In the event that the School was closed, negotiations would take place with (Trinity/Croydon College) regarding the use of their facilities

8. 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:

- ❖ liaise with parents, carers and candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations
- ❖ offer candidates an opportunity to sit any examinations missed at the next available series
- ❖ apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

9. 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:

- ❖ In the event that the School was closed, negotiations would take place with an alternative venue (Trinity/Croydon College)
- ❖ advise awarding bodies as soon as possible
- ❖ apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
- ❖ offer candidates an opportunity to sit any examinations missed at the next available series

10. 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 school would contact the exam board and arrange for the alternative delivery of papers.

11. 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:

- ❖ the school would contact the exam board/Parcelforce and arrange for the alternative collection of papers.

12. 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:

- ❖ the school would communicate immediately with the exam boards, parents, carers and students
- ❖ candidates retake the assessment that has been affected at a subsequent assessment window, if possible
- ❖ apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

13. 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 service.

Centre actions:

- ❖ In the event the school closed, arrangements would be made to issue results at an alternative site, for example St Matthew's Church

14. National emergency (such as Covid-19 pandemic) – including internal examinations

Criteria for implementation of the plan

- ❖ Centre is unable to run the examination timetable due to inability to deliver exams in a safe environment.

Centre actions:

- ❖ For external examinations specifically, school will follow Ofqual government guidance on actions. In the case of 2021, for example, internal assessment used to create a Teacher Assessed Grade for issue by exam board.
- ❖ For internal examinations, a full suite of exams will take place, ensuring health and safety of invigilators and pupils/students by ensuring adequate social distancing and ventilation of exam venues/rooms.
- ❖ All decisions made will be based on the most up to date DfE guidance at that time.

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>