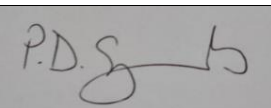**Exam Contingency Plan**

Issue 1

Manor Academy Sale

Exam Contingency Plan

Items added	**Text in green has been added to this version**
Items removed	**Text in red has been removed from this version**
Policy Adopted Date:	**Approved:** 17.11.21
Issue:	**1**
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Review Committee	AAC – 17/11/2022
Approval Committee	AAC – 17/11/2022
Signed by:	**Head Teacher - PSymonds**
Signature	P.D.S—

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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 Manor Academy. 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:

- SLT to nominate a deputy to cover a role/task
- Source alternative venues/facilities

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 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 rooms

Centre actions:

- SLT to nominate a deputy to cover a role/task

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:

- SLT to nominate a deputy to cover a role/task

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:

- SLT to nominate a deputy to cover a role/task

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:

- Source alternative venues/facilities

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:

- SIMS is backed up weekly and all data is held on coded memory stick. Access to this information will be provided to the exams officer.

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:

- Centre to communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via the school intranet

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:
- Centre will communicate with relevant awarding organisation to make them aware of the issue.
- Centre will then communicate solutions to parents/carers and candidates

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:
- Centre to inform awarding organisation of examinations to be affected
- Look where possible to provide alternative provision eg local schools, training centre, church halls

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:
- Centre to discuss alternative delivery of papers to the centre

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:
- Centre will communicate and organise alternative arrangements for delivery of scripts.

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:
- Immediate communication to be made with relevant awarding body
- Students, parents and carers to be informed by letter.

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 services

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:
- Centres to contact awarding bodies and discuss alternative means of distribution

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