



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

EXAMINATION CONTINGENCY PLAN 2024-25

October 2024

This policy has been reviewed on 17th October 2024

This is a non-statutory policy

Contents

| | | |
|----|---|----|
| 1 | Purpose of the plan..... | 3 |
| 2 | Contingency arrangements | 3 |
| 3 | Head of centre absence at a critical stage of the exam cycle | 4 |
| 4 | Exams officer extended absence at a critical stage of the exam cycle. | 4 |
| 5 | SENDCo extended absence at a critical stage of the exam cycle | 5 |
| 6 | Teaching staff extended absence at a critical stage of the exam cycle | 5 |
| 7 | Invigilators – lack of appropriately trained invigilators or invigilator absence. | 6 |
| 8 | Exam rooms – lack of appropriate rooms or main venue(s) unavailable at short notice | 6 |
| 9 | Cyber attack | 7 |
| 10 | Failure of IT systems | 7 |
| 11 | Emergency evacuation of the exam room (or centre lockdown)..... | 8 |
| 12 | Disruption of teaching time in the weeks before an exam | 8 |
| 13 | Candidates may not be able to take examinations – centre remains open | 9 |
| 14 | Centre may not be able to open as normal during the examination period | 9 |
| 15 | Disruption in the distribution of examination papers..... | 10 |
| 16 | Delay in collection arrangements for completed examination scripts..... | 10 |
| 17 | Assessment evidence is not available to be marked..... | 10 |
| 18 | Centre unable to distribute results as normal or facilitate post-results services | 11 |
| 19 | Appendix: key staff | 11 |

1 Purpose of the plan

- 1.1 This plan examines potential risks and issues that could cause disruption to the examination/assessment process. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at The Ecclesbourne School.
- 1.2 Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2024).
- 1.3 This plan details how The Ecclesbourne School complies with the JCQ's **General Regulations for Approved Centres** (5.3 *Centre management*) by having in place for inspection that must be reviewed and updated annually, a written contingency plan which covers all aspects of examination/assessment administration and delivery.

2 Contingency arrangements

- 2.1 The centre **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

The centre **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre **must** ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. (GR 3.17-19)

- 2.2 **National Centre Number Register.** The head of centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year which includes

providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

3 Head of centre absence at a critical stage of the exam cycle

The centre will:

- Carry out succession planning for strategic absences
- Ensure that the Senior Deputy Headteacher can deputise in the absence of the Head of Centre

4 Exams officer extended absence at a critical stage of the exam 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 post-results services

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Carry out succession planning for strategic absences

- Instruct the Examinations Director to manage day to day activities for short-term absence. If absence is longer term SLT install succession staff.
- Ensure the support of Head of Learning Services if required.

5 SENDCo extended absence at a critical stage of 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
- 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 (facilitators) 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 listed above

The centre will:

- Ensure approval for access arrangements are identified at the beginning of GCSE/GCE course
- Ensure that the Access Arrangement Co-ordinator steps into the role for exams.
- Identify staff who are qualified in testing for access arrangements
- Exams Officer and Director to apply for access arrangements through online portal

6 Teaching staff extended absence at a critical stage of 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
- Non-examination assessment tasks (including controlled assessment and coursework) 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 listed above

The centre will:

- Ensure that all Heads of Faculty have a deputy head of faculty who can provide entry information
- Having a robust and up-to-date NEA policy which teaching staff are required to read before delivering NEAs; this includes communicate to students about marks and details of how to appeal
- Ensure that all NEA marks are submitted by Heads of Faculty with the Exams Officer

7 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 listed above

The centre will:

- Ensure the Exams Officer has all contact details of trained external invigilators and trained internal (support staff) invigilators.
- Always scheduled more invigilators for exams than the required number
- Train additional teaching staff and support staff so they are able to invigilate where needed

8 Exam rooms – lack of appropriate rooms or main venue(s) 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 listed above

The centre will:

- Make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body

- Move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- For Year 11 and Year 12 the alternative site is St. Alkmund's Parish Church, for Year 13 it is the Emmanuel Christian Centre; as recorded in the Critical Incident Book.
- If an alternative site is required the centre will communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue. This will be done via Parent Pay; ensure the secure transportation of question papers or assessment materials to the alternative venue; post-exam consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

9 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 listed above

The centre will:

- Examinations registers, seating plans and candidate timetables will be prepared as pdf/Excel documents & printed for exam series.
- Standalone/non-internet connected laptop to be available for printing.
- All relevant postal labels pre-printed for use in despatch of exam scripts.
- Candidate work backed-up regularly and stored securely on centre's IT system
- Alter exam awarding bodies to the cyber-attack and its impact.
- ICT Services to follow National Cyber Security Centre advice for preparedness and mitigation for cyber-attacks.

10 Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work
- Sims/IT system failure at final entry deadline
- Sims /IT system failure during exams preparation
- Sims /IT system failure at results release time

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Ensure that the Examinations Director and Exams Officer are issued with school laptop bank and charging cabinet pre-loaded with all relevant (duplicate) software as an immediate replacement. ICT

Services to repair or replace machines with suitable software within one working day or supply alternative.

- Maintain a contingency of bank of laptops which can be quickly prepared for examination use.
- Provide replacements with all software prepared for examinations use as a matter of urgency.

11 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 listed above

The centre will:

- Refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- Contact the relevant awarding body as soon as possible and follow its instructions
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- Post-exam, consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

12 Disruption of teaching time in the weeks before an exam

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 listed above

The centre will:

- Recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- Facilitate alternative methods of learning
- Communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning. This will be done via Parent Pay and the website.
- Take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- Advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date.

13 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 because of a crisis

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Focus on options that enable candidates to take their examinations (referencing the JCQ document *Preparing for disruption to examinations*)
- Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- Discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue. This will be done via Parent Pay and the website.
- Consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

14 Centre may not be able to open as normal during the examination period

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Focus on enabling candidates to take their examinations
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- Contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal)
- Contact the relevant awarding body as soon as possible and follow its instructions
- Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- Follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue. This will be done via Parent Pay and the website.

- Consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

15 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 listed above

The centre will:

- Liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- Follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- Understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

16 Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- For any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*
- Ensure the secure storage of completed examination scripts until as close to the collection time as possible

17 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

- Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- Where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

18 Centre unable to distribute results as normal or facilitate post-results services

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 listed above

The centre will:

- Make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- Make arrangements to coordinate access to post-results services from an alternative venue
- Make arrangements to make post-results requests at an alternative location
- Contact the relevant awarding body if electronic post-results requests are not possible
- Inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services. This will be done via Parent Pay and the website.

19 Appendix: key staff

