



Examinations Contingency Plan

**St John Fisher Catholic
High School**

School:	St John Fisher Catholic High School
Date adopted by Governing Body:	Ratified by FGB 13/3/19
Signed (Chair):	Mr D Mallin
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At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at [insert centre name]. 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* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*.

This plan also confirms St John Fisher Catholic High School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2018-2019*) 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 staff absence*.

Possible causes of 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*

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

- ▶ Contact information for the Examination Officer is on file. SLG can also contact local EO's in the Wigan network area to seek advice.
- ▶ Where necessary the relevant Awarding bodies will be contacted and notified of any issues.

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*
- ▶ *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

- ▶ Planning
Pre-Form 8 published for all staff to allow tracking;
Pupils assessed in summer term of Y9 by SENCo (or specialist assessor if SENCO unavailable) and Form 8 completed as necessary.
Support sought from Targeted Education Support Service (TESS).
Access Arrangements reviewed in Year 10 or Y11 to ensure fit for purpose when SENCo returns.
- ▶ Pre-exams
Approval to be applied for at start of GCSE course whenever possible with support from TESS if necessary.
Needs identified through published provision plan.
Details of arrangements circulated to all staff at start of GCSE course.
Exams officer to liaise with SENCo over ordering papers. If SENCo unavailable, Exams Officer will check directly with HOD's.
Annual training will be given to those staff facilitating access arrangements every year in line with the new JCQ requirements.
Exam timetable produced to show support staff allocation at least 3 weeks in advance of dates whenever possible. (HLTA / SENCo to coordinate)
- ▶ Exam Time
Exam Officer to highlight seating arrangements / separate rooms for those with access arrangements.
Exam Officer to liaise with support staff to ensure provisions are recognised, allocated and in place prior to examination.
- ▶ Contingency plan in place in case of staff absence. SENCo to coordinate.

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

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

- ▶ The Examinations officer will collate the estimated entry details by September of the new school year.
- ▶ The Examinations officer will collate and produce an CA / NEA timetable at the beginning of the year. This will be made available to all staff and pupils via the school website. If candidates are absent, arrangements will be made for candidates to take the assessments at another time if possible or contact the Awarding Body for advice.
- ▶ All HOD's have been informed of the new requirement to advise candidates of internally assessed marks in advance of submitting these to the awarding body. A reminder will be sent to staff when advising them of the AB's deadlines for mark submission.
- ▶ The Examinations Officer to liaise with Head of Department and/or SLT, if necessary, to ensure all necessary deadlines are adhered to.
- ▶ Provisions are in place that data and information held for candidates is kept centrally on the school network. In the event of teaching staff absence other members of that department should be able to attain this information. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

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

- ▶ The Exams Office will ensure that a suitable number of invigilators are recruited and trained prior to any exams season starting. In the event this has not been complete, there are a number of staff within school that are already trained to invigilate in exams. Other centres may be contacted to seek a provision of any invigilators they have available at that time.
- ▶ SJF has a bank of invigilators who will be contacted in the event that there is a shortage on exam days.

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

- ▶ The Exams Officer will always endeavour to arrange rooms and venues for all exams in good time.
- ▶ SJF will work to move classes to alternative spaces in order to use the classrooms if necessary
- ▶ In the event of the Main Hall being unavailable at short notice, SJF will seek alternative accommodation across the site. Where this is not possible SJF will seek to find other arrangements at an alternative centre with the approval of all relevant Awarding organisations.

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 to mitigate the impact of the disruption

- ▶ SJF will in the first instance inform the Awarding organisations of the problems and discuss any alternative arrangements that can be made.
- ▶ SJF IT Services will work to rebuild the systems as soon as possible – estimated maximum downtime is 2 days.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) 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

- ▶ Examinations officer to contact the Awarding Body for advice.
- ▶ Where possible, an alternative venue will be sought to hold or continue with the examinations.
- ▶ Where this is not possible, an application for special consideration will be submitted.

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 to mitigate the impact of the disruption

- ▶ Provisions are in place to facilitate alternative methods of learning and all Departments should be aware of the facilities applicable to their teaching methods.

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 to mitigate the impact of the disruption

- ▶ SJF to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding organisations
- ▶ SJF to offer candidates an opportunity to sit any examinations missed in the next available series (usually Summer Series)
- ▶ SJF to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their centre not to attend an examination. If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.

10. Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (~~including centre being unavailable for examinations owing to an unforeseen emergency~~)

Centre actions to mitigate the impact of the disruption

- ▶ SJF to open for examinations and examination candidates only, if possible.
- ▶ SJF will seek to use alternative venues in agreement with the relevant Awarding organisations (e.g. share facilities with other Centres or use other public buildings, if possible).
- ▶ SJF to offer candidates an opportunity to sit any examinations missed in the next available series (usually Summer Series)
- ▶ SJF to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their centre not to attend an examination. If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.

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 to mitigate the impact of the disruption

- ▶ The centre to communicate with awarding organisations to organise alternative delivery of papers, such as via electronic access or fax if electronic transfer not possible. The Examinations officer would ensure that copies are received, made and stored under secured conditions.

12. 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

- ▶ In the first instance, SJF will seek advice from the Awarding organisations.
- ▶ SJF will ensure the secure storage of completed examination papers until collection has been arranged.

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 to mitigate the impact of the disruption

- ▶ The EO will contact the AB to notify them of any such incidents and act upon advice given.
- ▶ Candidates to retake the affected assessment at subsequent assessment windows where possible.
- ▶ Special consideration will be submitted where applicable.

14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

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

- ▶ The EO will contact the Awarding Body to seek advice.
- ▶ SJF IT Services will work to rebuild the system as soon as possible.
- ▶ SJF will seek to make arrangements to access the results at an alternative site
- ▶ SJF will make arrangements to coordinate access to post results services from an alternative site
- ▶ SJF will seek to share facilities with another centre where possible.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance...

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.

Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).

4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- [JCQ's guidance on special considerations](#)
- [FAB's guidance on special considerations](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

[Ofqual guidance extract taken directly from the *Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*, (updated 23 January 2018) <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>]

JCQ

15.1 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.

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>

15.2 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.

15.3 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.

15.4 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.

15.5 The awarding bodies have designated **Wednesday 26 June 2019** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 26 June 2019 should an awarding body need to invoke its contingency plan.

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2018-2019* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning]

General Regulations for Approved Centres <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements

Accessed through secure login to the Centre Admin Portal (CAP) or through the JCQ training site <http://jqc.training.jcq.org.uk/CAP/Home/Training>

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

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/guidance/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>

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>

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Wales

School closures – opening schools in extreme bad weather

<http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en>

Northern Ireland

Exceptional closure days <https://www.education-ni.gov.uk/articles/exceptional-closure-days>

Checklist for Principals when considering Opening or Closure of School <https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

School closures <https://www.nidirect.gov.uk/articles/school-closures>