



Exam Contingency Plan

Policy/Procedure creator: Jacqueline Meeley

Policy/Procedure created/reviewed: 01/10/2021

Centre Name	Aston Manor Academy
Centre Number	20013
Date plan first created	01/10/21
Current plan approved by	Jill Sweeney
Current plan reviewed by	Jacqueline Meeley
Date of next review	01/10/22

Key staff involved in exam contingency planning

Role	Name(s)
Head of centre	Jill Sweeney
Senior leader(s)	James Forbes, Neil Turner
Exams officer	Jacqueline Meeley
ALS lead/SENCo	Bhupinder Oubhie, Sandra Coleman
Other staff (if applicable)	Alex Lofthouse - CEO Equitas Academies Trust

This plan is reviewed and updated annually to ensure that exam contingency planning at Aston Manor Academy is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

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 at Aston Manor Academy.

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'.

This plan details how Aston Manor Academy complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having 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. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible causes of disruption to the exam process

1. Exams officer absence at key points in the exam process (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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Fortnightly line management meetings are held in which upcoming events in the examination cycle are identified and appropriate actions discussed. Any risks to the smooth running of the exam series would be raised during these meetings and resources would be allocated accordingly.
- The exams policy outlines how each task in the exam cycle is undertaken. In the event of extended absence on the part of the exams officer, SLT would review the upcoming tasks and utilise staff as required.
- To mitigate disruption in event of extended absence, a paper copy of passwords for access to exam boards is kept in secure storage.

2. ALS lead/SENCo extended absence at key points in the exam process (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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

In the event of long term absence on the part of the SENCo the line manager would review the working pattern of the rest of the SEN team and feed this back to SLT. They would then decide how best to utilise the resources in the team to ensure that key tasks are completed.

We currently have two SENCOs in school undertaking a transition period so advice can be sought from either.

3. Teaching staff extended absence at key points in the exam process (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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

We have a strong TLR structure in place which ensures that key exam tasks will always be completed by a member of teaching staff who understands the curriculum and, where possible, knows the students who would be affected. For example, if a subject teacher is absent then the responsibility would lie with the subject leader or the Head of Department who would assess the risks and utilise resources.

Internal deadlines are always set in advance of exam board deadlines to allow some flexibility in case of staff absence.

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Maintaining a large bank of trained invigilators and ensuring that TAs also benefit from regular training minimises the risk of a shortage.
- Invigilator availability is requested weeks in advance of each exam series which minimizes last minute changes and allows us to assess if we need to expand the bank of invigilators.
- In line with JCQ guidelines, we hold annual invigilator training sessions during which any policy changes can be communicated and adequate training for new invigilators is provided.

5. 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, 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
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details:

We have multiple rooms which are used for exams. If necessary, the sports hall or the gym would be made available, along with any other classrooms required. If necessary, one year group would be asked to stay at home if classrooms were required for exams.

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- Students would be informed via email and text in the first.
- Information would also be shared via the school website and social media.
- Someone would be on hand to meet students as they enter the school building and inform them of any changes to exam timings or venues.
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the 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

Other centre actions:

No other actions identified

6. Failure of IT systems

Criteria for implementation of the plan

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Daily hardware checks are undertaken by the IT support team to ensure that problems are discovered and rectified as soon as possible. Backups are made and stored in a fire proof safe every night to ensure minimal data loss should the system need to be restored. All computers in the centre are protected by anti-virus software to help prevent virus attacks and servers are kept up to date with security updates provided by Microsoft.
- Our MIS is web-based so could be accessed from elsewhere if the school system was down for any reason.
- Chilwell Croft is a local school within our trust which could be utilised if required.
- We have a contact in place with an MIS support provider which offers support for general queries, updating, maintenance and disaster recovery situations.

7. 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

Other criteria:

No other criteria identified.

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
- (after the 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

Other centre actions:

- Exam boards would be notified as soon as possible about any events which disturb the smooth-running of exams.
- JCQ and Ofqual guidance would be sought and followed.
- In the case of a school lock down, the Lockdown Policy and the Exams Emergency Evacuation Policy will be followed. This will be communicated to invigilators prior to exams and a hard copy will be available in each exam room.

8. Disruption of teaching time in the weeks before an exam - 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

Other criteria:

No other criteria identified.

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

Communication details:

- Students would be informed via email and text in the first.
- Information would also be shared via the school website and social media.
- 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

Other centre actions:

- Advice would be sought from JCQ and Ofqual about exam arrangements. School would communicate with parents, carers and students about the potential disruption to teaching time and plans to address this. In most cases, teaching would continue remotely.
- Following the pandemic, students and teachers are very familiar with remote learning and are able to make the switch at short notice if necessary. The standard of online teaching is very high.

- If possible, the sports hall or Mount Zion Centre could be used for exams as they are both located away from the main school building.
- If necessary, special consideration will be applied for.
- Information would be sought about any adaptations or reduction in assessment that apply to our courses.

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

Other criteria:

No other criteria identified.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

Communication details:

- Students would be informed via email and text in the first.
- Information would also be shared via the school website and social media.
- 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

Other centre actions:

No other actions identified.

10. Centre unable to open as normal during the examination 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

- 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

Communication details:

- Students would be informed via email and text in the first.
- Information would also be shared via the school website and social media.
- 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

Other centre actions:

No other actions identified.

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

Other criteria:

No other criteria identified

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

Other centre actions:

- The exams officer will maintain a list of expected papers to ensure that any missing deliveries are discovered as early as possible.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- (updated 2020/21) Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

No other criteria identified.

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 bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body

- 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's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

No other actions identified.

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
- (updated 2020/21) Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

No other criteria identified.

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

Other centre actions:

No other actions identified.

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) 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

Other criteria:

No other criteria identified.

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

Alternative venue details:

With authorisation from the awarding bodies, we would make arrangements to access and distribute results at either Mount Zion Centre or Chilwell Croft school.

- 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

Communication details:

- Students would be informed via email and text in the first.

- Information would also be shared via the school website and social media.

Other centre actions:

No other actions identified.

15. Any other cause of disruption to the exam process

Cause of disruption

Local lockdown means that we are unable to invite students into school to collect their results.

Centre actions to mitigate the impact of the disruption listed above

- Results would be emailed directly to students.

Further guidance to inform procedures and implement contingency planning

Ofqual

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 30 September 2021)

Contingency planning

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

Covid specific guidance:

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

- **actions for schools during the coronavirus outbreak** from the Department for Education in England (www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)
- **actions for FE colleges and providers during the coronavirus outbreak** from the Department for Education in England (www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision)
- **responsibility for exams** from the Department for Education in England (www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series)
- **vocational, technical and other general qualifications in 2022** from Ofqual (regulator) (<https://www.gov.uk/government/collections/vocational-technical-and-other-general-qualifications-in-2022>)
- **GCSE, AS and A level qualifications in 2022** from Ofqual (regulator) (www.gov.uk/government/collections/gcse-as-and-a-level-qualifications-in-2022)
- **education and childcare: coronavirus** from Welsh Government (<https://gov.wales/education-coronavirus>)
- **Qualifications Wales homepage** from Qualifications Wales (regulator) (www.qualificationswales.org/english/)
- **coronavirus (COVID-19): guidance for school and educational settings in Northern Ireland** from Department of Education in Northern Ireland (www.education-ni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland)
- **coronavirus (COVID-19) (information from CCEA)** – information on vocational, technical and general qualifications from CCEA Regulation (<https://ccea.org.uk/regulation/coronavirus>)

General contingency guidance

- **emergency planning and response** (www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings) from the Department for Education in England
- **school organisation: local-authority-maintained schools** from the Department for Education in England (www.gov.uk/government/publications/school-organisation-maintained-schools)
- **exceptional closure days** (www.education-ni.gov.uk/articles/exceptional-closure-days) from the Department of Education in Northern Ireland
- **checklist - exceptional closure of schools** (www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools) from the Department of Education in Northern Ireland
- **school terms and school closures** from NI Direct (www.nidirect.gov.uk/articles/school-terms-and-school-closures)
- **opening schools in extremely bad weather** (<https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>) - guidance for schools from the Welsh Government
- **bomb threats** procedures for handling bomb threats from the National Counter Terrorism Security Office (www.gov.uk/government/publications/crowded-places-guidance/bomb-threats)

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

See also the Jcq Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland (www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/)

Steps you should take

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.

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' (www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/).
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.

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.

Steps the awarding organisation should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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.

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.

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.

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 (www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation 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.

Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national 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.

We will update this page as necessary, with any further relevant links, should national disruption occur.

JCQ guidance taken directly from **Instructions for Conducting Examinations 2021-2022** (www.jcq.org.uk/exams-office/ice—instructions-for-conducting-examinations/) section 15, **Contingency planning**

15.1 The qualification regulators, awarding bodies 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: 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 will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-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 significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event that there is national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

Links to other JCQ documentation

JCQ Joint Contingency Plan - jqc.org.uk/exams-office/other-documents

General Regulations for Approved Centres - jqc.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements - jqc.org.uk/exams-office/online-forms

Guidance notes for transferred candidates - jqc.org.uk/exams-office/online-forms

Instructions for Conducting Examinations - jqc.org.uk/exams-office/ice—instructions-for-conducting-examinations

A guide to the special consideration process - jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

(updated 2021/22) Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19) - gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

School organisation: local-authority-maintained schools - gov.uk/government/publications/school-organisation-maintained-schools

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning - gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-

service

Wales

School closures: examinations - gov.wales/school-closures-examinations

Opening schools in extremely bad weather: guidance for schools - gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

(updated 2021/22) Exceptional closure days - education-ni.gov.uk/articles/exceptional-closure-days

Checklist - exceptional closure of schools - education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Counter Terrorism Security Office

Guidance - Bomb Threats - www.gov.uk/government/publications/crowded-places-guidance/bomb-threats