



## **Exam Contingency Plan**

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<b>This policy is communicated by the following means:</b>	
<b>Trustees</b>	Trustee consultation by e-mail when policy reviewed and agreed
<b>Staff</b>	Policy folders on staff shared drive
<b>Parents</b>	Academy website
<b>Students</b>	Via assemblies and notices from the exam manager

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## **1. Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exams process at Clapton Girls' 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 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 Clapton Girls' Academy is compliant with the JCQ regulation (section 5.3, [General Regulations for Approved Centres 2022-23](#)) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the leadership team to act immediately in the event of an emergency or staff absence.

This policy should be read in conjunction with the Controlled Assessment, PSA & Non-Exam Assessment Policy (policy 9), especially the Risk Management Process found as appendix 1 of this referenced policy number 9.

## **2. Possible causes of disruption to the exam process**

### **2.1 Before the exam**

#### **2.1.1 Exam officer extended absence at key points in the exam cycle**

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
- 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
- nobody able to facilitate post-results services

#### Centre actions:

Centres must ensure that other staff are sufficiently trained and informed, hence able to cover for the examinations officer under such circumstance. The centre has a data manager who is able to carry out key tasks. Sufficient members of leadership team have been trained in the exam process.

### **2.1.2 SENDCo 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 providing support to access arrangement candidates not allocated and trained

#### Centre actions:

- The SENDCo has a nominated HLTA who is able to access arrangement evidence.

- The SENDCo, qualified HLTA and exam manager work together and have regular meetings to communicate the requirements of students and applications are made by earlier internal deadlines, ahead of external deadlines.
- The SENDCo and HLTA collate evidence and place it into student AA in preparation for the application process at the start of Y10.
- Access arrangement student files are situated in the SEN administrator office so can be accessed by exam officer, SEN team and SLT in the event of a query or exam inspection.
- The exam manager collates exam entries by earlier internal deadline and establish modified paper requirements.
- SEN staff receive annual training from SENDCo/other nominated person in how to provide access arrangements including the JCQ regulations.

### **2.1.3 Disruption of teaching time – centre closed for an extended period**

#### Criteria for implementation of the plan

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

#### Centre actions:

- The academy would prioritise students with pending exams and endeavour to source alternate teaching methods or venues with an aim to continue teaching this group of students despite the centre being closed.
- The academy would communicate with students, parents and carers via the academy website, email, and any method of communication available.

### **2.1.4 Teaching staff extended absence at key points in the exam cycle**

#### Criteria for implementation of the plan

Key teaching staff are absent for long periods of time before the exams

#### Centre actions:

- Early/estimated entry information not provided to the exam manager on time; resulting in pre-release information not being received
- Final entry information not provided to the exam manager on time; resulting in candidates not being entered for exams/assessments or being entered 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

- All departments are allocated a Head of Faculty/Subject whose responsibility it is to meet the above requirements.
- Key staff within each department are allocated specific responsibilities for certain courses or key stages so the exam manager have several points of contact for any given department if staff are absent.

#### Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

#### Centre actions:

- Awarding Body deliveries are checked against the number of students taking specific exams and any shortfalls in numbers of exam papers delivered are reported to the AB immediately after delivery
- In the event that the centre is closed during a peak delivery period, the exam manager will contact the relevant AB and make alternative arrangements
- If deliveries are not received one week before a scheduled examination, the exam team will contact the AB and request assistance

## **2.2 During the exam**

### **2.2.1 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:

- The centre retains a bank of invigilators and attempts to increase this each year.
- Nominated cover staff employed by the school are also able to cover exam sessions in the event the exam team are unable to cover at set ratios of 1:30.
- As a last resort, the centre has recruitment agencies who are able to provide trained invigilators on short notice.

### **2.2.2 Invigilators do not arrive**

#### Criteria for implementation of the plan

There are not enough invigilators to cover the exam sessions

#### Centre actions:

- If possible call in additional invigilators
- Members of support staff asked to invigilate until replacement invigilators can be found

### **2.2.3 Alarm is activated during the exam**

#### Criteria for implementation of the plan

An alarm is activated during the exam and students need to be evacuated

#### Centre actions:

- Ensure invigilators are aware of policy. Leadership Team to assist in maintaining security of exam. Allocate specific area for exams.
- Students line up in Nightingale Quad in first instance. If this becomes unsafe, they should be moved to Linscott Rd.

*Please see appendix 3 of the Exams Policy for more information*

### **2.2.4 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

#### Criteria for implementation of the plan

Exam manager 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:

- Exam rooms are already identified and approved for use by the SLT, this rarely changes however the rooms used are reviewed on an annual basis
- Key staff who normally use the nominated exam rooms as teaching space are given lots of notice of room changes and are issued with a detailed exam schedule detailing the rooms being used
- Rooms are pre-arranged well in advance and it would only be in the most extreme event such as a serious fire that accommodation would be unavailable.
- If Nightingale Hall is affected, use the Sports Hall to accommodate larger exams

### **2.2.5 Power failure**

#### Criteria for implementation of the plan

The school has experienced a power failure that affects the students who are taking the exams or the delivery of exams

#### Centre actions:

- Written exams to be completed if there is enough natural light
- Candidates to be supervised
- See below for contingency for IT systems
- Contact exam board for special consideration

## **2.2.6 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

Cyber-attack on the school

### Centre actions:

- Internal exam entry deadlines are set by the exam manager much earlier than the external deadlines to allow for potential IT systems failure
- All exam preparation tasks are scheduled to be carried out in good time to allow for IT issues
- Manual processes are also in place as a back-up such as completing exam entries on Awarding Body websites
- Awarding Body secure websites have systems in place to communicate exam results to the academy and the Exam manager is familiar with each AB and the relevant Secure Websites
- Download tasks before scheduled date of exam if permitted
- Ensure that multiple members of staff have access rights for the correct area of awarding bodies' secure sites

## **2.2.7 Candidate absence for all or part of the assessment (for any reason)**

### Criteria for implementation of the plan

Students are absent from, or late for, the exam

### Centre actions

- Send registers to ESAs and student reception so that absent students can be contacted
- Allow students to sit the exam if they arrive and within regulation times
- Ensure invigilators are [aware of the rules for very late arrivals](#)
- Notify awarding organisations and claim special consideration where appropriate
- Notify senior leadership team and Exam manager

## **2.2.8 Cyber-attack**

### Criteria for implementation of the plan

Where a cyber attack may compromise any aspect of the delivery of exams or results

### Centre actions:

- Constant review of weak points in security measures
- Increasing staff awareness of data security through training



- Any relevant exam materials downloaded in good time
- Containment by isolating a compromised section of the network
- Identify affected data and notify organisations as appropriate
- Back up SIMs data as per schedule
- Ensure the Exams and data manager have access to awarding body sites from home
- In extremis, have a relationship with a local school where printing can be done
- Ensure we have sufficient external storage for student who are word processing exams
- Multiple sittings of exams if permitted

### **2.2.9 Emergency evacuation of the exam room (or centre lock down)**

#### Criteria for implementation of the plan

Student is given the wrong tier or subject paper for the exam

#### Centre actions:

- Exam manager to check papers on desk
- Candidates are asked to check they have the right paper
- Amend entries if the wrong paper
- Advise the awarding organisation and if appropriate apply for special consideration

### **2.2.10 Student is taken ill during the exam**

#### Criteria for implementation of the plan

Student is taken ill and may or may not be able to be removed from the exam hall

#### Centre actions:

- Invigilators are aware of the policy
- First aider is called
- Student removed if possible
- If not then other students removed and kept in a secure location
- Papers are kept in a secure location
- Awarding bodies contacted

### **2.2.11 Candidate is not given an access arrangement when entitled**

#### Criteria for implementation of the plan

A student who is entitled to an access arrangement does not receive it

#### Centre actions:

- Contact the awarding body and apply for special consideration

### **2.2.12 There is malpractice in the exam room**

#### Criteria for implementation of the plan

A student who is entitled to an access arrangement does not receive it

#### Centre actions:

- Students are reminded at every exam of the key elements of malpractice
- Invigilators are aware of the policies
- Exams manager is made aware and then speaks to Leadership Team and Head of Centre
- JCQ policy is followed

### **2.2.13 Wrong paper is given to candidates**

#### 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:

- Special consideration application to the Awarding Body
- Ensure candidates evacuate safely and remain under exam conditions

### **2.2.14 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:

- In the event of large scale illness affecting numerous students, the academy would look into sourcing of alternative accommodation to enable students to sit exams such as at home or in hospital, this would be applied for via the Awarding Bodies
- Awarding Bodies would be communicated with and special consideration would be applied for students who are sick and taking exams or sick and missing exams
- For students who have the opportunity to sit the exam at a later date this would be organised at the next available exam series

### **2.2.15 Extreme weather disrupts the exam period**

#### Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

#### Centre actions

- Where possible any candidates that can are able to sit the exam
- Premises team are deployed to support with the opening of essential areas

- Fans/heaters are purchased in advance of the exam period
- Staff are asked to support with invigilation where appropriate
- Notify awarding bodies

### **2.2.16 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 (including centre being unavailable for examinations owing to an unforeseen emergency such as a fire)

#### Centre actions:

- If the academy was closed, we would do our utmost to open for examinations only during exam sessions.
- If we were completely unable to host exams at our own school then we would make every effort to find alternative accommodation via one of the other local schools in the Hackney Teaching Schools' Alliance (HTSA).
- Awarding Bodies would be contacted by the exam manager to request a change of venue and apply for Special Consideration if exam candidates are badly affected by any change of venue
- The academy would communicate to students, parents and carers via the academy website and any other method available
- In the event of a national emergency an exam contingency day has been reserved (26th June) and this has been communicated to parents/carers and students.

## **2.3 After the exam**

### **2.3.1 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:

- In the event that Parcel Force are unable to carry out their normal collection and transportation of completed exam scripts the exam manager will personally take the script packets and log documentation to the parcel force depot or the Post Office and follow the set process for the distribution of scripts.
- The exam manager will alert the relevant AB if the completed scripts are delayed by more than one day through the fault of the centre.
- All completed scripts will be kept locked in the exams office safe until they are collected to limit any chance of them going missing.

### **2.3.2 Assessment evidence is not available to be marked**

#### Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

#### Centre actions:

- The Awarding Body will be contacted by the exam manager to inform them immediately of any such scenario using the correct method of communication required by the specific AB.
- The academy would gather evidence from the teachers of the students' work which could be used by the Awarding Body to issue a grade.
- The Leadership Team would communicate this to the students, parents and carers keeping them informed of AB decisions on the matter.

### **2.3.3 Technical problems prevent downloading results on pre-release day**

#### Criteria for implementation of the plan

There is a technical difficulty or absence/s that mean the academy is unable to download results on pre-release day

#### Centre actions:

- Contact SIMs to check if it is a SIMs issue
- Contact the awarding bodies
- See if this is possible from home

### **2.3.4 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.

#### Centre actions:

- If unable to access results then the exam manager would do so using the Awarding Body secure websites.
- If the exam manager was unable to carry out the result process due to absence, the data manager would step in, having been trained on the results and post-results process by the exam manager.
- Investigate other ways to distribute results- i.e. digitally or using another school's IT systems
- Contact awarding bodies.

