



Policy/Procedure creator: Laura Hill

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Centre Name	Dean Trust Rose Bridge
Centre Number	33725
Date plan first created	28/02/2022 updated January 2023
Current plan approved by	DTRB Governors
Current plan reviewed by	Liz De Angelis
Date of next review	to be confirmed on review

## Key staff involved in the plan

Role	Name(s)
Head of centre	Lucy Cropper
Senior leader(s)	Liz De Angelis
Exams officer	Laura Hill
ALS lead/SENCo	Ruth Kelly
Other staff (if applicable)	Amanda Cundle

This plan is reviewed and updated annually to ensure that exam contingency planning at Dean Trust Rose Bridge 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 Dean Trust Rose Bridge.

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' and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland.

This plan details how Dean Trust Rose Bridge 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. The potential impact of a cyber-attack should also be considered.

### Operating across more than one centre

This does not apply to this centre

## 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:

#### **PLANNING**

- annual exams plan identifying essential key tasks, key dates and deadlines published for centre staff.
- invigilators given training dates & exam schedule at start of year; invigilator availability chart updated and recruitment process initiated if numbers insufficient. Administration staff included in invigilator training as back up for emergency cover.

#### **ENTRIES**

- EO produces qualifications document from data collection exercise, planned entries confirmed with Head of Department, estimated entry information submitted by EO via awarding body websites as required.
- EO prepares entries for external exams/assessment based on entry data collection. Marksheets confirmed/amended by teachers & Head of Dept. before submission
- Internal check deadline at least 2 weeks before awarding body entry deadline. Late fee dates and details emailed to teachers and on exams calendar. Email reminders before deadlines regarding amendments and withdrawals.

#### **PRE-EXAMS**

- Assessment calendar informs cover planner and estates team of exam dates throughout the year. Annual exam schedule to all staff including invigilators. Individual invigilation schedules prepared as soon as seating arrangements are completed.
- JCQ information for candidates on school website and notice to candidates issued to pupils before each exam season. Candidate and parent briefings coordinated by HOY/SLT lead
- Exam/assessment materials signed for on delivery and stored in exam safe – second pair of eyes check used when opening. Teachers keep pre-release materials and candidates' work in secure conditions until required by awarding body.
- Head of Dept. has responsibility for ensuring awarding body procedures are followed for each subject. EO forwards all internal assessment materials to Head of Dept. on receipt and provides reminders of key deadline dates. EO has checklist of all units that require marks and samples of candidates' work. Record kept of all samples sent (proof of posting).

#### **EXAM TIME**

- All staff involved in exam delivery provided with JCQ regulations and briefed as necessary.
- Templates of all required reports downloaded in advance of exams e.g. very late arrival, suspected malpractice, special consideration. Individual files prepared for any candidates identified as requiring special consideration with evidence to support
- Registers and labels/bags prepared before each exam, scripts packaged immediately exam is finished and dispatched in accordance with yellow label procedures. When necessary ad hoc collections booked in advance by exams officer.

#### **RESULTS AND POST RESULTS**

- Details of results day published on school website for students and parents. A2C tested to ensure links to awarding bodies are active. Envelopes address to candidates and prior results documents prepared in advance of results day, results slips downloaded from awarding bodies and printed from Bromcom on EDI release day.
- Details of post-results services published on website and emailed to teaching staff. Application forms/fees available on request. Procedures in place for tracking applications and informing candidates of outcomes.

#### **IN THE ABSENCE OF THE EO ANY OF THE FOLLOWING CONTROLS MAY APPLY**

- Assistant Principal, Mrs L De Angelis, to organise day to day running of exams with advice and support from local Wigan Exams Officer network and other Dean Trust school EO's
- Contact awarding bodies' exams office support helplines, The Exams Office or JCQ for advice.

## **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:

## PLANNING

- Candidates identified as potentially needing access arrangements when they are admitted to school (e.g. Statements of Special Educational Needs). Teaching staff make referrals to SENCO if concerned about a pupil.
- SENCO initiates appropriate testing and gathers evidence of need and evidence to support normal way of working to support an AAO application

## PRE-EXAMS

- Exams Officer & SENCO liaise at start of academic year to identify which students will be sitting external exams and who will need approval for access arrangements
- SENCO & LSA support staff liaise with exams office at start of academic year to identify modified paper requirements to enable ordering to meet external deadlines
- staff providing support to access arrangement candidates are allocated and trained

## EXAM TIME

- access arrangement candidate support identified and confirmed through mock exams so exams office can arrange for exam rooms and coordinate invigilation and other specialist support such as readers, scribes, practical assistant, etc.

## 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:

- SLT to ensure Head of Department is aware of need to provide accurate early/estimated entry information on time. In the absence of the Head of Department SLT to ensure an acting Head of Dept. is identified and aware of responsibilities to liaise with exams officer.
- Head of Department to set internal deadlines to provide entry information to the exams officer on time to avoid candidates not being entered for exams/assessments or being entered late.
- Head of Department to ensure all members of staff are aware of responsibilities to check entries and inform exams officer immediately of any amendments.
- Head of Department responsible for ensuring all staff in department understand and follow Internal assessment regulations and submit marks and candidates' work to meet submission procedures and deadlines

#### **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:

- Maintain a large enough team of external invigilators to cover the largest number of exam candidates at any one time. Organise appropriate training and updates for new and experienced invigilators.
- Plan invigilation schedules to include extra staffing on peak exam days.
- Advise invigilators to contact school immediately if unavailable and warn invigilators they may be asked to step in at short notice. Train administration staff and TAs as emergency invigilators to cover unforeseen absence on the day of an exam

#### **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:

Dean Trust Wigan

- 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:

Communication would be primarily via MCAS and the school website, we have information on parents/carers who do not have access to these services, so can make alternative paper or telephone based arrangements to communicate with them.

- 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 further actions identified

## 6. Cyber-attack

### Criteria for implementation of the plan

- Where a cyber-attack may compromise any aspect of delivery

Other criteria:

No other criteria identified

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

To be confirmed

## 7. 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:

- Set early internal deadline to allow time for IT support to resolve any unexpected system failures; contact awarding body to warn them entries may be late; look at alternative entry via awarding body secure sites
- Prepare seating plans and timetable as early as possible to allow for potential delays. Have manual templates for organising seating plans and timetables if necessary.

- IT support responsible for installing and testing upgrades well in advance of results days. IT support to be available on results download day. In the event of a complete MIS system failure contact Bromcom immediately and download results documents from awarding body secure websites.

## 8. 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:

No other actions identified

## 9. 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:

- SLT to identify alternative temporary accommodation (potentially other schools within the Dean Trust). Exam candidates to be given priority.
- Alternative access to teaching such as Google Classrooms
- All Year 11 Pupils have access to technologies at home to facilitate home 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

Communication details:

Communication would be primarily via MCAS and the school website, we have information on parents/carers who do not have access to these services, so can make alternative paper or telephone based arrangements to communicate with them.

- 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:

No other actions identified

## 10. Candidates at risk of being unable to take examinations - centre remains open

### Criteria for implementation of the plan

- Candidates at risk of being unable to attend the examination centre to take examinations as normal

Other criteria:

No other actions 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:

Communication would be primarily via MCAS and the school website, we have information on parents/carers who do not have access to these services, so can make alternative paper or telephone based arrangements to communicate with them.

- 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. Centre at risk of being 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 at risk of being 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

Alternative venue details:

Dean Trust Wigan

Communication details:

Communication would be primarily via MCAS and the school website, we have information on parents/carers who do not have access to these services, so can make alternative paper or telephone based arrangements to communicate with them.

- 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

## 12. 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:

- EO checklist of all exam papers expected. Check before date of exam that sufficient papers have been received for every exam (including amendments to entries and modified papers).
- Check awarding organisation delivery tracking for any missing deliveries then contact awarding body dispatch team.
- Arrange for emergency courier delivery or secure electronic dispatch of question papers at short notice. Arrange secure printing and storage of question papers.

## 13. Disruption to transporting completed examination scripts

### Criteria for implementation of the plan

- 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, contact the relevant awarding bodies for advice and instructions 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 collection arrangements, investigate alternative options that comply with the requirements detailed in the JCQ publication 'Instructions for Conducting Examinations'
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

- Keep uncollected scripts in secure exam storage until collection can be re-arranged. If necessary take scripts to post office and get receipt for yellow label service.
- Contact Parcelforce helpline and if necessary inform awarding organisation about delay in dispatch.

## 14. 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

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:

- Contact the awarding organisation immediately for advice.
- Where possible provide alternative evidence of candidates' achievement from existing assessment materials.
- If possible, arrange for assessments to be retaken in line with awarding body instructions
- Inform parents and candidates what action has been taken and how results will be affected.

## 15. 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:

Dean Trust Wigan

- 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:

Communication would be primarily via MCAS and the school website, we have information on parents/carers who do not have access to these services, so can make alternative paper or telephone based arrangements to communicate with them.

Other centre actions:

No other actions identified

## 16. Any other cause of disruption to the exam process

**Cause of disruption**

No further causes identified

**Centre actions to mitigate the impact of the disruption listed above**

Not applicable

## CHANGES 2022/2023

(Added) Under **Purpose of the plan**: new heading 'Operating across more than one centre' and field for completion

(Added) Under **Possible causes of disruption to the exam process**: new cause '6. Cyber-attack' and fields for completion. This means that causes 6-15, have now changed to causes 7-16

(Added) Under cause 11. **Centre at risk of being 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)**: new field for completion 'Alternative venue details'

(Amended/added) Under **Further guidance to inform procedures and implement contingency planning**: guidance and links to current information

## CENTRE-SPECIFIC CHANGES

Upon review in September 2022, no centre-specific updates or changes were applicable to this document.

# 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.

#### General contingency guidance

- **emergency planning and response** ([www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://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](http://www.gov.uk/government/publications/school-organisation-maintained-schools))
- **exceptional closure days** ([www.education-ni.gov.uk/articles/exceptional-closure-days](http://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](http://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](http://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](http://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/](http://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/](http://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/](http://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 2022-2023** ([www.jcq.org.uk/exams-office/ice—instructions-for-conducting-examinations/](http://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](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

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 'contingency days' for examinations, summer 2023. This is consistent with the qualification regulators' document *Examssystem contingency plan: England, Wales and Northern Ireland* - [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

The designation of 'contingency days' 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 2023, 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 last 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 the contingency arrangements so that they may take them 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](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Notice - **Preparing for disruption to examinations** (effective from 11 October 2021) - [jqc.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Notice to Centres - **Examination contingency plan/examinations policy** - [jqc.org.uk/exams-office/general-regulations/notice-to-centres—exam-contingency-plan](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres—exam-contingency-plan)

General Regulations for Approved Centres - [jqc.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements - [jqc.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates - [jqc.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations - [jqc.org.uk/exams-office/ice—instructions-for-conducting-examinations](http://www.jcq.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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

#### GOV.UK

Emergency planning and response: Exam and assessment disruption - [gov.uk/guidance//publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/guidance//publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

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

## Wales

School closures: examinations - [gov.wales/school-closures-examinations](https://www.gov.wales/school-closures-examinations)

Opening schools in extremely bad weather: guidance for schools - [gov.wales/opening-schools-extremely-bad-weather-guidance-schools](https://www.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](https://www.education-ni.gov.uk/articles/exceptional-closure-days)

Checklist - exceptional closure of schools - [education-ni.gov.uk/publications/checklist-exceptional-closure-schools](https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

## ProtectUK

ProtectUK.[police.uk](https://www.police.uk)

## National Cyber Security Centre

The NCSC's free **Web Check** ([ncsc.gov.uk/information/web-check](https://www.ncsc.gov.uk/information/web-check)) and **Mail Check** ([ncsc.gov.uk/information/mailcheck](https://www.ncsc.gov.uk/information/mailcheck)) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website ([ncsc.gov.uk/blog-post/cyber-tools-for-uk-schools](https://www.ncsc.gov.uk/blog-post/cyber-tools-for-uk-schools)).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. More ransomware attacks on UK education - NCSC.GOV.UK ([ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector](https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector))
2. Ransomware advice and guidance for your IT teams to implement ([ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks](https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks))
3. Offline backups in an online world ([ncsc.gov.uk/blog-post/offline-backups-in-an-online-world](https://www.ncsc.gov.uk/blog-post/offline-backups-in-an-online-world))
4. Backing up your data ([ncsc.gov.uk/collection/small-business-guide/backing-your-data](https://www.ncsc.gov.uk/collection/small-business-guide/backing-your-data))
5. Practical resources to help improve your cyber security ([gov.uk/section/education-skills/cyber-security-schools](https://www.gov.uk/section/education-skills/cyber-security-schools))
6. Building Resilience: Ransomware and the risks to schools and ways to prevent it ([com/watch?v=FppzWedY0ic&t=237s](https://www.com/watch?v=FppzWedY0ic&t=237s))
7. School staff offered training to help shore up cyber defences - NCSC.GOV.UK ([gov.uk/news/school-staff-offered-training-to-help-cyber-defences](https://www.gov.uk/news/school-staff-offered-training-to-help-cyber-defences))