

# Meadow High School



## 1.6 Exams - Exams Contingency Plan 2023/2024

This Plan is to be reviewed annually to ensure it is compliant with JCQ (Joint Council for Qualifications) requirements, and to ensure it is updated to reflect current personnel, policy and school procedures and arrangements.

Last Reviewed: February 2024

Next Review: February 2025

## Key staff involved in Exams and contingency planning 2022/2023

Role	Job Title	Currently
Head of Centre	<b>Headteacher</b>	Mrs J Rigby
Exams Officer Line Manager	<b>Assistant Headteacher KS5</b>	Miss M Taylor
	<b>Deputy Assistant Headteacher KS5</b>	Mrs A Fabisch
Deputy Head of Centre	<b>Deputy Headteacher Pathway 2 &amp; 3 (Curriculum)</b>	Ms C Caddell
	<b>Deputy Headteacher Pathway 1</b>	Miss A Willis
Exams Officer	<b>Exams &amp; Admin Officer</b>	Mrs A Norris
Assistant Heads	<b>Assistant Head - Sixth Form</b>	Ms M Taylor Mrs A Fabisch
	<b>Assistant Head, Year 9,10 &amp; 11</b>	Ms J Richards
	<b>Assistant Head Year 7 &amp; 8</b>	Mr M Rainsbury
	<b>Assistant Head, Pathway 1</b>	Miss Bonnar
	<b>Assistant Head, Work Force Development</b>	Mrs A Mistry
TA Team Leaders		
	<b>TA Team Leader – KS5</b>	Ms L Carter
	<b>TA Team Leader – Year 9, 10, 11</b>	Ms M Newman
	<b>TA Team Leader – Year 7 &amp; 8</b>	Ms C Green
	<b>TA Team Leader – Pathway 1</b>	Mr Z Haines
Administrative Staff	<b>PA to Headteacher &amp; Office Manager</b>	Mrs M Manning
Acting Exams officer (in the absence of the Exams Officer)	<b>Assistant Head - Sixth Form</b>	Miss M Taylor Mrs A Fabisch

## **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exams process at Meadow High School. 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 *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 in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan also confirms Meadow High School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2020-21*) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. 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. Exam officer extended absence at key points in the exam process (cycle)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.***

### Criteria for implementation of the plan

*Key tasks required in the management and administration of the exam cycle not undertaken including:*

#### *Planning*

- ▶ annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- ▶ annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- ▶ sufficient invigilators not recruited*

#### *Entries*

- ▶ awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- ▶ candidates not being entered with awarding bodies for external exams/assessment*
- ▶ awarding body entry deadlines missed or late or other penalty fees being incurred*

#### *Pre-exams*

- ▶ invigilators not trained or updated on changes to instructions for conducting exams*
- ▶ exam timetabling, rooming allocation; and invigilation schedules not prepared*
- ▶ candidates not briefed on exam timetables and awarding body information for candidates*
- ▶ confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- ▶ internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

#### *Exam time*

- ▶ exams/assessments not taken under the conditions prescribed by awarding bodies
- ▶ required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- ▶ candidates' scripts not dispatched as required for marking to awarding bodies

#### *Results and post-results*

- ▶ access to examination results affecting the distribution of results to candidates
- ▶ the facilitation of the post-results services

#### **Centre actions to mitigate the impact of the disruption**

- ▶ In the event of the long term absence of the current Exams Officer, the Assistant Head of KS5 would assume the role of Acting Exams Officer and oversee the process until the return of the Exams Officer to normal duties. Where possible and appropriate Exams Admin tasks would be directed to other senior Administration Officers by the Assistant Head of KS5 in liaison with the Office Manager.
- ▶ The current Exams Officer has produced a file "EXAMS – EVERYTHING YOU NEED" which is available to the Office Manager and Senior Leadership in the event of the long term absence of the Exams Officer.
- ▶ Access to exam board secure website for making entries, accessing results etc. A list of current user names and passwords is kept securely with the Office Manager in the event of the long-term absence of the Exams Officer. Access to these passwords by any other member of staff other than the Exams Officer is strictly under the express authorisation of the Head of Centre.
- ▶ Security of the Exams Safe, Confidential Exams Materials etc. A set of keys to the exams safe is available via the Office Manager, to the Head of Centre, in the event of the absence of the Exams Officer.
- ▶ Invigilation Recruitment - Meadow High School uses permanently employed Teaching Assistants as Invigilators in all exams. The TA Team Leaders are in charge of organising invigilation personnel for exams in liaison with the Exams Officer. Invigilator Training Manual is available in the file "EXAMS – EVERYTHING YOU NEED".

## **2. SENCo extended absence at key points in the exam cycle**

#### Criteria for implementation of the plan

*Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:*

#### *Planning*

- ▶ candidates not tested/assessed to identify potential access arrangement requirements
- ▶ centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- ▶ evidence of need and evidence to support normal way of working not collated

#### *Pre-exams*

- ▶ approval for access arrangements not applied for to the awarding body
- ▶ centre-delegated arrangements not put in place

- ▶ *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- ▶ *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

*Exam time*

- ▶ *access arrangement candidate support not arranged for exam rooms*

#### **Centre actions to mitigate the impact of the disruption**

- ▶ All pupils at Meadow High School have EHCP plans, and therefore do not need assessment for Access Arrangements. The Assistant Head of KS5 and the Assistant Head of Year 9.10 and 11 collate all information, consider evidence and approve requests for access arrangements in liaison with class teachers, subject teachers and Therapies Team. In the event of the long-term absence of one of the Assistant Heads responsible for approving Access Arrangements, this task would be undertaken by the Deputy Head of Curriculum or a designated stand in for that role.

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

#### **Criteria for implementation of the plan**

*Key tasks not undertaken including:*

*Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*

*Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*

*Non-examination assessment tasks not set/issued/taken by candidates as scheduled*

*Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*

*Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

#### **Centre actions to mitigate the impact of the disruption**

- ▶ At Meadow High School, the Faculty Head of each subject is responsible for
  - providing information to the Exams Officer on exams entries.
  - Issuing centre-assessed marks (currently GCSE Art and GCSE English only)
  - providing marks and candidates work samples
- ▶ In the event of a subject teacher being absent, the Faculty Head would liaise with the Deputy Head of Curriculum to mitigate all disruption. In the event that the subject Faculty Head has a long-term absence, then an Interim Faculty Head would be appointed and be responsible for providing all information with the support of the Deputy Head of Curriculum and in liaison with the Exams Officer.
- ▶ In any other circumstances where there is not a Faculty Leader in place, the Deputy Headteacher would identify the person best placed to ensure there is no disruption to the exams process.

### **4. Invigilators - lack of appropriately trained invigilators or invigilator absence**

#### **Criteria for implementation of the plan**

*Failure to recruit and train sufficient invigilators to conduct exams*

*Invigilator shortage on peak exam days*

*Invigilator absence on the day of an exam*

#### **Centre actions to mitigate the impact of the disruption**

- ▶ Meadow High School used permanently employed Teaching Assistants to invigilate all exams. The TA Team Leaders, the Exams Officer, the Senior HTLA and several teaching staff have also undertaken Invigilator Training. In the absence of planned invigilators, the TA Team Leader would allocate additional invigilation support from the pool of Teaching Assistants trained as invigilators (list of current Invigilators is in the file EXAMS – EVERYTHING YOU NEED).

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

#### **Criteria for implementation of the plan**

*Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*

*Insufficient rooms available on peak exam days*

*Main exam venues unavailable due to an unexpected incident at exam time*

#### **Centre actions to mitigate the impact of the disruption**

- ▶ Meadow High School has only a few pupils taking exams at any one time. In the unusual event of an exam requiring multiple rooms, the Exams Officer would liaise with the Administration Officer responsible for room bookings to identify additional suitable rooms and/or classrooms.
- ▶ The New Sports Hall is the designated Exams Rooms for all public exams. In the event of this room being unavailable at short notice. The Exams Officer will work with SLT to identify another suitable room. Possible rooms are The Main Hall, The Sixth Form Common Room, The Salon, Log 5, The conference room., depending on the number of pupils taking the exam any of these are suitable to accommodate an exam.

### **6. Cyber-Attack**

#### **Criteria for implementation of the plan**

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

- ▶ Promptly reporting any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- ▶ Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system / Ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack
- ▶ Following and regularly reviewing National Cyber Security Centre advice for support in cyber security preparedness and mitigation work / Using the NCSC's free [Web Check](#) and [Mail Check](#) services to help protect from cyber-attacks
- ▶ School has access to laptop computers that operate independently of the school network and are not connected to the Internet and, as such, should not be vulnerable to cyber attacks.

## 7. Failure of IT systems

### Criteria for implementation of the plan

*MIS system failure at final entry deadline*

*MIS system failure during exams preparation*

*MIS system failure at results release time*

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

- ▶ The Exams Officer would work from home to access entries and results. Meadow High School do not use their MIS system in conjunction with exams, as we have only a few pupils sitting public exams at any one time. Google docs would be used to ensure security of all pupil data and sharing of any confidential information with SLT.

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

### Criteria for implementation of the plan

*Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams*

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

- ▶ Meadow High School has an 'Exams - Emergency Evacuation of an Exams Room Policy', detailing how an exams room should be evacuated, where the evacuation point for candidates is and that invigilators should stay with and supervise candidates in silence, for the entirety of the evacuation. The Exams Officer would phone the Exams Board to inform them of the particular situation and discuss possible ways to proceed.
- ▶ In the event of a lockdown due to an intruder, Meadow High School has a written procedure in the 'Exams - Emergency Evacuation of an Exams Room Policy'. The Exams Officer and senior leadership would be subject to direction from the local police and authorities and the wellbeing of the pupils will be prioritised at all times. The Exams Officer would liaise with SLT and inform the Exams Board at the earliest opportunity of any such disruption and discuss any possible way forward for the exam.
- ▶ The Exams Officer should apply for special considerations after the exam (in conjunction with advice from the Exams Board).

## 9. Disruption of teaching time in the weeks before the 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*

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

- ▶ The Head of Centre and Senior Leadership would liaise with the Local Authority to provide alternative teaching arrangements such as an alternative school site, individual tuition, virtual learning and engagement, or other arrangements to ensure the continuity of teaching as far as possible.

## 10. Candidates unable to take examinations because of a crisis – centre remains open

### Criteria for implementation of the plan

*Candidates are unable to attend the examination centre to take examinations as normal*

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

- ▶ Candidates who are present and able to take the exam should be allowed to do so at the normal time with minimal disruption or delay to published exam times, by looking for an alternative room or area of the school in which to hold the exam.
- ▶ The Exams Officer would liaise with the Exams Board to discuss the particular situation and whether it would be possible to delay the exam start or make an alternative arrangement.
- ▶ For any Candidates who are adversely affected the Exams Officer should apply for Special Considerations (the Exam Board will consider the specific situation, the qualification and make a decision on whether special considerations can be applied).

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

### Criteria for implementation of the plan

*Centre unable to open as normal for scheduled examinations*

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

- ▶ **In the event of a major event (eg fire, local area disaster) causing the forced closure of Meadow High School on an exams day**, the Exams Officer has made arrangements with another local School (Bishopshalt School) to join their pupils for the exam and/or use a room at that school. This would require the Meadow Invigilators and Exams Officer to relocate candidates and themselves to Bishopshalt for the exam. (See Appendix 1 for notes about Bishopshalt School).
- ▶ We are currently considering/liasing with our local community to see whether other suitable accommodation would be available in an emergency.
- ▶ In the event of the exams papers not being available (because the Exams Officer is not able to safely access the Exams Safe) then the Exams Officer will contact the Exams Board for further instruction.
- ▶ **Centre actions to mitigate the impact of the disruption**
  - School will always remain open for examination candidates unless a situation means that it is unsafe for anyone to enter the building.
  - Exams Officer to inform each awarding organisation which examinations are affected as soon as possible.
  - Centre to communicate with parents, carers, candidates and staff regarding alternative arrangements
  - Alternative accommodation is sought as quickly as possible.



▶ **COVID-19 disruption**

- Follow all national/local guidelines (of the day)
- Contact awarding bodies for further guidance for a national/local lockdown
- Contact parents/carers by phone to inform of the procedures.
- Consider special consideration applications if students are self-isolating

**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*

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

- ▶ In liaison with the awarding body, access, download and store exam paper under secure conditions following all guidance and requirements of the awarding organisation.
- ▶ Exams Officer would download papers in a secure office, not accessible to other staff or pupils and store them in sealed envelope(s) in the exams safe until the start of the exam.
- ▶ In consultation and collaboration with the exam board and regulatory bodies to take instructions on rescheduling the exam for an alternative date/time.

**13. Disruption to the transportation of completed examination scripts**

Criteria for implementation of the plan

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

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

- ▶ Where an exam is part of the “yellow label” service or where awarding organisations arrange collections, Meadow should seek advice from the awarding organisation and should not make their own arrangements for transportation unless told to do so by the awarding organisation.
- ▶ For any exam where Meadow makes its own arrangements for collections we should investigate alternative despatch options that comply with the requirements detailed in the JCQ ICE.
- ▶ At all times centres to ensure secure storage of exams papers until collection or despatch.

**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*

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

- ▶ Exams Officer and/or Head of Centre to liaise with the relevant Exams Board to explain the situation and take advice on how to proceed.
- ▶ Consider whether any part of the overall qualification may have already been marked and verified or whether there might be evidence that has not been destroyed of predicted grades, confirmed marks, coursework etc.
- ▶ Apply for Special Considerations for each candidate affected.
- ▶ Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidates' achievements by the awarding organisation. Where marks cannot be regenerated by awarding organisation, candidates may need to retake the affected assessment in a subsequent assessment series.

**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)

Criteria for implementation of the plan

*Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services*

Centre actions to mitigate the impact of the disruption

- ▶ If the Centre is unavailable on results days, the Exams Officer will work from home to access exams results and distribute these to staff.
- ▶ Meadow High School usually only has a few exams results and these are posted out to candidates and results emailed where the candidate or their parent has provided an email address. The Exams Officer will email themselves a list of candidate addresses and emails, so these would be available to the Exams Officer to access from home, if they were not able to access the school building on a results day.
- ▶ Exams Officer will work from home to access and facilitate the post results service.

**16. In the event of strike action taking place during the exam period**

Criteria for implementation of the plan

*Centre is affected by staff strike action during exam period*

Centre actions to mitigate the impact of the disruption

- ▶ In the event of strike action during public examinations, the headteacher retains a formal role as 'Head of Centre' and is accountable for the conduct of the examinations and provision of facilities at Meadow.
- ▶ At Meadow, only a small number of pupils will be taking examinations and every possibility will be explored to keep the centre open for those pupils taking exams.

# **Further guidance to inform procedures and implement contingency planning**

## **Ofqual**

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

### **1. Contingency planning**

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

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

### **2. Disruption to assessments or exams**

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

You should discuss alternative arrangements with your awarding organisation if:

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

### **3. Steps you should take**

#### **3.1 Exam planning**

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

#### **3.2 In the event of disruption**

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

#### **3.3 After the exam**

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

### **4. Steps the awarding organisation should take**

#### **4.1 Exam planning**

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

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

#### **4.2 In the event of disruption**

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

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

#### **4.3 After the exam**

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

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

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

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

See also:

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

##### **6. Wider communications**

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

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

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

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

##### **7. Widespread national disruption**

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

[Ofqual guidance extract above 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 02 March 2020)

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>]

## **JCQ**

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5. The awarding bodies will designate a 'contingency day' for examinations, summer 2021 This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern->

## ireland

The designation of a 'contingency day' within the common examination timetable is in the event of national or 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 2020, 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.

[JCQ guidance above taken directly from JCQ *Instructions for Conducting Examinations 2020-21*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, **Contingency planning**]

JCQ Joint Contingency Plan <http://www.jcq.org.uk/exams-office/other-documents>

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

Guidance notes on *alternative site* arrangements <http://www.jcq.org.uk/exams-office/online-forms>

Guidance notes concerning *transferred candidates* <http://www.jcq.org.uk/exams-office/online-forms>

*Instructions for Conducting Examinations*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

*A guide to the special consideration process*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

## GOV.UK

*Emergency planning and response: Severe weather; Exam disruption*

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

*Opening and closing local-authority-maintained schools*

[www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

*Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning*

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

*Statutory guidance on school closures*

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

## Wales

*School closures – opening schools in extreme bad weather*

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

## Northern Ireland

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

*Checklist for Principals when considering Opening or Closure of School*

<https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

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

**National Counter Terrorism Security Office**

Procedures for handling bomb threats

[www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)

## Appendix 1

### **EMERGENCY / CONTINGENCY ARRANGEMENTS WITH OTHER SCHOOLS**

**Bishopshalt School, Royal Lane, Uxbridge, Middlesex, UB8 3RF**

**Telephone: 01895 233909**

AN (Exams Officer) has spoken to Mr Nigel Cockcroft (Deputy Head Teacher at Bishopshalt) on 16 October 2017.

Mr Cockcroft has agreed a reciprocal arrangement that, in an emergency situation whereby Meadow High School was unable to open on the day of an exam, for reasons such as fire, catastrophic failure of the building, local emergency, our pupils could be accommodated within Bishopshalt School.

We discussed that Meadow usually only have a few candidates for each subject and that they could possibly be accommodated within whatever exams were going on that day, along with Bishopshalt candidates, or in a separate room.

In the case that Meadow had to go to Bishopshalt for an exam, we would send our own invigilators, readers, support staff and our exams officer.

Bishopshalt is a short drive away or about a 15 minute walk.

Mr Cockcroft discussed with AN the possibility of pupils needing readers or 1-1 support and therefore the possibility of separate rooms, but felt this could be accommodated if there were not too many.

AN extended a reciprocal arrangement to Bishopshalt to use our (Exams Room) in the case of an emergency.

**Other contacts at Bishopshalt School:**

Email: [Office@bishopshalt.hillingdon.sch.uk](mailto:Office@bishopshalt.hillingdon.sch.uk)