

The Academy of Central Bedfordshire

## EXAM CONTINGENCY PLAN



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Approved by: \_\_\_\_\_ (Sign)

\_\_\_\_\_ (Print)

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at The Academy of Central Bedfordshire. 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 scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

*The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”*

## Causes of potential disruption to the exam process

### 1. Exam officer extended absence at key points in the exam process (cycle)

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

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

- *Planning*
  - o annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - o annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - o sufficient invigilators not recruited and trained
- *Entries*
  - o awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
  - o candidates not being entered with awarding bodies for external exams/assessment
  - o awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
  - o exam timetabling, rooming allocation; and invigilation schedules not prepared
  - o candidates not briefed on exam timetables and awarding body information for candidates
  - o exam/assessment materials and candidates' work not stored under required secure conditions
  - o internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
  - o exams/assessments not taken under the conditions prescribed by awarding bodies
  - o required reports/requests not submitted to awarding bodies during exam/assessment periods
    - e.g. very late arrival, suspected malpractice, special consideration
  - o candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
  - o access to examination results affecting the distribution of results to candidates
  - o the facilitation of the post-results services

#### **Centre actions:**

- Deputy Head teacher to take on the role of the Examination Officer.

- Assistant Head teacher who is the Data Manager to verify and check the entries with Head of Core Studies
- Deputy Head teacher to oversee rooming and recruit of invigilators' if needed.
- Additional admin support to be put in place if needed, from the Send team.
- Deputy Head and Assistant Head to be constantly updated and trained on examination procedures and changes.

## **2. SEND 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 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*
- *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*
- *Exam time*
- *access arrangement candidate support not arranged for exam rooms*

### **Centre actions:**

- A senior member of the SEND team would step in.
- Examination Officer to have liaised with the SEND team on examination arrangements, applications for additional needs and allocation of support staff.

## **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
- Internal assessment marks and candidates' work not provided to meet submission deadlines

### **Centre actions:**

- Senior teacher or Curriculum lead or Deputy Head teacher to complete necessary paperwork, following a data review.
- Additional specialist to be sort from the county's teaching school and local school network if needed.

#### 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:**

- Admin staff and LSAs have been dual trained to step in, in case of an emergency or absence.

#### 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:**

- Head of School to close the school to certain year groups if needed, due to unplanned incidents to free up space for the examinations.
- Head of School to prioritise rooming for examinations and have arranged for classes to be moved to other areas

#### 6. Failure of IT systems

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

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

##### **Centre actions:**

- ICT system is backed up on a regular basis
- Seek ICT specialist help from external provider to resolve the issue as quickly as possible

#### 7. 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 school would relocate to either another identified area via CBC of Head of Centre in collaboration with other local schools/organisations, within 5 to 10 days, in order that teaching and learning could be resumed, with priority being examination years.
- Special consideration to be sort if appropriate.

## 8. 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:

- Request alternative centre for examinations if required due to not being able to get into the school buildings.
- Special consideration to be requested.
- Medical needs students if unable to come into school to have home invigilation, after requested and permission given from the appropriate examination board.

## 9. 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

### Centre actions:

- The school would relocate to either another identified area via CBC/Principal in collaboration with other local schools/organisations, in order to take the examinations, following a request to the examination board to relocate the centre and having gained approval
- Special consideration to be sort if appropriate.

## 10. 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  
*The centre to communicate with awarding organisations to organise alternative delivery of papers.*

[JCP scenario 3]

### Centre actions:

- We would discuss alternative delivery of papers to the centre with the examining body

## 11. 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:

- We will communicate with awarding bodies and organise alternative arrangements for delivery of scripts.

## 12. 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:

- We would immediately communicate with the relevant awarding body/ies
- Students, parents and carers to be informed by the Head of School as soon as reasonable possible, preferably after the discussion with the awarding body/ies

### 13. 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:**

- We would contact the awarding bodies and discuss alternative means of distribution

## Further guidance to inform and implement contingency planning

### Ofqual

*Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/jointcontingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northernireland>

### JCQ

*General regulations* <http://www.jcq.org.uk/exams-office/general-regulations>

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

*Emergencies and severe weather: schools and early years settings*

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

*Teaching time lost due to severe weather conditions*

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