

**The
Lloyd Williamson
Schools**

**Exam Contingency
Plan**

2022-2023

Role	Name(s)
Head of centre	Lucy Meyer
Exams officer	Deborah Thackeray
Deputy Exams Officer	Clare Smart
SLT member(s)	Aaron Williams
IT Lead	Shaun Watson

Purpose of the plan

- This plan examines potential risks and issues that could cause disruption to the exams process at Lloyd Williamson Foundation Schools. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.
- Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*.
- This plan also confirms that Lloyd Williamson Schools is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres*) 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. The potential impact of a cyber-attack should also be considered.

Possible causes of 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

- 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

Centre actions to mitigate the impact of the disruption
In the event of EO extended absence, co-principal to appoint an acting Exams Officer as soon as possible, ensuring the Key tasks as listed above are understood
IT lead to assist in tasks which involve ET-AIMS
Exam Boards to be kept informed of developments
Exams Officer to ensure essential information is available to the Co-principal & SLT
Examinations Procedures – resources to support processes include: Exam Officers Annual Handbook, Exams Calendar, Annual Exams Plan, Exam day checklist
Exams Officer to ensure the Exams policies and procedures are up to date at all times
Invigilation training for new staff to be completed

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
Co-principal to take over as acting SENCo as soon as possible.
Applications for Access Arrangements to be made in conjunction with the Exams Officer.
Co-principal to be fully up to date with JCQ Regulations (Orange Book)

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
Adjust the timetable as far as is practicable to ensure subject specialist teachers are teaching examination groups
Coprincipal to appoint acting subject teacher/specialist staff, as required

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
Contact other invigilators on our contact list to bring them into school
If possible, reseat examinations to reduce the number of invigilators that are required
Combine satellite rooms if appropriate for SEND
Use senior staff as invigilators- following JCQ regulations

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
Pre-planning is essential. Exam rooms are allocated well in advance of the examinations window by the Exams Officer
Use alternative spaces in school where appropriate
Reseat examinations, if possible to reduce the number of rooms required
Invigilators/ School staff will assist the Exams Officer in maintaining the security of exam papers should a venue be changed a very short notice.
Exams Officer to ensure that any late-notice rooms comply with regulations as set out in the JCQ ICE book.

6. Cyber attack

Criteria for implementation of the plan:

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

Centre actions to mitigate the impact of the disruption
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
Communicating with parents/carers and students and keeping them informed regarding solutions to the disruption (and detail on the method(s) of communication)

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
Failure at Entry Deadline – IT lead and Exams Officer to enable a swift resolution to any issues.
Exams Officer to contact exam boards as quickly as possible to identify alternative route for processing entries
Failure during exams preparation – Exams Officer to liaise with IT lead as above. Exams Officer to inform exam boards of ongoing situation
Failure at results release time –IT lead and Exams Officer to enable a swift resolution to any issues. Exams Officer to contact exam boards as quickly as possible to identify alternative route for receiving results (e.g. via exam board secure sites).

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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
Invigilators,, Co-principal and Exams Officer to ensure emergency evacuation plan is followed, maintaining the integrity of the exam
Candidates to be held separately, avoiding contact with other pupils, and ensuring that they do not talk to one another; candidates will be relocated to another of our venues wherever possible

Exam boards to be advised as appropriate
Lockdown as above

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

Centre actions to mitigate the impact of the disruption
The centre to communicate with parents, carers, students and staff about the potential for disruption to teaching time and plans to address this.
Co-principal to prioritise teaching venues on campus for students in exam years if possible Exams Officer to inform exam boards of developments
Consider use of alternative venues

10. Candidates 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

Centre actions to mitigate the impact of the disruption
The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue.
The centre to move the examinations to an alternative venue.
The centre to communicate with parents, carers, staff and candidates regarding solutions to the issue

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:

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

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 in the Telford Road building

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
Frequent checks of deliveries of examination papers are made
Examination Boards are contacted immediately if papers are not delivered by the expected date and act on advice provided by Examinations Boards
If awarding organisations provide electronic access to examination papers via a secure external network, Examinations officer to ensure handling and access to copies when received, made and stored is kept under secure conditions using passwords and encrypted online storage.

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
Exams Officer to communicate with relevant awarding organisations as soon as possible to resolve the issue.
Scripts to be stored securely according to JCQ regulations until transport is confirmed.
If alternative secure delivery options are advised, proof of postage is obtained

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
EO contacts Co-principal
Contact Examination Board and parents immediately on discovery of the issue
Examination Board instructions are distributed to the Exams Officer, Head of Centre, Subject department, Parents and Pupils

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
Unable to access results - Exams Officer will contact awarding bodies regarding alternative options (e.g., download results from awarding body secure websites)
Distribution of results - centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation □ centres to make arrangements to coordinate access to post results services from an alternative site □ centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation
Facilitation of post results services: centre to make arrangements to make post results requests at an alternative location; centre to contact the relevant awarding organisation if electronic post results requests are not possible. Use alternative building (Telford Road).

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 as part of your emergency planning and make sure your 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](#)
- [FAB'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 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 23 January 2018)

<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 have designated **Wednesday 26 June 2019** as a 'contingency day' for examinations. 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 local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 26 June 2019 should an awarding body need to invoke its contingency plan.

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2018-2019* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, **Contingency planning**]

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

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements

Accessed through secure login to the Centre Admin Portal (CAP) or through the JCQ training site <http://jqc.training.jcq.org.uk/CAP/Home/Training>

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>

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>

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