





THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Exam contingency plan

2021/22

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	November 2021
	Date of next Review	November 2022
	Who reviewed this policy?	Mrs. A. Titley
	To be approved by SLT	Yes



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Key staff involved in contingency planning

Role	Name(s)
Head of centre	Ms. S. Hay
Exams officer line manager (Senior Leader)	Mr. M. Duncan
Exams office	Mrs. A. Titley – Examinations and Data Manager Mrs. L. Butler – Deputy Exams Officer
SENCO	Mrs. R. Carron
Assistant SENCo	Mrs. V. Bradley
SLT member(s)	Mr. R. Bell Mr. M. Duncan Mrs. J. Harris Mrs R. Carron Mr. J. Dudley-Hart



Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at the The Coopers' Company and Coborn School (CCCS). 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** (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **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 English, Wales and Northern Ireland and the JCQ notice **Preparing for disruption to examinations** (effective from October 2021).

This plan also confirms CCCS compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) 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. Examination and Data Manager 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;



- ▶ 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

- ▶ Deputy Exams Officer to take over role and Assistant Head teacher (i/c of exams – MDU) to oversee the above processes;
- ▶ Head of Centre (SHA) to meet immediately with MDU to discuss need for an additional temporary position to be advertised;
- ▶ Refer to **Appendix A** of – Risk Management Process.

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

- ▶ Assistant SENCO to take over role and Head teacher (SHA) to oversee the above processes. Administrative support may also be provided if required.

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 Examinations and Data Manager on time; resulting in pre-release information not being received;
- ▶ Final entry information not provided to the Examinations and Data Manager on time; resulting in candidates not being entered for exams/assessments or being entered late/very late or incurring 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

- ▶ Senior Leader, who line manages the affected subject(s), to nominate an acting head of department / KS4 to cover the above tasks. Where this is not possible, the Examinations and Data Manager will liaise with the relevant Awarding Body and act upon advice received.

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

- ▶ Internal cover supervisors to be utilised first, working alongside the external team of trained staff. Examinations and Data Manager to provide brief training overview on the day if needed. Members of SLT to be used if needed in an emergency.

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

Criteria for implementation of the plan

- ▶ Examinations and Data Manager unable to identify sufficient/appropriate rooms during exams timetable planning;
- ▶ Insufficient rooms available on peak exam days;
- ▶ Main exam venues unavailable due to an unexpected incident at exam time.

Centre actions to mitigate the impact of the disruption

- ▶ Examinations and Data Manager to liaise with the member of SLT i/c of the timetable on appropriate course of action. Possible solutions include combining groups in music and PE to enable use of sports hall / gym / music theatre.

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 to mitigate the impact of the disruption

- ▶ Centre to be contacted by Examinations and Data Manager as soon as a failure is discovered. IT support staff to be utilised immediately and assigned exam issues as top priority, working with the centre until the situation is resolved;
- ▶ Examinations and Data Manager, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the AB. At all times during the system failure, the Examinations and Data Manager will liaise with the AB to minimise disruption and costs incurred.



7. 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

- ▶ Please see the separate Emergency Evacuation policy (exams);
- ▶ Invigilators, Assistant Head (i/c of exams), SLT, Head of Sixth Form and exams team 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

- ▶ Please see the separate Lockdown Policy (exams);
- ▶ SLT to meet, at an external location if necessary or through video-conferencing, to discuss and implement a plan of action moving forwards. Advice from awarding organisations should be discussed and solutions communicated to parents, carers and candidates as soon as possible.

8. 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 and students about the potential disruption to teaching time and measures to address this;
- ▶ SLT to meet immediately to discuss plan of action. VLE and online learning to be used as is routine during 'snow days' / 'Covid lockdown' in order to continue providing education to the students.

9. 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.

Centre actions to mitigate the impact of the disruption

- ▶ Examinations and Data Manager to communicate with relevant awarding organisations at the outset to make them aware of the issue.
- ▶ SLT to meet immediately, along with Examinations and Data Manager, to discuss information obtained from awarding organisations and plan of action moving forward.
- ▶ The centre to communicate with parents, carers and candidates regarding solutions to the issue.
- ▶ Consider use of alternative venues.

COVID-19 disruption

- ▶ Refer to the CCCS [Covid Information policies](#);
- ▶ Follow all national / local guidelines (of the day);
- ▶ If student tests positive for COVID-19 follow [UK Health Security Agency's guidance](#);
- ▶ Contact parents / carers to inform of the procedures;



- ▶ Consideration special consideration if students are self-isolating.

10. 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.

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;
- ▶ Examinations and Data Manager to inform each awarding organisation which examinations are affected as soon as possible;
- ▶ CCCS to communicate to parents, carers, candidates and staff regarding alternative arrangements;
- ▶ Alternative accommodate is sought as quickly as possible;
- ▶ SLT to meet, at an external location if necessary or through video-conferencing, to discuss and implement a plan of action moving forwards. Advice from awarding organisations should be discussed and solutions communicated to parents, carers and candidates as soon as possible.

COVID-19 disruption

- ▶ Refer to the CCCS [Covid Information policies](#);
- ▶ Follow all national / local guidelines (of the day);
- ▶ If student tests positive for COVID-19 follow [UK Health Security Agency's guidance](#);
- ▶ Contact parents / carers to inform of the procedures;
- ▶ Consideration special consideration if students are self-isolating.

11. 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 examinations papers are made;
- ▶ Examinations boards are contacted immediately if papers are not delivered by the expected date and act on advice provided by examinations boards;
- ▶ CCCS to communicate with awarding organisations to organise alternative delivery of papers.
- ▶ Examinations and Data Manager to oversee the above and update the Assistant Head teacher (i/c exams) on the expected delivery date and arrival of the new papers.
- ▶ Examinations and Data Manager to liaise with awarding organisations to provide electronic access to examination papers via a secure external network.
- ▶ Exams personnel to ensure contingency measures are in place to ensure secure material is received, made and stored under secure conditions.
- ▶ As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date – e.g. contingency date.



12. Disruption to transporting 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

- ▶ CCCS to communicate with relevant awarding organisations at the outset to resolve the issue:-
 - Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, CCCS to seek advice from awarding bodies and should not make arrangements for transportation unless told to do so by the awarding body;
 - For examinations where CCCS make own arrangements for transportation, CCCS to investigate alternative options that comply with the requirement detailed in the JCQ *Instructions for Conducting Examinations*;
- ▶ Examinations and Data Manager to oversee the above and update the Assistant Head teacher (i/c exams) on the expected collection date for the completed scripts and potential implication;
- ▶ If necessary, Assistant Head teacher (i/c exams) and/or Examinations and Data Manager to communicate with parents / carers / candidates / staff on any arising issues;
- ▶ Exams personnel to ensure secure storage of completed examinations scripts until collection.

13. 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 examinations scripts / assessment evidence does not reach awarding organisations.

Centre actions to mitigate the impact of the disruption

- ▶ It is the responsibility of the head of centre to communicate this immediately to the relevant awarding body (ies) and subsequently to students and their parents or carers.
- ▶ SLT to meet and discuss advice from the awarding body. Further information to be then communicated to parents / carers / candidates / staff on next steps.
- ▶ Awarding bodies to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations;
- ▶ Where marks cannot be generated by awarding bodies candidates may need to retake affected assessment in a subsequent assessment series.

14. Centre unable to distribute results as normal or facilitate post results services (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

- ▶ CCCS to contact awarding bodies about alternative options;
- ▶ CCCS to make arrangements to access its results at an alternative site, in agreement with the relevant awarding body;
- ▶ CCCS to make arrangements to coordinate access to post results services from an alternative site;
- ▶ Examinations and Data Manager to carry out the above and, along with Deputy Exams Officer, communicate with SLT and candidates on alternative options. SLT to discuss options and communicate solutions to parents / carers / candidates ASAP. Exams office to also ensure this information is displayed on website.



- ▶ Post results requests administered electronically using the Google drive platforms to obtain details and permission from candidate/s.
- ▶ CCCS to contact the relevant awarding body if electronic post results requests are not possible.



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

Contingency planning

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

Covid specific guidance:

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

- [Actions for schools during the coronavirus outbreak](#) from the Department for Education in England
- [Actions for FE colleges and providers during the coronavirus outbreak](#) from the Department for Education in England
- [Vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
- [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)

General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [School organisation: local authority maintained schools](#) from the Department for Education in England
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office.

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:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

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'](#).
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

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.

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](#)

6. 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 relevant links, should national disruption occur.

[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 30 September 2021) [CLICK HERE](#)

JCQ

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 would 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: [CLICK HERE](#)

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 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - <https://www.gov.uk/government/publications/exam-system-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 disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualifications regulators and the 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 chose 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. Centre must therefore ensure candidates and parents are aware of this contingency arrangement so that they may consider it when making 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 2021-2022* <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, **Contingency planning**]

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

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

Candidates at risk of being unable to take examinations – centres remain open

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of



these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

Centres at risk of being unable to open as normal during the examination period

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

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

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
- completed scripts **must** be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:

- preparing plans for any disruption to examinations as part of centres' general emergency planning
- deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
- judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
- assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- ensuring centres receive examination materials for scheduled examinations
- advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
- evaluating and declining/approving requests for special consideration.

Contacting the awarding bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

AQA



0800 197 7162

eos@aqa.org.uk

CCEA

028 9026 1212, 028 9026 1293, 028 9026 1425

centresupport@ccea.org.uk

OCR

01223 553998

support@ocr.org.uk

Pearson

0344 463 2535

WJEC

02920 265 077

exams@wjec.co.uk

(JCQ guidance above taken directly from the notice - **Preparing for disruption to examinations** effective from 11 October 2021 www.jcq.org.uk/preparing-for-disruption-to-examinations/)

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

Guidance notes on *Alternative Site* arrangements <https://www.jcq.org.uk/exams-office/online-forms>

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

Instructions for Conducting Examinations <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19)
<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

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

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>

Wales

School closures: examinations <https://gov.wales/school-closures-examinations>

Opening schools in extremely bad weather: guidance for schools <https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>

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

National Counter Terrorism Security Office

Guidance – Bomb Threats <https://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats>



Appendix A - Risk Management Process – Exam Staff Absence

Key holders at The Coopers' Company and Coborn School

- Angela Titley – Examinations and Data Manager
 - Key to Exam Office;
 - Key to Exam Storage;
- Louise Butler – Deputy Exams Officer
 - Key to Exam Office;
 - Key to Exam Storage;
- Mark Duncan – Assistant Headteacher (i/c exams)
 - Key to Exam Office;
 - Key to Exam Storage.

Useful information

Contact phone numbers for exam boards and other useful resources are listed below: -

Organisation	Telephone	Website / email
AQA	0800 197 7162	www.aqa.org.uk
Pearson (aka Edexcel)	0344 463 2535	http://qualifications.pearson.com/en/home.html
OCR	01223 553998	www.ocr.org.uk
Eduquas (aka WJEC)	029 2026 5465	http://www.eduqas.co.uk/
JCQ	020 7638 4132	www.jcq.org.uk
Havering exams officers	Appendix B	Appendix B
LMS Havering	01708 433 880	Monica.Franks@haverling.gov.uk Andrea.Stephenson@haverling.gov.uk Verity.Brome@haverling.gov.uk Jason.Blair@haverling.gov.uk James.Patient@haverling.gov.uk



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Check to see if there are any forthcoming exams	Plan/establish exam timetable by obtaining dates from exam boards at soon as the exam timetable has been finalised with the exam boards.	Check the exam timetable:- <ul style="list-style-type: none"> ➤ (O) Shared; ➤ Exams; ➤ Timetables; ➤ 2021-22. 	<ul style="list-style-type: none"> ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Head teacher (i/c exams).
Timetable clashes			
Candidates have a scheduling clash for exams	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Ensure students know the schedule of their exams where there is a clash; Ensure invigilator supervises student/s at all times and there do not have access to electronic communication / storage devices.	<ul style="list-style-type: none"> ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Head teacher (i/c exams). ➤ Invigilator.
Accommodation			
Check to see if room requirements have been put in place.	Seating plans prepared in advance using Exams Organiser facility on SIMs.	Check timetable to see if exam scheduled; Check posters are displayed outside room; Check clock is working; Check exam cards are on desks in conjunction with seating plan; Cover any work displayed on walls; JCQ ICE booklet is in every room; Complete Invigilators Report - Appendix C ; Check the board / screen displays:- <ul style="list-style-type: none"> ➤ Centre Number; ➤ Exam date; ➤ Exam Board; ➤ Subject; ➤ Paper Code; ➤ Start time; ➤ Finish Time. 	<ul style="list-style-type: none"> ➤ Invigilator; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Head teacher (i/c exams); ➤ Assistant Head teacher (i/c timetabling); ➤ Site staff.



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Invigilating			
At least a 30:1 ratio requires to be adhered to.	Obtain availability of invigilators in advance of exam period; Allocate a work rota for invigilators; Ensure invigilating staff fully understands the nature of their role during written exams.	Invigilators are present in the examination room in advance of commencement of exam and are aware of their job responsibility;	<ul style="list-style-type: none"> ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Head teacher (i/c exams).
Absent candidates			
Candidates absent for written exam (various reasons)	Providing parents / students advanced notice of exam timetabling; Emphasis to students the importance and implications of being absent.	Invigilators to report absent students to Attendance Officer in the first instance; Exams Office to contact home to obtain reason for absence; Keep a written log of communication and reason for absence.	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Attendance Officer; ➤ Assistant Head teacher (i/c exams).



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Late arrivals			
Candidates arrive late once the exam has started	Assemblies hosted outlining exam procedures and the consequences of being late; Pro-active distribution of exam literature (including timetables) to all students.	Allow candidate in exam room; Remove all electronic devices and personal belongings from student; Get student to read rubric of exam paper and complete the relevant sections on the front of the paper; Take a note of the time and start the exam; Update individual student's start and finish time on the board (student should be allowed the full time of exam); Report to Attendance Officer student's arrival; Notify Exams Office; Keep a written log of communication and reason for being late.	➤ Invigilators;
Late arrivals (cont'd)			
Candidate who arrives very late (one hour after published start time)	As outlined above.	As outlined above. Invigilator to advise student at the end of the exam that the script will be sent to exam board, along with a JCQ / VLA form and that there may be a chance that the exam board will not accept the script due to possible breach of security. Exams Office to submit written report to awarding body.	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Headteacher (i/c exams).



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Starting exams			
Brief students of exam regulations in the outside area prior to entering exam room	Ensure students are aware of the implications of time keeping during this period	Line students up in silence; Request students to turn off mobile phones, remove watches and empty pockets of all material and place in their bags or lockers; Advise any student of their seating numbers by referring to the seating plan; Send students into the exam room in a quiet and orderly fashion.	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Head teacher (i/c exams).
Starting exams (cont'd)			
Read JCQ instructions, rubric of paper and start exam	Ensure ICE booklet is on display. Have spare equipment available; Collect from secure storage exam papers.	Distribute exam papers; Read invigilator instructions from ICE booklet to students; Read rubric of exam paper; Start exam, record the start and finish time on the board.	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Headteacher (i/c exams).
During exam			
Invigilators to be vigilant	Invigilators to be adequately trained of their job requirements; Invigilators to be presented a handbook.	Take a register; Report any absent students to (in order of priority): - <ul style="list-style-type: none"> ➤ Exams Office; ➤ Attendance Office. Be vigilant and report any malpractice incidents to Exams office who will contact the exam board on what action is required.	<ul style="list-style-type: none"> ➤ Invigilators.



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Finishing exams			
End exam	<p>Ensure finish time is correctly displayed which is clearly visible for all to see in each exam room;</p> <p>Lead invigilator to brief invigilators prior to the end of the exam on what papers each individual should collect.</p>	<p>Instruct students to stop writing, put pens down and close their exam papers.</p> <p>Remind students that they are still under exam conditions until they are dismissed from exam room;</p> <p>Invigilators collect scripts as per instructed;</p> <p>Collect any equipment loaned out;</p> <p>Dismiss students from exam room;</p> <p>Clear room and set up for next exam;</p> <p>Return all exams scripts to the Exams Office for dispatch via Parcelforce.</p>	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Headteacher (i/c exams).



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Packing Scripts			
Preparing scripts ready for collection from Parcelforce	<p>Booked time slots with Parcelforce for collection of scripts.</p> <p>Ensure that Yellow labels have been received from the exam boards.</p> <p>Ensure that we have adequate stationery to package the scripts.</p>	<p>Check all scripts have centre number and candidate number displayed correctly;</p> <p>Ensure cover sheets are attached securely that accompany scripts for those candidates with access arrangements;</p> <p>Package the scripts in conjunction with the attendance register;</p> <p>Place the scripts in the envelopes provided by the exam board;</p> <p>Use the pre-addressed labels provided by the awarding bodies, ensuring the correct label is used for each component and that the most up to date label is used;</p> <p>Record the despatch log reference number found on the yellow label on the Parcelforce despatch log;</p> <p>Arrange for the Parcelforce courier to sign the despatch log and retain until after results.</p>	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Headteacher (i/c exams).



Requirements	Possible remedial action		Staff
	Forward planning	Action	
Malpractice			
If a candidate is suspected of malpractice.	<p>Students issued with the JCQ “information for candidates” literature prior to the commencement of an examination period. Student informed during assemblies and announcements that literature can be found on the exam’s notice board and the school’s website.</p> <p>Assemblies hosted outlining exam procedures and the consequences of malpractice.</p> <p>Invigilators are adequately trained in identifying malpractice.</p>	<p>Invigilators to warn the candidate that he / she may be removed from the room;</p> <p>Invigilator to complete a statement of events – Invigilators Report (section titled “Incidents”) - Appendix C;</p> <p>Report to the Examinations and Data Manager / Exams Assistant / Assistant Headteacher (i/c exams);</p> <p>Examinations and Data Manager/Exams Assistant/ Assistant Head teacher (i/c exams) to contact exam board to obtain advice on how to proceed;</p> <p>M1 form to be completed, with accompanying evidence in support to be sent to the exam board;</p> <p>Examinations and Data Manager / Exams Assistant / Assistant Headteacher (i/c exams) to contact the parents outlining the allegations and procedure followed.</p>	<ul style="list-style-type: none"> ➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Assistant Headteacher (i/c exams).



Appendix B – Havering Exams Officers Network

Havering Exams Officers Network						Nov-21
Establishment Name	Address	Postcode	Email	Telephone	EXT	Examination Officer
Abbs Cross School	Abbs Cross Lane, HORNCHURCH, Essex	RM12 4YB	mmcdonald@abbscross.net	01708440304	408	Maisie McDonald
Hornchurch High School	Broadstone Road, HORNCHURCH, Essex	RM12 4AJ	lhall@hornchurchhigh.com	01708 691441	Opt 6	Lesley Hall
Bower Park School	Havering Road, ROMFORD,	RM1 4YY	howardk@bowerpark.havering.sch.uk	01708730244	214	Katharine Howard
Brittons Academy	Ford Lane, SOUTH HORNCHURCH, Essex	RM13 7BB	purtonm@brittons.havering.sch.uk	01708630002	144	Martine Purton
			jjones42.311@lgflmail.org			J Jones
Campion School	Wingletye Lane, HORNCHURCH, Essex	RM11 3BX	sfrancis@thecampionschool.org mloydhesi@thecampionschool.org	01708452332	315 316	Sandra Frances Mary Lloyd Dhesi
Harris Academy Rainham	Lambs Lane, RAINHAM, Essex	RM139XD	b.mills@harrisrainham.org.uk t.hyde@harrisrainham.org.uk	01708552811	121	Bev Mills Tina Hyde
Coopers Company & Coborn School	St. Mary's Lane, UPMINSTER, Essex	RM143HS	ati@cooperscoborn.co.uk exams@cooperscoborn.co.uk	01708250500	807 484	Angie Titley Louise Butler
Emerson Park School	Wych Elm Road, HORNCHURCH, Essex	RM113AD	tcansdalewhiti@emersonparkacademy.org	01708475285	279	Tracey Whiting
Elutec	Yew Tree Avenue Rainham Road South, Dagenham	RM107FU	rl.ellis@elutec.co.uk	02037734688		Reese-Lee Ellis
Frances Bardsley School for Girls	Brentwood Road, ROMFORD, Essex	RM1 2RR	ewoodward@fbaok.co.uk	01708447368	241	Elaine Woodward
Gaynes School	Brackendale Gardens, UPMINSTER, Essex	RM143UX	lbull@gaynes.havering.sch.uk	01708502900	204	Louise Bull
Hall Mead School	Marlborough Gardens, UPMINSTER, Essex	RM14 1SF	slee@hallmeadschool.com	01708225684	224	Sara Lee
Havering Sims Support	Mercury House	RM1 3DW	jason.blair@havering.gov.uk verity.brome@havering.gov.uk	01708433880		Jason Blair Verity Brome
Havering College of FE and HE	Ardleigh Green Road, HORNCHURCH, Essex	RM11 2LL	gparker@havering-college.ac.uk	01708462810		Giles Parker
Havering Sixth Form College	Wingletye Lane, HORNCHURCH, Essex	RM113TB	dawnmonaghan@havering-sfc.ac.uk	01708514532		Dawn Monaghan
			joannamonaghan@havering-sfc.ac.uk			Joanna Monaghan
Drapers Academy	Settle Road, ROMFORD,	RM3 9XR	TCommer@drapersacademy.com	01708 371331	3230	Terry Commer
Marshalls Park School	Pettits Lane, ROMFORD, Essex	RM1 4EH	tellis@marshallspark.havering.sch.uk	01708 724134/5		Tai Ellis / Ally Pearce
Olive academies	235 High Street, Hornchurch, RM11 3XX	RM1 2PS	lisa.jobson@oliveacademies.org.uk	01708 478892		Lisa Jobson
Redden Court School	Cotswold Road, ROMFORD, Essex	RM3 0TS	pgoodwin@reddencourtcloud.co.uk	01708 342293	195	Pauline Goodwin
Riverside School(Barking& Dag)	Renwick Rd Barking		eise@riversidecampas.pnmicrosoft.com	0203 946 5888		Einora Seiliute



Havering Exams Officers Network						Nov-18
Establishment Name	Address	Postcode	Email	Telephone	EXT	Examination Officer
Royal Liberty School	Upper Brentwood Road, ROMFORD, Essex	RM2 6HJ	jvincent@royalliberty.org.uk	01708776106		Jean Vincent
Sacred Heart of Mary Girls School	70, St Marys Lane, UPMINSTER, Essex	RM14 2QR	KHaberlin@mary.havering.sch.uk	01708 222660		Karen Haberlin
Sanders School	Suttons Lane, HORNCHURCH, Essex	RM12 6RT	LBoodhun@sandersschool.org.uk	01708 443068		Lee Boodhun
St Edwards CE Comprehensive School	London Road, ROMFORD, Essex	RM7 9NX	sbridge@steds.org.uk	01708 771101		Sally Bridge
Raphael Ind school	Park Lane, Hornchurch	RM11 1XY	admin@raphaelschool.com	01708 744735		Lisa Skyers
The Bridge	Albert Road, Romford, Essex		lswallow@bridge-life.co.uk	01708 764370		Linds Swallow
Koru EducationalServices	90 Taunton Road H. Hill	RM3 7SU	sara.hunwick@koru-ed.co.uk	01708 204560		Sara Hunwick
OCR Customer support			Assad.Razzaq@ocr.org.uk			Assad Razzaq
Pearson			examsofficers@pearson.com			Natalie Wilson
WJEC			Anthony.Fleming@wjec.co.uk			Ant Fleming



Appendix C – Invigilators Report

EXAM ROOM

INVIGILATORS REPORT

DATE.....

AM/PM

EXAM NAME	EXAM NO	DURATION	START	END

Invigilators: Please sign time covered

Absentees: To be reported immediately to Louise or Angie
Time Reported:

	INITIALS		INITIALS
Lead		Time Display	
Silence boards/notices		Collect Scripts	
Distribute Papers		Collect Question Paper	
Start Exam		Finish Exam	
Extra Time		Register	
Absentees		Scan	
External Cand ID Check		Incommunicado	
Check desks		Absentee list to Exams Office and Jeannette Sears	

EMERGENCY NOS:
 Louise [REDACTED] - Angie [REDACTED]
 School Office (Medical Emergency) 01708 250500
 IT Technicians [REDACTED] - Brian [REDACTED]
 Mark Duncan (Head of Exams) [REDACTED]



EXTRA TIMERS:

NAME	Seat No	Exam No	Laptop	Start Time	Finish Time	Actual Time Finished	Cand Sign

INCIDENTS: Please ensure all conversations/incidents/times and student name are reported and initialled by Invigilator.