





THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Exam contingency plan **2023/24**

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	January 2024
	Date of next Review	January 2025
	Who reviewed this policy	Mrs. A. Titley
	To be approved by SLT	APPROVED

This plan is reviewed and updated annually to ensure that exam contingency planning at The Coopers Company and Coborn School is managed in accordance with current requirements and regulations.

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Key staff involved in internal appeals procedures

Role	Name(s)
Head of centre	Ms. S. Hay
SLT members	Mr. R. Bell Mr. M. Duncan Mr. J. Edwards Mrs. J. Harris Mrs. R. Carron Mr. J. Dudley-Hart Mr. L. Bonnett
Exams office	Mrs. A. Titley – Examinations and Data Manager Mrs. L. Butler – Deputy Examinations Officer

Purpose of the policy

This plan examines potential risks and issues that could cause disruption to the exam process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at The Coopers Company and Coborn School.

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', the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2023).

This plan details how The Coopers Company and Coborn School complies with the JCQ's General Regulations for Approved Centres (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination 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. The potential impact of a cyber-attack should also be considered.

National Centre Number Register and other information requirements

The head of centre will also ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. (GR 5.3)

Head of centre absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

Exams Manager extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams;
- exam timetabling, rooming allocation; and invigilation schedules not prepared;
- candidates not briefed on exam timetables and awarding body information for candidates;

- confidential exam/assessment materials and candidates' work not stored under required secure conditions;
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.

Exam Time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Deputy Exams Officer to take over role and Deputy Headteacher (i/c of exams – Mr. J. Edwards) to oversee the above processes;
- Head of Centre (Ms. S. Hay) to meet immediately with Deputy Headteacher (i/c of exams) to discuss need for an additional temporary position to be advertised;
- Refer to Appendix A of – Risk Management Process.

SENCo extended absence at a critical stage of 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 listed above

The centre will:

- Assistant SENCo to take over role and Head teacher to oversee the above processes. Administrative support may also be provided if required.

Teaching staff extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams team on time; resulting in pre-release information not being received;
- Final entry information not provided to the exams team 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 listed above

The centre will:

- Senior Leader, who line manages the affected subject(s), to nominate an acting head of department / KS4 / KS5 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.

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 listed above

The centre will:

- 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.

Exam rooms – lack of appropriate rooms or main venue(s) 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 listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned;
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body;
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

Alternative venue details: To be confirmed

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue. Communication of any changes will be followed via the centre's usual communication channels;
- ensure the secure transportation of question papers or assessment materials to the alternative venue;

- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

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 listed above

The centre will:

- Network Manager / IT department to back up data;
- The backups are held offline and offsite;
- Systems for restoring services and recovering data from the backups are tested and reliable;
- In the event of an attack the Centre will enact the 'Business continuity plan';
- Contact the National Cyber Security Centre (NCSC);
- Contact the local law enforcement and Action Fraud;
- Inform the DfE by emailing sector.securityenquiries@education.gov.uk
- Examinations and Data Manager to contact awarding bodies for advice / instruction.

Failure of IT systems

Criteria for implementation of the plan

- MIS/IT system failure at final entry deadline;
- MIS/IT system failure during exams preparation;
- MIS/IT system failure at results release time.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Centre IT Support to contact Examinations and Data Manager as soon as a failure is discovered. Examinations and Data Manager to communicate and update Awarding Bodies.
- 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 remotely direct to the Awarding Bodies.
- Results may also be accessed directly from the Awarding Bodies.
- At all times during the system failure, the Examinations and Data Manager will liaise with the Awarding Bodies to minimise disruption and costs incurred.

Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy);
- contact the relevant awarding body as soon as possible and follow its instructions where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned;
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

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 listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations;
- facilitate alternative methods of learning;
- communicate (via the centre's usual communication channels) with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning;
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available;
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations;
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date.

Candidate may not be able to take examinations - centre remains open

Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations;
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control;
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue;
- communicate (via the centre's usual communication channels) with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue;
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

Centre may not be able 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 may not be able to open as normal for scheduled examinations.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open;
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP));
- contact the relevant awarding body as soon as possible and follow its instructions;
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances;
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned;
- communicate (via the centre's usual communication channels) with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue;

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

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 listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions;
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances;
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date;
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue.

Disruption to transporting 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 listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation;
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for conducting examinations;
- ensure the secure storage of completed examination scripts until collection.

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 listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body;
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series.

Centre unable to distribute results as normal (including in the event of the centre being unavailable on results' day owing to unforeseen circumstances) or facilitate post-results services

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body;
- results are emailed as a matter of course to each student's school email account;

- make arrangements to coordinate access to post-results services from an alternative venue - alternative venue details to be confirmed;
- post-results requests are administered via a google form which the exams team can administer remotely – details of arrangements are emailed to candidates / parents / carers in advance of results' day;
- contact the relevant awarding body if electronic post-results requests are not possible;
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services.

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

- [Cyber Security Standards in schools and colleges](#)
- [Cyber crime and cyber security: a guide for education providers](#)
- [DfE Cyber Security Guidance - March 2023](#)

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 5 October 2023)

<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>

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties (Ofqual [General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

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.

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your 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.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- 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.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- 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

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- 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, depending on their specific policies.

See also [JCQ's guidance on special consideration](#).

Wider communications

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

The [DfE in England](#), the [DfE 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

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 examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE [published joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre

JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2023-2024](#) section 15, Contingency planning.

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

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

15.3 All centres must have 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document [Exam system contingency plan: England, Wales and Northern Ireland](#)

The designation of 'contingency sessions' 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 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[JCQ Notice to Centres - exam contingency plan](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security \(Effective from November 2023\)](#)

[Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process](#)

GOV.UK

[Dispatch of exam scripts guide](#): Ensuring the service runs smoothly

National Cyber Security Centre

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

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

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

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

- [Further ransomware attacks on UK education by cyber criminals](#)
- [Ransomware advice and guidance for your IT teams to implement](#)
- [Offline backups in an online world](#)
- [Backing up your data](#)

Appendix A - Risk Management Process – Exam Staff Absence

Key holders at The Coopers' Company and Coborn School

- Mrs. A. Titley – Examinations and Data Manager
 - Key to Exam Office;
 - Key to Exam Storage;
- Mrs. L. Butler – Deputy Exams Officer
 - Key to Exam Office;
 - Key to Exam Storage;
- Mr. J. Edwards – Deputy 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	0344 463 2535	http://qualifications.pearson.com/en/home.html
OCR	01223 553998	www.ocr.org.uk
Eduqas	029 2026 5465	http://www.edugas.co.uk/
JCQ	020 7638 4132	www.jcq.org.uk
Havering exams officers	Available from the school's Exams Office	
LMS Havering	Available from the school's Exams Office	

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;➤ 2023-24.	<ul style="list-style-type: none">➤ Examinations and Data Manager;➤ Deputy Exams Officer;➤ Deputy 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;➤ Deputy 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 B ; 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;➤ Deputy 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;➤ Deputy 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;➤ Deputy 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.	➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Deputy 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.	➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Deputy 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.	➤ Invigilators; ➤ Examinations and Data Manager; ➤ Deputy Exams Officer; ➤ Deputy 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): - ➤ 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.	➤ Invigilators.

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

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



Appendix B – 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.