



## **LONG FIELD ACADEMY POLICY STATEMENT**

### **LONG FIELD ACADEMY EXAMINATIONS CONTINGENCY PLAN**

<b>Formulation date:</b>	March 2016
<b>Senior Team Responsibility:</b>	Principal/ Vice Principal
<b>Governors' Reviewing Committee:</b>	Curriculum
<b>Approved on:</b>	Summer Term 2020
<b>Next Review Date:</b>	Autumn Term 2021
<b>Associated Documentation:</b>	Exams policy Exams appeals procedure policy

## Key staff involved in contingency planning

<b>Role</b>	<b>Name(s)</b>
Head of centre	<b>Christopher Haggett</b>
Exams Officer Line Manager (Senior Leader)	<b>Sajit Raithatha (Assistant Principal)</b>
Exams Officer	<b>Julie Harris</b>
SENDCo	<b>Saj Raithatha</b>
Leadership Team member(s)	<b>Lisa Floate (Vice Principal)</b>
	<b>Sharon Maloney (Assistant Principal)</b>
	<b>Kate Braime (Assistant Principal)</b>

## Contents

Key staff involved in contingency planning	2
Purpose of the plan	4
Possible causes of disruption to the exam process	4
1. Exams Officer extended absence at key points in the exam process (cycle)	4
2. SENDCo extended absence at key points in the exam cycle	5
3. Teaching staff extended absence at key points in the exam cycle	6
4. Invigilators – lack of appropriately trained invigilators or invigilator absence	7
5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice	7
6. Failure of IT systems	8
7. Emergency evacuation of the exam room (or centre lock down)	8
8. Candidate taken ill on the day of an exam	9
9. Candidate late for exam or absent from exam	9
10. Malpractice during an exam	10
11. Timetable clashes	10
12. Disruption of teaching time – centre closed for an extended period	11
13. Candidates unable to take examinations because of a crisis – centre remains open	11
14. Centre unable to open as normal during the exams period	12
15. Exam papers not delivered in time or wrong paper delivered	12
16. Disruption to the transportation of completed examination scripts	13
17. Assessment evidence is not available to be marked	13
18. Centre unable to distribute results as normal	14
Further guidance to inform and implement contingency planning	15
Ofqual	15
JCQ	15
GOV.UK	15

## **Purpose of the Plan**

This plan examines potential risks and issues that could cause disruption to the exams process at the [insert centre name]. By outlining actions/procedures to be invoked in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the Exam system contingency plan: England, Wales and Northern Ireland, which provides guidance in the publication what schools, colleges, and other centres should do if exams or other assessments are seriously disrupted.

This plan also confirms Long Field Academy is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2017-2018) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of Leadership Team to act immediately in the event of an emergency or staff absence.

## **Possible causes of disruption to the exam process**

### **1. Exams Officer extended absence at key points in the exam process (cycle)**

### Criteria for implementation of the plan

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

#### **Planning**

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

#### **Entries**

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

#### **Pre-exams**

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

- Leadership Team to nominate a 'deputy' to cover the role/task. 2 Lead Invigilators would be called on during exam seasons, currently Brenda Johnson and Chris Cook
- Extra hours should be allocated to the deputy to ensure there are sufficient hours to cover the work required
- Extra help could be sought by networking with staff from other local centres
- Refer to [www.theexamsoffice.org](http://www.theexamsoffice.org) for detailed instructions on all exam procedures. (A valuable source of information)
- Relief staff to be given access to secure storage procedures, including key codes for the doors, usernames and passwords for the staff network and exams websites
- Always report long-term absences to the Exam Boards so they are aware of the situation. They are quite often prepared to help and can be flexible with deadlines etc in these circumstances

Likelihood (out of 5):	2
Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	N

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

<p><u>Criteria for implementation of the plan</u></p> <p>Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• candidates not tested/assessed to identify potential access arrangement requirements <input type="checkbox"/> evidence of need and evidence to support normal way of working not collated</li> </ul> <p><b>Pre-exams</b></p> <ul style="list-style-type: none"> <li>• approval for access arrangements not applied for to the awarding body</li> <li>• modified paper requirements not identified in a timely manner to enable ordering to meet external deadline</li> <li>• staff providing support to access arrangement candidates not allocated and trained</li> </ul> <p><b>Exam time</b></p> <ul style="list-style-type: none"> <li>• access arrangement candidate support not arranged for exam rooms</li> </ul>	
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> <li>• Leadership Team to nominate a 'deputy' to cover the role / task.</li> <li>• Leadership Team to appoint qualified assessor to test candidates in place of the SENDCo.</li> <li><input type="checkbox"/> Lead Teaching Assistant to arrange student support during all exams</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

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

Criteria for implementation of the plan Key

tasks not undertaken including:

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

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

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

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

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

Centre actions to mitigate the impact of the disruption

- Curriculum Directors should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff.
- Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date (within the deadline) to confirm final entries.

Likelihood (out of 5):	2
Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

**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

<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• Check availability of other invigilators who said they were available for that slot. Or take invigilator off corridor duty to cover</li> <li>• Call upon free Teaching Assistants/Dining Supervisors to help</li> <li>• See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator</li> </ul>	
Likelihood (out of 5):	3
Severity (out of 5):	2
Level of Risk (out of 5):	2
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

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

<u>Criteria for implementation of the plan</u>	
Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning	
Insufficient rooms available on peak exam days	
Main exam venues unavailable due to an unexpected incident at exam time	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• Room bookings must be made early enough in advance to ensure there are sufficient rooms for exam students. Exams Officer responsible for re-rooming</li> <li>• If all students are in exams at any one time, then the rooms used by that Year group in that period, should be free and can be booked for exams</li> <li>• If no possibility of any free rooms, refer to SLT for advice</li> </ul>	
Likelihood (out of 5):	1
Severity (out of 5):	2
Level of Risk (out of 5):	2
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 6. Failure of IT systems



<u>Criteria for implementation of the plan</u>	
MIS system failure at final entry deadline	
MIS system failure during exams preparation	
MIS system failure at results release time	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>All Exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain (They may give you an extension, but get that in writing)</li> <li>Try to access SIMS through another computer i.e. from home</li> <li>Check that the IT department are aware of the exam results days to ensure smooth running of downloads</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 7. Emergency evacuation of the exam room (or Centre lock down)

<u>Criteria for implementation of the plan</u>	
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	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue</li> <li>Centre to liaise with Exam Boards to sit exams at a different venue – The Grove Primary School.</li> <li>Should a significant number of candidates need to be isolated due to sickness, allocate Performance Area or Drama Studio</li> <li>If a small number (&lt;5) are affected, isolate students in a small venue (classroom) with separate invigilation</li> <li>Apply for Special Consideration for those affected to the appropriate Exam Boards</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	5
Level of Risk (out of 5):	5

Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A
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## 8. Candidate taken ill on the day of an exam

<u>Criteria for implementation of the plan</u> Centre to offer the candidate appropriate venue.	
<u>Centre actions to mitigate the impact of the disruption</u> <ul style="list-style-type: none"> <li>Exams Officer or Lead Invigilator to find a small venue so that the student can take the exam with 1:1 invigilation</li> <li>Arrange rest breaks if required</li> <li>Apply for special consideration</li> <li>If too unwell to take exam, apply for special consideration.</li> </ul>	
Likelihood (out of 5):	4
Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 9. Candidate late for exam or absent from exam

<u>Criteria for implementation of the plan</u> Centre to offer the candidate late start time.	
<u>Centre actions to mitigate the impact of the disruption</u> <b>Late candidate:-</b> <ul style="list-style-type: none"> <li>Exams Officer of Lead Invigilator to allow late candidate to enter the exam room and sit the exam and allow the full time, dependent on JCQ guidelines (ICE booklet page 34, 14.1-14.4) (4.5)</li> </ul> <b>Absent candidate:-</b> <ul style="list-style-type: none"> <li>Exams Officer/Attendance Officer to contact parent/carer. Follow process for late candidate if <input type="checkbox"/> they can get into school in time to complete the exam.</li> <li>If no reason for absence, candidate will be marked absent. Overall grade for subject will be affected.</li> </ul>	
Likelihood (out of 5):	4

Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 10. Malpractice during an exam

<u>Criteria for implementation of the plan</u>	
Student suspected of malpractice/use of unauthorised material/being disruptive during an exam	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• The Lead Invigilator will report any incidents to the Exams Officer</li> <li>• An Incident Form will be completed by the Lead Invigilator</li> <li>• In cases of malpractice, a JCQ M1 form will be completed and sent to the exam board</li> <li>• In the case of mobile phones/smart watches, these will be turned off, removed and the candidate warned of the consequences. Allowed to complete the exam, but a JCQ M1 form will be completed</li> <li>• If there is a disruption in an exam, Special Consideration will be applied to the exam board for those affected</li> </ul>	
Likelihood (out of 5):	4
Severity (out of 5):	5
Level of Risk (out of 5):	5
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 11. Timetable clashes

<u>Criteria for implementation of the plan</u>	
Students may have more than one exam in a session	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• Exams Officer to organise a timetable variation and supervision organised for the student/s to avoid any malpractice.</li> <li>• If exams are more than three hours, the exam can be arranged for an earlier or later session.</li> <li>• If a student has multiple examinations and they are more than 6 hours (GCE) or 5 ½ hours (GCSE), overnight supervision can be arranged</li> </ul>	

Likelihood (out of 5):	3
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 12. Disruption of teaching time – centre closed for an extended period

<u>Criteria for implementation of the plan</u> 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	
<u>Centre actions to mitigate the impact of the disruption</u> <ul style="list-style-type: none"> <li>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centre to prepare students, as usual, for examinations</li> <li>In the case of modular courses, Long Field Academy may advise candidates to sit examinations in an alternative series</li> <li>Centre should have plans in place to facilitate alternative methods of learning</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

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

<u>Centre actions to mitigate the impact of the disruption</u> <ul style="list-style-type: none"> <li>Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations</li> <li>Centre to offer candidates an opportunity to sit any examinations missed at the next available series.</li> <li>Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.</li> </ul>	
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Likelihood (out of 5):	2
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

#### 14. Centre unable to open as normal during exams period

<p><u>Criteria for implementation of the plan</u></p> <p>Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)</p> <p>*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.</p>	
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> <li>• Centre to open for examinations and examination candidates only, if possible.</li> <li>• Centre to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)</li> <li>• Centre may offer candidates an opportunity to sit any examinations missed at the next available series.</li> <li>• Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	5
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

#### 15. Exam papers not delivered in time or wrong paper delivered

<p><u>Criteria for implementation of the plan</u></p> <p>Candidates are unable to sit exam due to wrong paper being delivered</p> <p>Examinations papers not delivered to school on time</p>	
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<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>Centre will check all exam papers upon arrival in school and will alert the appropriate Awarding Bodies of any discrepancies. Checks made well in advance of exam date. The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions</li> <li>If this happens on the day of the exam, contact the Exam Boards immediately. Awarding organisations to provide centres with electronic access to examination papers via a secure external network.</li> </ul>	
□ Awarding organisations to fax examination papers to centres if electronic transfer is not possible.	
Likelihood (out of 5):	1
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 16. Disruption to the transportation of completed examination scripts

<u>Criteria for implementation of the plan</u>	
Delay in normal collection arrangements for completed examination scripts	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>In the first instance, centres to seek advice from awarding organisations and normal collection agency regarding collection. Long Field Academy should not to make their own arrangements for transportation without approval from awarding organisations</li> <li>Centre must ensure secure storage of completed examination papers until collection</li> <li>All exams scripts must be stored in the secure Exams Office. If this is not accessible, then in the safe in the Main Front Office</li> </ul>	
Likelihood (out of 5):	2
Severity (out of 5):	4
Level of Risk (out of 5):	2
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 17. Assessment evidence is not available to be marked

<u>Criteria for implementation of the plan</u>	
Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• Notify Awarding Bodies immediately</li> <li>• Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations</li> <li>• Candidates to retake affected assessment at subsequent assessment window</li> </ul>	
Likelihood (out of 5):	1
Severity (out of 5):	4
Level of Risk (out of 5):	4
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## 18. Centre unable to distribute results as normal

<u>Criteria for implementation of the plan</u>	
Centre is unable to access or manage the distribution of results to candidates, or to facilitate postresults services	
<u>Centre actions to mitigate the impact of the disruption</u>	
<ul style="list-style-type: none"> <li>• Centre to notify Awarding Bodies</li> <li>• Centre to make arrangements to access it's results at an alternative site (Possible to access from home)</li> <li>• Centre to make arrangements to coordinate access to post results services from an alternative site <ul style="list-style-type: none"> <li><input type="checkbox"/> Centre to share facilities with other centres if this is possible</li> </ul> </li> </ul>	
Likelihood (out of 5):	1
Severity (out of 5):	5
Level of Risk (out of 5):	3
Key to Result: T = Trivial Risk; A = Adequately Controlled; N = Not adequately controlled	A

## Further guidance to inform and implement contingency planning

JCQ guidance taken directly from JCQ *Instructions for conducting examinations*

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

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

<https://www.jcq.org.uk/exams-office/entries> *Instructions for conducting examinations*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> A guide to the special consideration process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and->

[guidance](#)

### GOV.UK

Emergency planning and response: Severe weather; Exam disruption

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

Teaching time lost due to severe weather conditions

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

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

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service> Statutory guidance on school closures

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

### Wales

School closures – opening schools in extreme bad weather

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



**Northern Ireland** Exceptional

closure days

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

Principals when considering Opening or Closure of School [https://www.education-](https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

[ni.gov.uk/publications/checklist-exceptional-closure-schools](https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools) School closures

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