



North
Kesteven
Academy
Think Excellence

Exam contingency plan

2018/19

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in contingency planning

Role	Name(s)
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Purpose of the plan

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

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

This plan also confirms North Kesteven Academy is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2018-19*) 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.*

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

The centre has an Exam Administrator who is based within the exams office and is able to carry out the key tasks.

- ▶

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 providing support to access arrangement candidates not allocated and trained*

Exam time

- ▶ *access arrangement candidate support not arranged for exam rooms*

Centre actions :

- ▶ The SENco has a nominated HLTA who is qualified to test and access access arrangements
- ▶ The SENco, qualified HLTA and Exams Manager work together and have regular meetings to communicate the requirements of students and applications are made by much earlier internal deadlines well ahead of external deadlines
- ▶ The SENco and HLTA collate evidence and place it into student AA files during Y9 in preparation for the application process at the start of Y10
- ▶ AA student files are situated in the SEN administrator office so can be accessed by exam team, SEN team and SLT in the event of a query or exam inspection
- ▶ The exam team collate exam entries by earlier internal deadline and establish modified paper requirements
- ▶ SEN staff receive annual training from SENco/other nominated person in how to provide access arrangements including the JCQ regulations
- ▶ Within the SEN team there are several nominated HLTA's involved in the allocation of TA's to exam rooms to support access arrangements during exam time therefore the exam team have several points of contact to ensure all arrangements have been made

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 :

All departments are allocated a Head of Department whose responsibility it is to meet the above requirements

Key staff within each department are allocated specific responsibilities for certain courses or Key Stages so the exam team have several points of contact for any given department if staff are absent

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 :

- ▶ A minimum number of invigilators at NK is set at 18, if we fall below this number we immediately replace staff
- ▶ Recruitment for each academic year is planned at the beginning of the year (Sept/Oct) to ensure we have appointed additional invigilators in a timely manner
- ▶ The minimum number of invigilators (18) is usually adequate to cover for invigilator absence and additional invigilators are booked to cover potential absences on the busiest exam days
- ▶ Nominated cover staff employed by the school are also able to cover exam sessions in the event the exam team are unable to cover set ratios of 1:30

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

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- ▶ Exam rooms are already identified and approved for use by the SLT, this rarely changes however the rooms used are reviewed on an annual basis
- ▶ The exam team communicates well in advance the rooming requirements with the Cover Manager where-rooms other bookings/lessons

- ▶ Extremely busy exam days are identified at the start of the academic year when estimated entries are complete and the first draft of the exam timetable is complete, any difficulties addressed by discussion between Exams Manager and Deputy Headteacher in charge of Exams
- ▶ Key staff who normally use the nominated exam rooms as teaching space are given lots of notice of room changes and are issued with a detailed exam schedule detailing the rooms being used
- ▶ Rooms are pre-arranged well in advance and it would only be in the most extreme event such as a serious fire that accommodation would be unavailable. In this instance we would work with our partner school (SRPA) to relocate our exams to their site
- ▶ If our normal allocated spaces were affected but our associated that accommodation Sports Centre was not affected we could use the sports Hall.
- ▶ Failing the above we would possibly be able to source temporary accommodation in a local community centre

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

- ▶ Internal exam entry deadlines are set by the exams office much earlier than the external deadlines to allow for potential IT systems failure
- ▶ All exam preparation tasks are scheduled to be carried out much earlier than actually required to allow for issues
- ▶ Manual processes are also in place as a back-up such as completing exam entries on Awarding Body websites 6th form exams can also be entered at our partner school via the MIS on their site
- ▶ Awarding Body secure websites have systems in place to communicate exam results to the school and the Exams Officer is familiar with each AB and the relevant Secure Websites

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

- ▶ Special consideration action to the Awarding Body

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

Criteria for implementation of the plan

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions to mitigate the impact of the disruption

- ▶ The school would prioritise students with pending exams and endeavour to source alternate teaching methods or venues with an aim to continue teaching this group of students despite the centre being closed, possibilities are the use of the attached Sports Centre, the sharing of SRPA teaching space or hiring suitable venues.

- ▶ The school would communicate with students, parents and carers via the school website, letter, twitter and/or Facebook or any method of communication available.

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ In the vent of large scale illness affecting numerous students the school would look into sourcing of alternative accommodation to enable students to sit exams such as at home or in hospital, this would be applied for via the Awarding Bodies
- ▶ Awarding Bodies would be communicated with and special consideration would be applied for students who are sick and taking exams or sick and missing exams
- ▶ For students who have the opportunity to sit the exam at a later date this would be organised at the next available exam series

10. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)

Centre actions to mitigate the impact of the disruption

- ▶ If the school was closed we would do our utmost to open for examinations only during exam sessions
- ▶ If we were completely unable to host exams at our own school then we would make every effort to share facilities at SRPA or the Sports Centre
- ▶ Awarding Bodies would be contacted by the exams office to request a change of venue and apply for Special Consideration if exam candidates are badly affected by any change of venue
- ▶ The school will communicate to students, parents and carers via the school website and any other method available

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

- ▶ Awarding Body deliveries are checked against the number of students taking specific exams and any shortfalls in numbers of exam papers delivered are reported to the AB immediately after delivery
- ▶ In the event that the centre is closed during a peak delivery period the exam team will contact the relevant AB and advise that they could deliver to our partner school (SRPA) if appropriate
- ▶ If deliveries are not received one week before a scheduled examination the exam team will contact the AB and request assistance

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- ▶ In the event that Parcel Force are unable to carry out their normal collection and transportation of completed exam scripts the exam team will personally take the script packets and log documentation to the parcel force depot or alternatively the Post Office and follow the set process for the distribution of scripts
- ▶ The exam team will alert the relevant AB if the completed scripts are delayed by more than one day through the fault of the centre
- ▶ All completed scripts will be kept locked in the secure room or the General Office locked stationary store until they are collected to limit any chance of them going missing

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

Centre actions to mitigate the impact of the disruption

- ▶ The Awarding Body will be contacted by the exam team to inform them immediately of any such scenario using the correct method of communication required by the specific AB e.g. documentation available on AB websites
- ▶ The school would gather evidence from the teachers of the students work which could be used by the Awarding Body to issue a grade
- ▶ SLT would communicate this to the students, parents and carers keeping them informed of AB decisions on the matter

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ If unable to access results via A2C then the exam team would do so using the Awarding Body secure websites
- ▶ If the exams officer was unable to carry out the result process due to absence, the exam administrator would step in, having been trained on the results and post-results process by the exams officer
- ▶ The exams manager at our partner school (SRPA) could also step in to advise or provide assistance with the results and post-results process in the event of absence within the exam team.

Further guidance to inform and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

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

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, the school or college should assume that any exam or timetabled assessment should take place if it is possible for it to do so. This may mean having to locate alternative premises.

If the exam or assessment cannot take place, or if a student misses an exam or loses their assessment due to an emergency or other event outside the control of the school or college, you should discuss alternative arrangements with your awarding organisation.

2.1 The school or college should consider the following steps

Exam planning

1. Review your contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

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 the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam

1. Consider whether students may be eligible for special consideration.
2. Ensure that scripts are stored under secure conditions.
3. 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.

2.2 The awarding organisation should take the following steps

Exam planning

1. Establish, maintain and at all times comply with an up to date written contingency plan.
2. Ensure that the arrangements that are in place with schools and colleges enable them to deliver and award qualifications in accordance with its conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any negative effect, in relation to its qualifications, arising from any disruption.
2. Provide effective guidance to any of its centres responsible for delivering qualifications on its behalf.
3. Ensure that where an assessment is required to 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 a negative effect on students, standards or public confidence.

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.

2.3 When a student misses an exam or is disadvantaged by the disruption

If you feel that the performance of all or some of your students has been negatively affected by the disruption you should ask your awarding organisation about applying for special consideration. The decision about what special consideration is, or is not appropriate, is for awarding organisations to make. Their decisions might be different, for different qualifications and for different subjects. However, we encourage awarding organisations to adopt a consistent approach, including between learners, schools or colleges, and awarding organisations, when dealing with a number of similar cases.

[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*, sections 1 and 2 <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>]

JCQ

Contingency planning

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

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.

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.

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.

Further information may be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

[JCQ guidance taken directly from JCQ *Instructions for conducting examinations* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page iv]

General regulations for approved centres

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

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-ni.gov.uk/publications/checklist-exceptional-closure-schools>

School closures

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