



Exam contingency plan 2020/2021

This plan is reviewed annually to ensure compliance with current regulations

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| Approved/reviewed by | |
|  | |
| Date of next review | October 2021 |

Key staff involved in contingency planning

| Role | Name(s) |
|--|--|
| Head of centre | Mr David Alexander |
| Exams officer line manager (Senior Leader) | Dr Sharron Cunningham |
| Exams officer | Mrs Sue Sellar |
| SENDCo/SLT Member | Mrs Kerala Cole |
| Operational SENDCo | Mrs Kath Clements |
| SLT member(s) | Mr Ben Cheeseman Mr Steve White Mr Mike Merriman Mrs Demelza Barker |

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Purpose of the plan

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

Alongside internal processes, this plan is informed by the **Ofqual** *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ** *Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland*.

This plan also confirms Rednock School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2020-2021*) 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 to mitigate the impact of the disruption

- ▶ The SLT member in charge of examinations will liaise with the school's Data team and Senior Invigilator to ensure that the key tasks listed above are actioned by the appropriate team/person to ensure a smooth running of the examination session(s).

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

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- ▶ *candidates not tested/assessed to identify potential access arrangement requirements*
- ▶ *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- ▶ *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- ▶ *approval for access arrangements not applied for to the awarding body*
- ▶ *centre-delegated arrangements not put in place*
- ▶ *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- ▶ *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

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

Centre actions to mitigate the impact of the disruption

- ▶ The deputy SENDCo and the SLT line manager will liaise with the Exams Officer regarding access arrangements.

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

- ▶ SLT Line Managers and the Exams Officer will liaise with TLR post holders in the relevant subject area(s) and the remaining teaching staff as necessary.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- ▶ Recruitment and Training of Invigilators is done well in advance of the examination session.
- ▶ Training of other members of staff e.g. Support staff - Cover Supervisors and administrative staff to provide additional capacity in the event of a shortage.

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

- ▶ In an emergency the Sixth Form teaching rooms can be used for examinations.
- ▶ For larger examinations, the Sport's Hall can be utilised at short notice.
- ▶ In extremis, Kingshill House will be rented.

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

- ▶ Exams Officer and IT Manager to liaise with the examination boards as to appropriate action.
- ▶ Liaise with local Secondary/Primary Schools to use their hardware to facilitate the Examination Process

7. Responding to Emergencies e.g. evacuation of the exam room, centre lock down or dealing with bomb threats

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

- ▶ Follow Appendix 8 of the School's Emergency Evacuation Procedure
- ▶ Follow the Appendix C of the School's Lockdown Procedures for examination rooms
- ▶ In the event that the school receives a bomb threat, invigilators will act on the instruction of SLT if the threat requires an emergency evacuation or lockdown.
- ▶ All invigilators and associated examination staff to be trained in Emergency Evacuation procedures and Lockdown procedures.

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

- ▶ Head of Centre, Governors and SLT to take the necessary action e.g. providing alternative venue etc.

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 e.g. sickness bug has affected several students.*

Centre actions to mitigate the impact of the disruption

- ▶ Identify whether the student can sit the examination at an alternative venue in agreement with the relevant awarding organisations
- ▶ Apply to awarding organisations for special consideration

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

- ▶ Examinations Officer to liaise with Head of Centre and inform the awarding bodies
- ▶ If possible, open Rednock School for examinations and examination candidates only
- ▶ Examinations Officer and SLT to explore the use of alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public buildings if possible)
- ▶ Apply to awarding organisations for special consideration for students where they have met the minimum requirements.

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

- ▶ Examinations Officer to contact the awarding organisation to organise alternative delivery method.
- ▶ Examinations Officer will communicate with the awarding body to confirm that copies are received, made and stored under secure conditions

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/ assessment evidence

Centre actions to mitigate the impact of the disruption

- ▶ Scripts remain securely stored in the Examinations Cupboard.
- ▶ The Exams Officer seek advice from awarding organisations regarding collection of scripts

- ▶__ When the awarding organisations have approved the mode of transportation then the Exams Officer can action the collection/delivery of scripts to the awarding bodies.

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

- ▶__ Exams Officer will contact the awarding bodies for advice.

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

- ▶__ Exams Officer to contact awarding organisations about alternative options

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<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>