

# Enfield Grammar School

## EXAM CONTINGENCY PLAN

2025/26

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Jenny McCall	
Date of next review	September 2026

Key staff involved in the plan

Role	Name(s)
Head of centre	<b>Chris Lamb</b>
Exams officer line manager (Senior leader)	<b>Jenny McCall</b>
Exams officer	<b>Naleni Naidoo</b>
ALS lead/SENCo	<b>Gill Howard Smith</b>
Senior leader(s)	<b>Michael Collins</b>
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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Enfield Grammar 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 (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland.

This plan also confirms Enfield Grammar School compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

This plan acknowledges the **contingency days** designated by awarding bodies for summer 2026. These days are in place to manage national or significant local disruption to examinations, and candidates will be expected to be available during this period for any rescheduled exams.

## 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
- 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
- failure to maintain a secure audit trail for all confidential examination materials, including question papers and completed scripts

#### 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

- *Head of Centre/Deputy Head Teacher will ensure the above tasks are carried out with the support of SLT.*
- *Contact neighbouring schools to request Exams Officer support where appropriate.*
- *The Head of Centre will ensure a designated member of the senior leadership team or administrative staff is trained to manage the secure storage facility. A log will be maintained and signed by at least two authorised staff members for all instances of confidential materials being removed from or returned to the secure storage facility.*

## **2. ALS lead/SENCo extended absence at key points in the exam cycle**

#### Criteria for implementation of the plan

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

##### Planning

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

##### Pre-exams

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

##### Exam time

- access arrangement candidate support not arranged for exam rooms

#### Centre actions to mitigate the impact of the disruption

- *The Teaching Assistants and Examinations Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.*

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

#### Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the 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 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

- *Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by the Head of Department.*
- *The Examinations Officer to liaise with Head of Department and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received*

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

#### Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams, including a lack of specific training on how to handle announcements for candidates with disabilities, managing unauthorised electronic devices, and implementing the emergency evacuation procedure.

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

#### Centre actions to mitigate the impact of the disruption

- *The Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.*
- *The Exams Officer will be aware of the school staff available for invigilation duties at short notice for peak exam days.*

### 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

- *The Examinations Officer will organise rooming for examinations well in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan appropriately.*
- *In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies*

## 6. Cyber-attack

### Criteria for implementation of the plan

- Cyber-attack impacting on subjects requiring digital uploads or downloads

### Centre actions to mitigate the impact of the disruption

- Contact the relevant awarding organisation and seek advice
- Immediately check all on-screen assessment devices to ensure they are free of any unauthorised programs, applications, or software packages, and remove any that are found, in line with JCQ Appendix 1, 7.3 and 7.4.
- Seek alternative premises or computer network
- Enact incident management plan
- Report to NCSC
- Contact local law enforcement and Action Fraud
- Inform the DfE

## 7. 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
- Unauthorised use of AI tools or software during an on-screen assessment.

### Centre actions to mitigate the impact of the disruption

- *The Examinations Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred.*
- *The centre will immediately investigate any suspected use of AI tools. If confirmed, the incident will be reported as malpractice to the relevant awarding body using the appropriate form. All on-screen assessment devices will be configured and monitored to prevent access to unapproved software and AI tools, as per JCQ Appendix 1, 7.4*

## 8. 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

- *Communicate with relevant awarding organisations at the outset to make them aware of the issue*
- *Liaise with candidates to identify whether the examination can be sat at an alternative venue eg Lower School Ball Hall in agreement with relevant awarding organisations*
- *Communicate any changes to your plans with parents and pupils*
- *Offer candidates an opportunity to sit any examinations missed at the next available series*
- *Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements Ensure candidates are aware of the published contingency days (e.g., in June) and their obligation to be available for rescheduled exams in the event of a national or significant local disruption. They will not be eligible for special consideration if they are unavailable on these days for non-emergencies.*

**9. 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

- *Seek advice from relevant awarding organisations and JCQ*
- *Offer candidates an opportunity to sit any examinations missed at the next available series*
- *Communicate any changes to your plans with parents, carers and pupils*
- *Seek alternative venues for teaching e.g. Lower School and consider move to online provision*
- *SLT to manage all such incidents by talking to JCQ and using other centres if possible.*

**10. Candidates at risk of being unable to take examinations - centre remains open**

Criteria for implementation of the plan

Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- *The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements/ special consideration and liaise with the SLT to take appropriate action*

**11. Centre at risk of being unable to open as normal during the examination period**

(Including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- *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.*

Alternative venue details: Enfield Grammar Lower School and/or Enfield County School

## **12. 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

- *The Examinations Officer will contact the relevant Awarding Body to discuss alternative delivery of papers to the Centre*
- *Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances.*
- *As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date.*

## **13. 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

- *Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions and should not make their own arrangements for transportation unless told to do so by the awarding body*
- *For any examinations where centres make their own collection arrangements, centres should investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.*
- *Centres to ensure secure storage of completed examination scripts until collection*

## **14. 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

- *The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given*
- *Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations*
- *Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series*

**15. Centre unable to distribute results as normal or facilitate post results services**  
(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- *The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given*
- *Distribution of results:*
  - centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation*
  - centres to make arrangements to coordinate access to post results services from an alternative site*
  - centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation*
- *Facilitation of post results services:*
  - centre to make arrangements to make post results requests at an alternative location*
  - centres to contact the relevant awarding organisation if electronic post results requests are not possible*

Alternative venue details: Enfield Grammar Lower School and/or Enfield County School

## Further guidance to inform procedures and implement contingency planning

### Ofqual

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

##### **Contingency planning**

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

##### **General contingency guidance**

- [emergency planning and response](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [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 in extremely bad weather](#) - guidance for schools from the Welsh Government
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office

##### **Disruption to assessments or exams**

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

##### **Steps you should take**

###### **Exam planning**

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

###### **In the event of disruption**

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

###### **After the exam**

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## Steps the awarding organisation should take

### Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

### In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

### If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

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

### Wider communications

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

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved. Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

### Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

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

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 30 September 2021) <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

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.

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

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies will designate 'contingency days' for examinations, summer 2025. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of 'contingency days' 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 of national disruption to a day of examinations in summer 2025, 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 is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling 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.

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## GOV.UK

Emergency planning and response: Exam and assessment disruption; [www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning [www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## Wales

School closures: examinations [gov.wales/school-closures-examinations](http://gov.wales/school-closures-examinations)

Opening schools in extremely bad weather: guidance for schools [gov.wales/opening-schools-extremely-bad-weather-guidance-schools](http://gov.wales/opening-schools-extremely-bad-weather-guidance-schools)

## Northern Ireland

Exceptional closure days [www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)

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

## 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:

1. [More ransomware attacks on UK education - NCSC.GOV.UK](#)
2. [Ransomware advice and guidance for your IT teams to implement](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help improve your cyber security](#)
6. [Building Resilience: Ransomware and the risks to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

**GCSE CONTROLLED ASSESSMENTS: RISK  
MANAGEMENT PROCESS**

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Teachers Deputy Head teacher
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Teacher Deputy Head teacher
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Exams Officer/SLT
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Exams Officer/SLT
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	IT Manager Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	IT Manager Exams Officer

Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Teachers Exams Officer
<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Teachers Head teacher Exams Officer
<b>Supervision</b>			
Student study diary/plan not provided or completed	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Teachers
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head teacher Deputy Head teacher Heads of Department
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Heads of Department
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Deputy Head teacher Heads of Department Exams Officer

Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Deputy Head teacher Heads of Department Exams Officer
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<b>Security of materials</b>			
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Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Heads of Department
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Heads of Department
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Heads of Department Deputy Head teacher

<b>Deadlines</b>			
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Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action	Teachers Heads of Department
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Heads of Department Exams Officer

<b>Authentication</b>			
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Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Find candidate and ensure authentication form is signed	Heads of Department
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	Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking		
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature  Ensure authentication forms are signed as work is marked	Heads of Department
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking  Plan for sampling of marking during the practice phase	Arrange for re-marking  Consult the awarding body's specification for appropriate procedures	Heads of Department Deputy Head teacher
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Heads of Department Deputy Head teacher Exams Officer