



The Grove

Exam Contingency Plan

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CENTRE NUMBER: 12678	CENTRE NAME: The Grove School
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Date of next review

Key Staff involved in the Contingency Plan

Role	Name(s)
Head of centre	Lucia Santi
Exams officer line manager (Senior leader)	Lucia Santi
Exams officer	Daniel McKay Wood
Exams Assistant	Bronja Elton
SENCo	Daniel McKay Wood
Senior leader(s)	Daniel McKay Wood (Assistant Headteacher) Bronja Elton

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at The Grove 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 and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023).

This plan also confirms The Grove School's 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 where the head of centre, examinations officer/ SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

National Centre Number Register and other information requirements

The head of centre will also ensure that The Grove School has a contingency to enable the prompt handling of urgent issues only, and responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which

arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

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

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process. At this point Helen Georgiades, Deputy Head, will oversee the Centre and the examinations officer (Daniel McKay Wood) will continue with all exam related roles and duties.

Possible causes of disruption to the exam process

1. Exam officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- There is a designated exams assistant (Bronja Elton) who has access to the Secure Download service in the event of Exams officer absence

- The Exams Assistant has knowledge of the ICE Booklet

2. SENCo extended absence at a critical stage of the exam cycle (The SENCo, Daniel McKay Wood, is also the schools Exams officer)

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 work of the SENCo has been completed by the start of the Summer Exams Series.
- The SENCo collated access arrangement evidence. The SENCo is also the exams officer. The Access arrangements have already been agreed and the evidence is in the access arrangements folder before the start of the exams cycle.
- The SENCo had regular meetings to communicate the requirements of students and applications are made by earlier internal deadlines, ahead of external deadlines.
- The SENCo collated evidence and placed it into the student Access Arrangements folder in preparation for the application process at the start of Y10.
- Access Arrangement student files are situated in the exams folder in the school drive and be accessed by exam officer, exams assistant and SLT in the event of a query or exam inspection.
- The exams officer collated exam entries by an earlier internal deadline and established modified paper requirements as necessary.
- LSAs receive annual training from SENCo in how to provide access arrangements including the JCQ regulations.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams 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

- We only have one teacher per subject at The Grove. They work directly with the exams officer and meet the above requirements.
- There are weekly department meetings when information is shared which are attended by all members of the teaching staff.
- In the event of the subject teacher not being able to provide the above information, the examination officer who is also a member of the SLT will assume responsibilities.

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

- All LSAs at The Grove receive Invigilator and access arrangements training by the exams officer and SENCO. We have more than the required ratio to provide invigilation for a small number of students taking exams.
- All LSAs receive update training and refresher training on yearly basis by the exams officer/SENCO

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
- 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.

Alternative venue details:

Heartlands High School Classroom (part of our MAT). Station Rd, London N22 7SX

Students will be driven on the school minibus or walked to the alternative venue.

6. Cyber-attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery

Centre actions to mitigate the impact of the disruption

- Internal exam entry deadlines are set by the exams officer 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
- Awarding Body secure websites have systems in place to communicate exam results to the Exams Officer through relevant Secure Websites
- The school has signed up for multi factor authentication through the relevant exam board secure sites.
- We have access to a site wide and stand alone 'dongle' to access the internet and any Exam Board websites as required if our Network is compromised

The school would report this immediately to [Action Fraud](#), [NCSC](#), the [ICO](#) and the department's Sector Cyber Team at Sector.incidentreporting@education.gov.uk.

7. Failure of IT systems

Criteria for implementation of the plan

MIS (Management Information Systems) failure at final entry deadline

MIS system failure during exams preparation

Power outage immediately prior to or during an on-screen test

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- We will ensure a member of the IT team is on site during the examination period to provide support. If the school Internet goes down we will make use of Heartlands School as part of our MAT to download any material necessary.
- Paper registers will be prepared in advance
- We do not have any students completing on screen tests

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Special consideration application to the Awarding Body
- Ensure candidates evacuate safely and remain under exam conditions

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

- The school would prioritise students with pending exams and use alternate teaching methods (such as teams/zoom/google classroom/SENECA) or source venues with an aim to continue teaching this group of students despite the centre being closed.
- The school would communicate with students, parents and carers via the academy website, email, Twitter and/or Facebook or any method of communication available.

10. Candidates may not be able to take examinations - centre remains open

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- In the event 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

11. Centre may not be able to open as normal during the examination period

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The school would implement alternative arrangements for the conducting of examinations and notify the JCQ Centre Inspection Service of the alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)
- 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 find alternative accommodation via schools in our MAT (Heartlands)
- Awarding Bodies would be contacted by the exams officer to request a change of venue and apply for Special Consideration if exam candidates are badly affected by any change of venue
- The school would communicate to students, parents and carers via the academy website and any other method available
- In the event of a national emergency an exam contingency day has been reserved (26th June) and this has been communicated to parents/carers and students.

Alternative venue details:

Heartlands High School Classroom (part of our MAT). Station Rd, London N22 7SX

Students will be driven on the school minibus or walked to the alternative venue.

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

- 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 exams officer will contact the relevant AB and make alternative arrangements
- If deliveries are not received one week before a scheduled examination, the exam team will contact the AB and request assistance

13. Disruption to transporting completed examination scripts

<p><u>Criteria for implementation of the plan</u></p> <p><i>Delay in normal collection arrangements for completed examination scripts/assessment evidence</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> ● In the event that Parcel Force are unable to carry out their normal collection and transportation of completed exam scripts the exams officer will personally take the script packets and log documentation to the parcel force depot or the Post Office and follow the set process for the distribution of scripts. ● The exams officer 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 exams office safe until they are collected to limit any chance of them going missing. ● where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, The school will seek advice from awarding organisations and will not make our own arrangements for transportation unless told to do so by the awarding body ● For any examinations where centres make their arrangements for transportation, The school will investigate alternative dispatch options that comply with the requirements detailed in the JCQ <i>Instructions for conducting examinations</i>. ● The exams officer would ensure secure storage of completed examination scripts until collection

14. Assessment evidence is not available to be marked

<p><u>Criteria for implementation of the plan</u></p> <p><i>Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked</i></p> <p><i>Completed examination scripts/assessment evidence does not reach awarding organisations</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> ● The Awarding Body will be contacted by the exams officer to inform them immediately of any such scenario using the correct method of communication required by the specific Awarding Body. ● The school would gather evidence from the teachers of the students' work which could be used by the Awarding Body to issue a grade. ● The Leadership Team would communicate this to the students, parents and carers keeping them informed of Awarding Body decisions on the matter. ● Awarding organisations 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)

<p><u>Criteria for implementation of the plan</u></p> <p><i>Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> ● If unable to access results via A2C then the exams officer 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 data manager for the Trust would step in, having been trained on the results and post-results process by the exams officer. ● If necessary the school will make arrangements to access its results at an alternative site (Heartlands High School) , in agreement with the relevant awarding organisation ● The Exams officer could make arrangements to coordinate access to post results services from an alternative site if The Grove was unavailable. ● The exams officer will contact parents/carers via phone call and text message to communicate the information of the disruption as well as confirmation of results if requested. <p>Alternative venue details:</p> <p>Heartlands High School . Station Rd, London N22 7SX</p>

Further guidance to inform and implement contingency planning

Ofqual (Updated 5 October 2023)

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.**

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

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

Contingency planning

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

Disruption to assessments or exams

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

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

Exam planning

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

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

In the event of disruption

1. Contact the relevant awarding organisation promptly 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 question 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 students, parents and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors, invigilators 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 to the relevant awarding organisation 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 are able to 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, depending on their specific policies.

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

The DfE in England, the 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

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

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

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

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

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

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. Further information may be found at:

GOV

<https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland>

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

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in

the event of the centre being unavailable for examinations owing to an unforeseen emergency. All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

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

<https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland>

The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations. In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it 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 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 take them into account when making their plans for the summer.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2023-2024 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations

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

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained

schools www.gov.uk/government/publications/school-organisation-maintained-schools

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>

Wales

School closures – examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather

gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or Closure of School

www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

School closures www.nidirect.gov.uk/articles/school-closures

National Counter Terrorism Security Office

Procedures for handling bomb

threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats