



St John  
Bosco  
College

# Exam contingency plan

## 2017/18

This plan is reviewed annually to ensure compliance with current regulations

<b>Approved/reviewed by</b>	
<b>Date of next review</b>	Jan 2019

## Key staff involved in contingency planning

<b>Role</b>	<b>Name(s)</b>
Head of centre	Mr P. Dunne
Exams officer line manager (Senior Leader)	Miss M. Budzynska
Exams officer	Mrs M. Lambert
SENC <sub>o</sub>	Mrs R. Baister
SLT member(s)	Mr P. Dunne, Miss M. Budzynska, Mr A. Lane, Mr C. Polyviou

## Contents

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

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at St John Bosco College. 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 St John Bosco College is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2017-2018*) that the centre has in place a *written examination contingency plan which covers all aspects of examination administration. This will allow members of 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**

- ▶ Exam officer to produce guidance/notes on key tasks in case of absence
- ▶ SJBC exams officer to link with partner school (La Retraite) exams officer to provide advice and support in case of absence.
- ▶ SLT (Head and Deputy Head) to receive annual update/training in above from the Exams Officer so that they can manage/delegate in case of exam officer absence.

**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 (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**

- ▶ SENCO to produce guidance/notes on testing/access arrangements in case of absence
- ▶ SENCO to identify and train member of St Francis team to pick up testing/access arrangements tasks in case of absence.
- ▶ SLT (Head and Deputy Head) to receive annual update/training in above from the SENCO so that they can manage/delegate in case of SENCO absence.

**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**

- ▶ Exam officer to produce guidance/notes on key tasks in case of absence
- ▶ SLT line managers to check on key dates/notes in case of HOD absence and ensure HODs have prepared for key dates through line management meetings.

**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**

- ▶ Exam officer to report to Line Manager at agreed date prior to exam season to confirm recruitment and training of sufficient numbers of invigilators
- ▶ Exam officer to maintain link with agencies/freelance invigilators throughout exam season to identify 'reserves' in case of invigilator absence
- ▶ SLT/SENCO to identify/train SJBC support staff to fulfil invigilator role in case of absence.

**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 officer to confirm rooming arrangements with line manager at specified date in advance of exam season
- ▶ Exam officer to draw up contingency plan in case of main gyms being unusable during exam season with Business Manager/Deputy Head and premises team.
- ▶ School to adjust normal timetable to enable use of large classrooms/Hall in case of gyms being unavailable

**6. Failure of IT systems**

**Criteria for implementation of the plan**

- Exam officer to ensure that paper copies of exam entries/candidate details are kept accessible and available if required in case of MIS failure
- Exam officer to seek exam board clarification on options for entries/results release in case of IT failure and to share with line manager.

Exam officer to seek exam board clarification on options for entries/results release in case of IT failure and to share with line manager.

Centre actions to mitigate the impact of the disruption



**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

- ▶ Exam officer to seek exam board clarification for options and share that advice with the line manager, lock down policy is available on the school website.

**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

- ▶ Exams officer to seek exam board clarification for options in case of school buildings being unusable on exam days and share that advice with line manager.

**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

- ▶ Exams officer to seek exam board clarification for options in case of school buildings being unusable on exam days and share that advice with line manager

**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

- ▶ Exams officer to seek exam board clarification for options in case of school buildings being unusable on exam days and share that advice with line manager
- ▶ 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.

### **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

- ▶ The examinations officer to inform the awarding body as soon as possible and arrange for alternative delivery papers and keep line manager informed.

### **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

- ▶ Exam Officer to contact parcel force and inform the exam board and line manger of the problems. Take the exams to a main post office and obtain receipt.

### **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

- ▶ Exam officer ensures that materials are stored securely and in safety (from fire, water damage etc)
- ▶ Line managers ensure that teacher assessments/mock exam scripts etc are retained in case of the above

### **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 seek exam board clarification for options in case of delays and share that advice with line manager



## Further guidance to inform and implement contingency planning

[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>