



GUISELEY SCHOOL

Exam Contingency Plan

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| Governors' Committee: | Curriculum Standards and Effectiveness |
| Responsible Officer: | Deputy Headteacher – Curriculum |

Key staff involved in the plan

| Role | Name(s) |
|---|--|
| Head of centre | Paul Clayton Headteacher |
| Exams officer line manager (Senior leader) | Nicky Dewhirst |
| Exams officer | Ray Allen |
| ALS lead/SENCo | Fiona Gallagher, Clare Clayton |
| Senior leader(s) | P Carney Deputy Head Teacher, S Vasey Deputy Head Teacher, K Cook Assistant Head, C McGirr Assistant Head, R Probert Assistant Head, R Wood Assistant Head, H Ogden Assistant Head, S Gadd Director of Sixth Form |

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Guiseley 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 Guiseley 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 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.

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*

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

- SLT to nominate a 'deputy' to cover the role & tasks. This maybe an Exams Assistant or extra support could be called on from the Lead Invigilator.
- Extra hours should be allocated to the 'deputy' to ensure that important pre-exams preparation tasks and entry deadlines are met.
- Exams Officer 'shadowed' by SLT Line Manager (Steve Vasey) throughout the academic year; and kept informed of potential planning & procedural interruptions & issues that will impact the examination process in school.
- Exams Officer to ensure that the school exam policies comply with JCQ ICE & requirements.
- Exams Officer to prepare internal/external exam timetables and meet with SLT-LM to agree external invigilator recruitment & training needs in advance of the main exam season.
- SLT to be aware that duplicate Exams Office keys are kept with Nicky Dewhirst Exams Data Manager; Head of Centre, & Site Manager.
- The Exams Data Manager to ensure that Key Holders are trained in the secure handling of exams paperwork as required by JCQ.
- Where there are insufficient exam papers due to late entries; the exam paper may be securely photocopied. Two members of the Invigilation team/EO must be present when photocopying exam papers.
- Exam papers maybe opened within 90 minutes of the awarding body published starting time for the examination in order to make them up into more appropriately sized sets for different rooms.
- To avoid potential breaches of security care must be taken to ensure the correct question paper packets are opened. A "second pair of eyes"- a member of centre staff who can be an invigilator must check the day, date, time, subject, unit/component and tier of entry, immediately BEFORE a Question Paper is opened. This check must be recorded.
- Exams Office to ensure all erratum notices are clearly identified with the exam papers; and the Lead Invigilator is aware of the erratum notice when opening the exam papers in the exam room.
- Where the exam erratum notice has not been communicated to the candidates and this is noted during the exam. Stop the exam and inform the candidates; apply to the exam board for special consideration. If the exam has concluded apply for special consideration.

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*
- *shortage of staff/invigilators to support students with access arrangements*
- *shortage of word processors, reader pens, smaller exam rooms.*

Centre actions to mitigate the impact of the disruption

- SLT to nominate a 'deputy' to cover the role & tasks.
- SLT to appoint a qualified assessor to test candidates in place of the Inclusion Manager.
- SLT to be aware of JCQ timetable for approval and/or submission for approval of candidate access arrangements so allowing sufficient time to implement above.
- Lead Student Support Officer to arrange student support during all exams; in conjunction with the exams office.

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

- Heads of Curriculum responsible for omitted entries, coursework/assessment marks in the absence of a member of the teaching staff.
- Exam entries must be made on time to meet deadlines and avoid late fees. Amendments can be made at a later date to confirm final entries.
- Heads of Curriculum to be aware of the external exams/assessment schedules & work to the exam board deadlines for candidate coursework and mark submissions

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

- Exams Officer to check availability of external invigilators in advance of main exam season.
- Refer to SLT-LM where recruitment & training of further external invigilators is required.
- Refer to SLT-LM where invigilator numbers fall below JCQ minimum thresholds.
- Check availability of other invigilators who have indicated availability for the session.
- Check with the Cover Manager for freed staff who have not been used for the period(s) concerned.
- Some support staff have attended training so could invigilate in an emergency.
- Consider possibility of amalgamating any access arrangement rooms to release an invigilator.
- Call upon SLT to invigilate exam.

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

- Exams Officer to identify appropriate rooms in advance of the exam season; and book these rooms via MIS notifying room changes to teaching staff affected.
- Exams Officer agrees & prepares the external/internal exam/assessment timetable/calendar and shares this SLT; Site Management & wider school community in advance of the exam seasons.
- In the event of an emergency; SLT in conjunction with the Exams Officer will review the free room calendar. Consider all factors involved and move to an appropriate alternative venue.
- If all students are in the exam at any one time; then the rooms used by that Year group in that period should be free and can be booked for exams.
- No free rooms; refer to SLT for guidance.

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

- Exams team - Exam entries to be processed in advance of deadlines and a paper copy kept until the end of the exams series
- ICT Services - Backups to be kept and regularly tested of MIS data, on-site and off-site, and airgapped
- ICT Services - Consistent monitoring of enterprise security systems to ensure full functioning and expedited response to alerts
- ICT Services – Backup internet connection options and computers to be available for conduct of electronic exams where the normal network is unavailable.

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

Centre actions to mitigate the impact of the disruption

- Exam entries should be made well in advance of the deadline to avoid any issues.
- In the event of an IT failure contact the relevant exam board to explain (they may give an extension, but get a name and/or get it in writing!)
- Check with the Andrew Mathieson IT Network Manager where updates and/or network issues are likely to impact upon work in the exams office.
- Check in advance that IT Network is aware of exam results days to ensure smooth running of downloads & any possible issues that would delay release of results to candidates.

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

- SLT will implement the schools lockdown policy around school. The Exams Officer communicates with SLT-LM.
- In the event of an evacuation; the Exams Officer/Invigilator will follow JCQ ICE Section 18: Emergencies.
- SLT to assist in maintaining the security of the exam; may allocate a separate area for candidates.
- Exam Officer to ensure Invigilators are aware of the lockdown/emergency policy.
- SLT will advise when the time is appropriate to return to the exam room and resume the exam.
- Exams Officer will notify the exam board of the circumstances. This may take the form an immediate request for guidance and/or submitting special consideration to mitigate those circumstances

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

- (Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. ☒ in the case of modular courses, centres may advise candidates to sit examinations in an alternative series. ☒ centres should have plans in place to facilitate alternative methods of learning.)

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

- Exams Office downloads timetable base data from exam board information verified with Heads of Curriculum_
- Exams Office secures exam papers on arrival in school. EO has list of all exams being sat in the exam season with paper reference numbers and dates. Checked jointly by EO & Invigilator and filed securely in chronological order. Any errors or omissions are immediately communicated to the exam board.
- Emergency papers can be requested from the exam boards and downloaded under secure password.
- Exams Office provides detailed accurate timetable information to Candidates in advance of the exam.
- Attendance is checked when Candidates arrive for their exams and any not present are contacted by SLT. In some cases Candidates can be collected from home.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisation.
- Centre to offer candidates an opportunity to sit any exams missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidate where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control.

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

- Centre to open for exams and exam candidates only if possible.
- SLT to consider staffing of exams; in the absence of the Exams Officer; staff with knowledge of exam rules & regulations together with locally based invigilators can be used at short notice.
- Centre to use alternative venues in agreement with the relevant awarding organisations e.g. share facilities with other centres or use another public building if possible.
- Centre may offer candidates an opportunity to sit any exams missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates.

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

Awarding organisations actions to mitigate the impact of the disruption

- 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.

Centre actions to mitigate the impact of the disruption

- Exams Office ensures accuracy of exam entries in conjunction with the teaching staff, via the schools MIS and pre-entry checking of entries.
- Awarding bodies despatch exam scripts which are checked to packing lists on arrival in school. The Exams Officer will alert the Awarding bodies of any discrepancies.
- In the event that this occurs on the day of the exam the Exams Office will contact the exam board immediately to provide the Centre with electronic access to the exam paper(s) via a secure external network.
- Exam board to fax exam paper(s) to the Centre if electronic transfer is not possible.
- Exams Officer to ensure that copies are received; prepared and stored under secure conditions.

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

- Centre to ensure secure storage of completed examination papers until collection. All exam scripts must be stored securely in the Exams Office.
- 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

- Notify the Awarding body immediately.
- Awarding bodies to generate candidate marks for affected assessments based on appropriate evidence of candidate achievement as defined by the Awarding body.
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.
- Candidates may retake the affected assessment at a subsequent assessment window.
- In the event that the completed examination scripts/assessment evidence does not reach the awarding organisation. Exam board contacts the centre with details of the missing script/assessment. Check exams office record of despatch Parcelforce/Royal Mail for parcel reference. If evidence of posting advise exam board.

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

- Centre to notify Awarding Bodies.
- Centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation.
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centre to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation .
- Centre to make arrangements to make post results requests at an alternative location
- Centre to contact the relevant awarding organisation if electronic post results requests are not possible).

15.Exam paper(s) compromised

Criteria for implementation of the plan

Centre becomes aware that exam papers have been compromised.

Centre actions to mitigate the impact of the disruption

- Centre to notify Awarding Body immediately.
- Always ensure that the Exams Secure Office remains locked at all times.
- Always ensure Exams Secure Office cabinets are locked and barred at all times.
- Always secure exam board paper in the Exams Secure Office and ensure that unused exam board paper remains under the control of the exams office at all times.

16.Results Day

Criteria for implementation of the plan

Impacts upon Candidate destinations at KS4 & KS5 Results

No result received for Candidate

Inaccurate headline figures and Candidate results

Results are unavailable to Candidates on time

Enquiries About Results cannot be submitted

Centre actions to mitigate the impact of the disruption

- Check exam papers to attendance lists accurately before despatching to exam boards.
- Ensure accurate copies of all exam attendance list; seating plans and invigilation arrangements are held on record until completion of the JCQ Post Results: EAR process has been completed.
- Exams Officer to check A2C in advance of Results Day. Arrive early on Results Day to commence download of results using the A2C (EDI) download of results.
- Exams Officer to check exam entries; ensuring cash in award codes are entered accurately to avoid errors when downloading result data to SIMS.
- Follow Post Results EAR & Appeals procedures; and ensure Candidates/Parent are aware of the procedures and sign the relevant permissions as soon as possible Post Results.

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

See also the [JCQ Joint Contingency Plan for the Examination System](#) in England, Wales and Northern Ireland.

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.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-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 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 2023. 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 2023, 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.

(JCQ guidance above taken directly from **Instructions for conducting examinations 2022-2023** <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

JCQ Notice - Preparing for disruption to examinations (effective from 11 October 2021) www.jcq.org.uk/exams-office/other-documents

JCQ Notice to Centres - Examination contingency plan/examinations policy www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/

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: Exam and assessment disruption;
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

Wales

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

Opening schools in extremely bad weather: guidance for schools 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 - exceptional closure of schools
www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

ProtectUK

www.protectuk.police.uk

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

| | |
|--|----------------------------|
| Policy title | Exam Contingency Plan |
| Person responsible for carrying out the assessment | Raymond J Allen |
| New or previously approved policy? | Previously approved policy |
| Date of approval / last review (if known) | October 2022 |

EQUALITY REVIEW – POLICY IMPACT STATEMENT

Step 1 – Further information

Step 2 – Further information

| | |
|--|--|
| 1. Who is responsible for the policy that is being assessed? | Mrs Nicky Dewhirst Exams Data Manager Mr R J Allen Exams Data Officer Mr Steve Vasey Deputy Head Teacher Mr Paul Clayton Head Teacher Mrs Fiona Gallagher SENCO Mrs Clare Clayton SENCO |
| 2. Describe the main aims, objectives and purpose of the policy | This plan examines the potential risks and issues that could cause disruption to the exams process at Guiseley School. |
| 3. Are there associated objectives of the policy? If so, please explain. | The plan outlines actions/procedures to be invoked in the case of disruption it is intended to mitigate the impact these disruptions have on our exams process. |
| 4. Who is expected to benefit from this policy? | Senior Leaders; Teaching staff; Exams Officer, candidates/parents/carers. The covers all aspects of examination administration. This will allow Senior Leaders to act immediately in the event of an emergency or staff absence. |
| 5. Who was consulted on this policy? | The Joint Council for Qualifications |

| | |
|---|---|
| | Compliant with JCQ Regulation Sect: 5.3 General Regulations for Approved Centres 2019-20 Relevant Examination Boards: AQA; Pearson Edexcel; OCR and WJEC. The Exams Office www.theexamsoffice.org Guiseley School Senior Leaders |
| 6. How has the policy been explained to those who would be directly or indirectly affected by it? | The Exam Contingency Plan is available to view on the Guiseley School website. A hard copy is available from the Exams Office. |
| 7. What outcome(s) are meant to be achieved from this policy? | Centre staff and candidates/parents/carer understand the impacts of disruptions to the examination process and the actions that can be taken to mitigate the impact of those disruptions. |
| 8. What factors could contribute to the outcome(s)? | A clear understanding by Heads of Department & Teaching Staff; candidates/parents/carers of the types of disruptions that could occur and how to react to lessen the impact of the same. |
| 9. What factors could detract from the outcome(s)? | Failure to read, understand; observe and the implement procedures. |

Step 3 – Assess the impact on different groups of people

| Equality Target Group | Positive impact | Negative impact | Neutral impact | Reasons / comments |
|---|-----------------|-----------------|----------------|--------------------|
| Men | Yes | | | |
| Women | Yes | | | |
| People from black and minority ethnic communities | Yes | | | |
| Disabled people | Yes | | | |
| Gay, Lesbian and Bisexual People | Yes | | | |
| Transgender people | Yes | | | |
| Disadvantaged / Pupil Premium Students | Yes | | | |
| Older people (50+) | Yes | | | |

| | | | | |
|--------------------------|-----|--|--|--|
| Younger people (17 – 25) | Yes | | | |
| Faith or belief groups | Yes | | | |

Step 4 – Promoting equality

| | |
|--|---|
| 10. Please give a brief description of how this policy promotes equality. | The promotion of SMSC includes equality of rights, equality of opportunity and valuing race equality. |
| 11. If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this? | n/a |
| 12. If there is a negative impact on any equality target groups, can this impact be legally and objectively justified? <i>(If no, then a full Equality Impact Assessment should be completed).</i> | n/a |

Step 5 – Recommendation

| | | |
|--|-----------------------------|--|
| 13. Is a full Equality Impact Assessment required? | No <input type="checkbox"/> | Yes <input checked="" type="checkbox"/> |
|--|-----------------------------|--|