



The Kimberley School Exam contingency plan 2021/22

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Andrew Park	
Date of next review	September 2022

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Andrew George
Exams officer line manager (Senior Leader)	Kirsty Andrews
Exams officer	Paul Thomas
SENCo	Fran Haywood, Helen Charlton (Assistant SENCo)
SLT member(s)	Andrew Park, Helen Frost-Briggs, Danny Knapczyk, Christopher Wharmby
Assessor(s)	Sarah Meakin
Access arrangement facilitator(s)	Sarah Meakin / Helen Charlton / Karen Layton

Contents

Purpose of the plan	3
Possible causes of disruption to the exam process	3
1. Exam Officer extended absence at key points in the exam process (cycle)	3
2. ALS lead/SENCo extended absence at key points in the exam cycle	4
3. Teaching staff extended absence at key points in the exam cycle.....	5
4. Invigilators - lack of appropriately trained invigilators or invigilator absence.....	5
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)	6
8. Disruption of teaching time in the weeks before an exam – 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 examination period	7
11. Disruption in the distribution of examination papers	8
12. Disruption to the transportation of completed examination scripts/assessment evidence	8
13. Assessment evidence is not available to be marked	8
14. Centre unable to distribute results as normal or facilitate post results services.....	9
15. Internal Governance arrangements	9
Further guidance to inform procedures and implement contingency planning.....	11
Ofqual	11
JCQ	13
GOV.UK.....	14
National Counter Terrorism Security Office	14

Purpose of the plan

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

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

- This plan also confirms [Centre Name'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.

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

The school planning calendar clearly identifies key dates for submitting entries and events. This is displayed on the Data Team's whiteboard and within the communal calendar on Outlook. Therefore, important dates will be highlighted for all staff in the event of the Exam Officer's absence and actioned. See Appendix for calendar of events and key tasks.

The MIS Team Leader has experience of covering for this role and is able to deal with routine examination administration activities.

The Deputy Head – Curriculum is trained to administer and apply examination protocols in line with JCQ guidelines. The Kimberley School would also seek assistance through experienced Exams Officers in partner schools within the Trust. Other members of the school data team would be directed to assist in exams administration.

The MIS Team Leader has covered this role previously and would be able to cover the role in the absence of the Exams Officer. In addition, an Exam resilience pack is currently being compiled to ensure that key duties are able to be picked up by other support staff and ensure resilience of this key role.

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

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

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

Centre actions to mitigate the impact of the disruption

- The Learning Support team work closely together and are able to access all pupil profiles and EHCP's. The Exam Officer liaises with this team on a regular basis to ensure that access arrangements are noted on the MIS for all teaching staff to be aware of and for examinations/coursework. Therefore, it is not anticipated to be an issue if the Assistant SENCO was absent for a long period of time as the information would be readily available and is securely stored in the Academic Support Unit.
- As we carry out Mock Exams for all year groups access arrangements and additional support is identified at an early stage.
- Specialist assessor, Exams Officer and Lead LSA to work with SLT to identify students where applications for access arrangements may be required. The employment of outside professionals may be required.
- Assistant SENCo/Learning Mentors will follow procedures and practices within the SENCo remit. □ Exams Officer to ensure essential information is available to Assistant SENCo

- Exams Officer to ensure Exam Cycle, policies and procedures are up to date at all times
- SLT to identify SENCO cover (if long term absence known in advance) and work with Trust to cover and or support.

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

- The Exam Officer will be able to judge the number of students per subject to enter for estimated entries and would check this with the Deputy Head – Curriculum. Therefore, this would not be an issue if the subject teacher was absent.
- Due to timetabling and planning it is unlikely that candidates would not be submitted for entry on time during a teacher absence as there is a large window of opportunity to collate this information. If the subject leader continued to be absent then the Year Performance Leader would be able to support the Exam Officer in identifying which candidates to submit. Hardcopy sign offs confirm those agreed for entry and these are triple checked against subject assessment sheets which are stored on the 'O' drive and can be accessed by all those in the ASU.
- Line managers will liaise with subject leaders during absence to ensure that all assessment deadlines are adhered to. Please refer to the Controlled Assessment/NEA Policy for more details.
- Senior Leadership Team to ensure departmental continuity by requesting an alternative member of the takes responsibility for the actions above if the absence is long term.
- Assistant Head - Progress leads on Academic progress to monitor and set internal deadlines for internal assessment marks.

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*
- Sole invigilator in exam venue/room*

Centre actions to mitigate the impact of the disruption

- Currently we have 25 invigilators who are trained and employed through the school. However, if numbers were short we would contact a supply agency or seek assistance from other schools in the Trust.
- The Kimberley School would seek assistance of experienced invigilators from partner schools within EMET.

- c) If an invigilator was absent on the day the Exams officer would review the rooming schedule and see if there was additional capacity elsewhere, seek cover from invigilators who had not been scheduled that day or seek assistance from other schools in the Trust/supply agency.
- d) All invigilators have mobile/desk numbers of Exams Officer and can call from their mobile or the phone in the venue in the case of emergency. A bell system exists in the main exam halls to summon assistance in these circumstances.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- The Examinations Officer organises rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately
- Alternative venues in school to be made available for exams
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced.
- Sports Halls to be first options as alternative venues for emergency accommodation

6. Failure of IT systems

Criteria for implementation of the plan

- a) *MIS system failure at final entry deadline*
- b) *MIS system failure during exams preparation*
- c) *MIS system failure at results release time*
- d) *Technical issues with Laptops, CD Players, Projectors.*

Centre actions to mitigate the impact of the disruption

- Mark-sheets are saved to the Exams Folder on the 'O' Drive, this will confirm which candidates are to be entered for an exam in the event of a MIS Failure and in the event of the 'O' Drive cannot be accessed, hardcopy sign offs from teaching staff will confirm entry of the candidates for the exam.
- Due to timetabling and planning it is unlikely that MIS failure during exam preparation would impact the department as there is a large window of exam preparation to ensure resilience.
- If MIS should fail on results day and IT were unable to quickly resolve the issue, the Exams Officer could download candidate results slips direct from the relevant Exam board.
- Line manager of IT staff will be instructed to ensure that IT staff are in school pre, post and results day to ensure that any technical difficulties can be resolved quickly or items replaced.

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

- See Lockdown Policy and follow procedure stipulated within this
- SLT to manage all such incidents and priority to be given to exam cohorts

- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

8. 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

- 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.)

Centre actions to mitigate the impact of the disruption

- The Examinations Officer will contact the relevant Awarding Bodies to discuss the issue.
- The centre to communicate with parents, carers and candidates regarding solutions to the issue.
- Offer candidates an opportunity to sit any examinations missed at the next available series
- Consider an application for Special Consideration for those affected to the appropriate Exam Boards
- Identify areas of the school to be kept open for priority year group(s).
- Inform parents and students of potential disruption to teaching and learning time and provide resources for students to use at home e.g. ShowMyHomework, VLE, internet work books etc.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- LT to consult the Critical Incident Plan and implement appropriate actions
- The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the SLT to take appropriate action
- Use alternative venues in agreement with relevant awarding organisations (share facilities with other centres or use other public buildings if possible)
- Apply to awarding organisations for special consideration for candidates
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible
- Parents and candidates to be kept informed of school actions to resolve the issue.

10. Centre 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 unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Exams Officer to liaise with Head of Centre and to inform the relevant awarding organisation of any such difficulties and put in place suitable alternative arrangements.
- The centre to communicate with awarding organisations to organise alternative delivery of papers if not already received.

- The centre to arrange with Exam Boards for alternative means of receiving papers either electronically, by fax or alternative courier.
- Examinations Officer to ensure papers are kept securely until needed.
- Alternative local venues to be sourced and agreed with the examination organisations.
- Application for special consideration to awarding organisations if necessary

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 Exams Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

12. Disruption to the transportation of completed examination scripts/assessment evidence

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- (Where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding organisation. For any examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations. Centres to ensure secure storage of completed examination papers until collection.)
- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given
- Scripts must be stored securely until such time transport is confirmed.
- Exams Officer to seek advice regarding alternative delivery and timings

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given
- The Head of Centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.
- The Exam Boards may generate candidate marks for the affected assessments based on other evidence, as defined by the Exam Boards and the regulators.

- It may be necessary for the candidates to retake the assessment at the next available opportunity

14. 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

- (Distribution of results: Centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation. Centres to make arrangements to coordinate access to post results services from an alternative site. Centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.)
- (Facilitation of post results services: Centre to make arrangements to make post results requests at an alternative location. Centres to contact the relevant awarding organisation if electronic post results requests are not possible)
- Exams Officer in liaison with the Head of Centre to inform relevant awarding organisations immediately and seek advice regarding alternative options.
- Centres to contact awarding organisations about alternative options.
- Arrange to access results at an alternative site.
- Inform staff, students and parents as soon as possible of the change in distribution of results

15. Internal Governance arrangements

As stated in the JCQ General Regulations for Approved Centres 2020-21 (page 10: 5.3)

d) has in place a written escalation process should the head of centre, or member of the senior leadership team with oversight of examination administration, be absent;

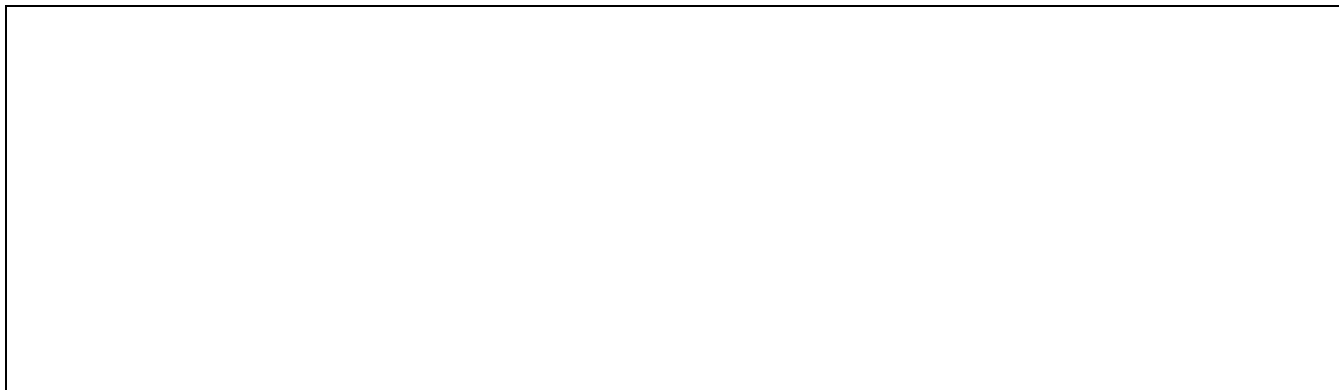
e) has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Criteria for implementation of the plan

- Exams Officer to contact Assistant Head Teacher – Progress if Deputy Head Teacher – Curriculum is absent.

Centre actions to mitigate the impact of the disruption

- In the event that the Senior Leader (Deputy Head Teacher – Curriculum) with oversight of examination administration is absent, this responsibility will pass to the Assistant Head Teacher – Progress. In the case that both are absent this responsibility will pass to the Head of Centre.



Ofqual

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

1. Contingency planning

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

When drafting contingency plans, you should consider the following guidance...

2. 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

3. Steps you should take

3.1 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.

3.2 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.

3.3 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.

4. Steps the awarding organisation should take

4.1 Exam planning

Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.

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.

4.2 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.

4.3 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.

5. 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](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) 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.

7. Widespread national disruption

In the event of widespread sustained national disruption, the 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.

[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***, (updated 02 March 2020) <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>]

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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

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 have designated The awarding bodies will designate a 'contingency day' for examinations, summer 2022 as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' 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.

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 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 this contingency arrangement so that they may take it 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 JCQ *Instructions for Conducting Examinations 2021-2022* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15,

Contingency planning]

JCQ Joint Contingency Plan <http://www.jcq.org.uk/exams-office/other-documents>

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

Guidance notes on *alternative site* arrangements <http://www.jcq.org.uk/exams-office/online-forms>

Guidance notes concerning *transferred candidates* <http://www.jcq.org.uk/exams-office/online-forms>

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; Coronavirus (COVID-19) <https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Opening and closing 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>

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Wales

School closures: examinations <https://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 <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>

National Counter Terrorism Security Office

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

Examination Evacuation Plan 2019-20

The examination contingency plan aims to cover all aspects of examination administration. It is a contingency plan put in place by senior leaders and the examinations team, to minimise the risk to the examination administration to ensure there is no impact on students. For example, should the examinations officer be absent at a critical stage of the examinations process.

The examination contingency plan has been developed in conjunction with the Joint contingency plan for the examinations system in England, Wales and Northern Ireland, which can be downloaded from Ofqual’s website. <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

The Kimberley School examinations contingency plan has been developed to reflect specific circumstances at Kimberley School.

This contingency plan will be implemented in the event of major disruption to the school. Any actions taken will be subject to the agreement of the senior leadership team dealing with the specific circumstances. Implementing the plan will safeguard the interests of candidates while maintaining the integrity of examinations and safeguarding qualification standards.

The table below is based on the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland as mentioned above.

Disruption	Criteria	Action Required	Action From
Disruption of teaching time –the centre is closed for an extended period	In the event that the school is closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning	SPL’s and SLT meet to agree course of action. If the school is closed for a long period of time, SLT will make the decision to work with partners in our multi-academy trust (EMET) to facilitate the provision of alternative facilities and any necessary transport. Priority would be given to the exam cohort students If a student cannot make it into school and misses a significant amount of teaching time, SLT may take the decision to delay entering the student for the exam series.	SPL/SLT
Candidates unable to take examinations because of a crisis	Candidates are unable to attend examination centres to take examinations as normal. e.g. return from trip delayed or part of centre inaccessible	Centre to liaise with awarding body to agree delay of start of exam candidates monitored and isolated in line with awarding body agreed instructions. centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations centre to offer candidates an opportunity to sit any examinations missed at the next available series	SLT/ Exams Officer

Disruption	Criteria	Action Required	Action From
		centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.	
Disruption in the distribution of examination papers	Disruption to the distribution of examination papers to centres in advance of examinations. Danger of papers not arriving prior to the exam.	The school will contact awarding organisations and ask if we can have electronic access to examination papers via a secure external network. Awarding organisations to fax examination papers if electronic transfer is not possible. The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions. Check exam papers are on site 24 hours before the exam.	Awarding body / Examinations officer / Business Manager
Disruption to the transportation of completed examination scripts	Delay in normal collection arrangements for completed examination scripts.	The school will ensure secure storage of completed examination papers until collection. The school would seek advice from awarding organisations.	Examinations officer
Centres are unable to open as normal during the examination period	Centre is unable to open as normal for scheduled examinations The responsibility for deciding whether it is safe for a centre to open lies with the Head of centre	The school will open for examinations and examination candidates only, if possible, by using alternate accommodation within the same site. The school would seek advice from awarding organisations. The school would use the sports hall of the Kimberley Leisure Centre as first choice. If not, we would use a venue within the East Midlands Academy Trust (EMET) in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible). The school may offer candidates an opportunity to sit any examinations missed at the next available series. The school may, where applicable, apply to awarding organisations for special consideration for candidates where they have met the minimum requirements	SLT /Exams Officer /Head of centre
Assessment evidence is not available to be marked	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked	Contact the appropriate exam board. If a student has done prior exams, for example they have completed paper 1 of 2, the school will ask the exam board if they can use that paper for their other paper to be marked. Special consideration will be requested as appropriate If a student has no evidence of exam, the school will see if the student can re-take the exam.	Exams Officer/ SLT

Disruption	Criteria	Action Required	Action From
Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking	A scanning centre reports technical problems with scanning machines leading to delays		Exams Officer/ Lead Invigilator
Examinations officer is absent from school for a long duration	Centre examinations officer is not able to attend on site to administer examinations	<p>An exams administrator is employed and trained to deal with routine examination administration activities.</p> <p>Senior Leader trained to administer and apply examination protocols in line with JCQ guidelines.</p> <p>The Kimberley School would also seek assistance through experienced exams officers in partner schools within EMET. Other members of the school data team would be directed to assist in exams administration</p>	SLT
Sole invigilator in exam venue/room	There is only one invigilator for the exam. How would they seek assistance if required?	All invigilators have mobile/desk numbers of exams officer and can call from their mobile or the phone in the venue in the case of emergency. A bell system exists in the main exam halls to summon assistance in these circumstances.	Exams Officer

Left Blank intentionally