Exam contingency plan

2018/19

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Date of next review Oct 2019
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<th>Name(s)</th>
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<tbody>
<tr>
<td>Head of centre</td>
<td>Mr Mark Lester</td>
</tr>
<tr>
<td>Exams officer line manager (Senior Leader)</td>
<td>Mr Daniel Quinn</td>
</tr>
<tr>
<td>Exams officer</td>
<td>Mrs Sam Burden</td>
</tr>
<tr>
<td>SENCo</td>
<td>Mrs Kerry Saundry</td>
</tr>
<tr>
<td>SLT member(s)</td>
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FSG Exam contingency plan 2018/19
Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at The Folkestone School for Girls. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions may 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 The Folkestone School for Girls is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2018-2019) 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.

Causes of potential 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

Office Manager or Data Manager to cover for Exams Officer.
SLT member l/c examinations also has some capacity/knowledge so as to ensure key tasks required in the management and administration of the exam cycle are correctly undertaken.

- Follow guidelines as per centres Exams Officers Procedures.
- Examinations Officer at another school can be requested to provide assistance. (HGS or MA)
- Consideration be given to Work Shadowing.
- There are products available via: The Key Tasks section of The Exams Office website.
- The Examinations Administration section of the DFE website.
- Examination Board helplines.
- The Exams Office section of the Joint Council for Qualifications website.

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 providing support to access arrangement candidates not allocated and trained

Exam time
- access arrangement candidate support not arranged for exam rooms

Centre actions

An up-to-date record of students requiring potential access arrangements must be maintained by SEN team. Request SENCo assistant to take over until SENCo returns.

- SENCo assistant to identify any candidates not yet approved by awarding bodies and complete.
- SENCo assistant to identify any shortfalls in support and ensure gaps are filled.
- Once gaps are filled, SENCo assistant to arrange suitable rooms and provide training.

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

FSG Exam contingency plan 2018/19
Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/fate or other penalty fees being charged by awarding bodies
Non-examination assessment tasks not set/issued/taken by candidates as scheduled
Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption
- Subject Director of Learning to provide Examinations Officer with details of estimated/final entries.
- Subject Director of Learning to ensure Examinations Officer is provided with coursework marks and coursework samples for sending to moderators.
- Where Director of Learning is absent 2 i/c should liaise with Examinations officer to provide necessary entry/assessment information

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
Examinations Officer to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall.
- Conduct an annual review of available invigilators and their availability for the next exams series.
- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- Identify where invigilators may be short.
- Request permission to recruit additional invigilators.
- Cover Manager to provide additional invigilator resource in the event of a shortfall at short notice.

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
Identify, working with responsible SLT member, a short-list of suitable rooms including reserves.
- Move pupils from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident. The school has a number of suitable larger spaces, which due to the layout and nature of our site are unlikely to be simultaneously unavailable. Exam accommodation commitments are therefore likely to be sustainable in most circumstances albeit that other year groups may be impacted.

6. Failure of IT systems

Criteria for implementation of the plan
MIS system failure at final entry deadline
MIS system failure during exams preparation
### Centre actions

Awarding bodies to be informed of the situation and an extension to the deadline be requested.

The in-house school ICT Technicians are always on site, including download/results days to manage and mitigate possible technical issues. The school also has active support contracts with Capita. Results can also be downloaded remotely in most circumstances due to pre-planning for such an event

- Special Consideration be applied for in the event of a serious disruption in submitting entry details or assessment details
- Results obtained at an alternative site.

#### 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**

- As laid out in Emergency Evacuation Policy

#### 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 closed interrupting the of normal teaching and learning

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

- Due to the nature of our site a full shutdown is unlikely and examination years would always be prioritised to minimise any potential disruption and/or impact on outcomes.
- Contingency Planning Team to explore alternative venues. This could be the Learning Resource Centre, local schools, hotels etc. Appropriate transport would be arranged.
- Details would be communicated to learners via local radio and The Folkestone School for Girls website. Staff would be informed via telephone using The Folkestone School for Girls Emergency Communications System.

### 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

*The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]*

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

- Centre to liaise with candidate to identify whether the examination can be sat at an alternative venue e.g. home, hospital, alternative venue etc. in agreement with the relevant awarding bodies.
- Centre to offer candidate an opportunity to sit any examinations missed at the next available series if appropriate.
• 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 a medical certificate or have been advised by their centre not to attend an examination.
• If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
• JCQ guidance on special consideration can be accessed through the JCQ website.

10. Centre unable to open as normal during the exams 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
A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCQ scenario 5]

Centre actions to mitigate the impact of the disruption
The centre will open for examinations and examination candidates only, if possible
Due to the nature of our site a full shutdown is unlikely and examination years would always be prioritised to minimise any potential disruption and/or impact on outcomes. The school has a number of suitable larger spaces, which are unlikely to be simultaneously unavailable. Exam accommodation commitments are therefore likely to be sustainable in almost all circumstances.

• In the event the Headteacher decides the centre cannot be opened for scheduled examinations, the relevant awarding body will be informed as soon as possible.
• Awarding bodies will offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
• Alternative venues e.g. Learning Resource Centre, alternative centres, church halls, etc. will be considered in the event the centre is unable to open.
• Centre may advise candidates to sit examinations in an alternative series if appropriate.
• Special Consideration will be used where candidates are unable to achieve a result due to one of the above factors.

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
The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCQ scenario 3]

Centre actions to mitigate the impact of the disruption
Recommended Actions:
It is the responsibility of the Examination Officer to ensure that all necessary assessment materials (including sufficient quantities) are in place in advance of the examination. This should be done in good time and at least two weeks in advance of the examination date so as to be able to source any materials missing.

• Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
• Awarding organisations may be able to fax examination papers to centres if electronic transfer is not possible.
• Examinations Officer to ensure that copies are received, made and stored under secure conditions.
• Source alternative couriers for delivery of hardcopies.

FSG Exam contingency plan 2018/19
12. Disruption to the transportation of completed examination scripts

<table>
<thead>
<tr>
<th>Criteria for implementation of the plan</th>
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<tbody>
<tr>
<td>Delay in normal collection arrangements for completed examination scripts</td>
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<tr>
<td>The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]</td>
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<thead>
<tr>
<th>Centre actions to mitigate the impact of the disruption</th>
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<tbody>
<tr>
<td>• In the first instance centre to seek advice from awarding organisations and normal collection agency regarding collection. Centre must not make own arrangements for transportation without approval from awarding organisations.</td>
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<tr>
<td>• Centre to ensure secure storage of completed examination papers until collection.</td>
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13. Assessment evidence is not available to be marked

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<thead>
<tr>
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<tr>
<td>Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked</td>
</tr>
<tr>
<td>It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]</td>
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<table>
<thead>
<tr>
<th>Centre actions to mitigate the impact of the disruption</th>
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<tbody>
<tr>
<td>• Centre to inform awarding body of the incident that led to the damage of the scripts or assessment evidence.</td>
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<tr>
<td>• Awarding body to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding body.</td>
</tr>
<tr>
<td>• Candidate to retake affected assessment at subsequent assessment window if applicable.</td>
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14. Centre unable to distribute results as normal (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

<table>
<thead>
<tr>
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<tr>
<td>Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services</td>
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<tr>
<td>Centres to contact awarding organisations about alternative options. [JCP scenario 11]</td>
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<table>
<thead>
<tr>
<th>Centre actions to mitigate the impact of the disruption</th>
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<tbody>
<tr>
<td>• Centre to make arrangements to access its results at an alternative site.</td>
</tr>
<tr>
<td>• Centre to make arrangements to coordinate access to post results services from an alternative site.</td>
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<tr>
<td>• Centre to share facilities with other centres if this is possible.</td>
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</table>

Causes 8-14 – all scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.
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 as part of your emergency planning and make sure your staff are aware of these plans...

2. Disruption to assessments or exams
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.

2.1 The school or college should consider the following steps

Exam planning
1. Review your contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

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 the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam
1. Consider whether students may be eligible for special consideration.
2. Ensure that scripts are stored under secure conditions.
3. 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.

2.2 The awarding organisation should take the following steps

Exam planning
1. Establish and maintain, at all times, comply with an up to date written contingency plan.
2. Ensure that the arrangements that are in place with centres and other third parties enable them to deliver and award qualifications in accordance with its 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 responsible for delivering qualifications on its behalf.
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

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.

2.3 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
- FAB’s guidance on special considerations

2.4 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.

2.5 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.

JCQ

Contingency planning

15.1 The qualification 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.

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 exam 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 Wednesday 26 June 2019 as a ‘contingency day’ for examinations. This is consistent with the qualification regulators’ document Exam system contingency plan:

The designation of a ‘contingency day’ within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies’ standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 26 June 2019 should an awarding body need to invoke its contingency plan.


Further guidance to inform and implement contingency planning

GOV.UK
Emergency planning and response Severe weather Exam disruption

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

Teaching time lost due to severe weather conditions

Dispatch of exam scripts: yellow label service
Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

Statutory guidance on school closures

Ofqual
Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

JCQ
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

Instructions for conducting examinations
http://www.jcq.org.uk/exams-office/ice—instructions-for-conducting-examinations

A guide to the special consideration process