



OWNED BY	STUDENT JOURNEY MANAGER/EXAMS OFFICER
Policy	Exams Contingency Plan
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APPROVAL	SLT

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Matt Reynolds
Exams officer line manager (Senior Leader)	Karen Fraser
Exams Team	Neil Owen, Wendy Cowgill, Jane Hart, Kezziah Pike
SENCo	Gill Thomas
SLT member(s)	Matt Couzens, Karen Fraser, Richard Stonebridge

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Purpose of the plan

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

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*.

This plan also confirms Cirencester 6th Form College is compliant with the JCQ regulation that the Centre *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.*

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

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

- ▶ *candidates' scripts not dispatched as required for marking to awarding bodies.*

Results and post-results

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

Centre actions to mitigate the impact of the disruption.

- ▶ The exams team is made up of three members of staff, one full time administrator and a part time assistant in addition to the exams officer who is "double hatted" as the college's Student Journey Manager. All team members are able and capable of running exams within the college.

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

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

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

Centre actions to mitigate the impact of the disruption.

- ▶ In addition to the Senco there are five other Academic support staff trained and capable of conducting assessments.

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.

- ▶ Where teaching staff are not available through extended absence Heads of Faculty and if necessary, Vice Principle will ensure all relevant actions are dealt with.

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.

- ▶ The centre has an established team of invigilators who are all trained, and a record of training held. On peak days other centre staff may be co-opted to assist but only has support to an appropriately trained invigilator.

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption.

- ▶ The exams officer would contact Deer Park School (adjacent to the college) or the Royal Agricultural University to arrange alternative suitable accommodation.

6. 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.

- ▶ In any event of MIS system failures, the exam team would liaise directly with awarding bodies.

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.

- ▶ Refer to exam centre Lockdown Policy and Emergency Evacuation Policy

Further guidance to inform and implement contingency planning.

Ofqual

What schools and colleges and other centers 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 organization, 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 organization.

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 organization 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 organization.
4. Where accommodation is limited, prioritize 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 organizations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organization.

2.2 The awarding organization should take the following steps.

Exam planning

1. Establish, maintain and always comply with an up to date written contingency plan.
2. Ensure that the arrangements that are in place with schools and colleges 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 negative effect, in relation to its qualifications, arising from any disruption.
2. Provide effective guidance to any of its centers responsible for delivering qualifications on its behalf.
3. Ensure that where an assessment is required to 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 a negative effect on students, standards, or public confidence.

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 When a student misses an exam or is disadvantaged by the disruption.

If you feel that the performance of all or some of your students has been negatively affected by the disruption you should ask your awarding body about applying for special consideration. The decision about what special consideration is, or is not appropriate, is for awarding organisations to make. Their decisions might be different, for different qualifications and for different subjects. However, we encourage awarding organisations to adopt a consistent approach, including between learners, schools or colleges, and awarding organisations, when dealing with several similar cases.

[Ofqual guidance extract taken directly from the ***Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted***, sections 1 and 2

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>]

JCQ

Contingency planning

The qualifications regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being

seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

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

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

Further information may be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

[JCQ guidance taken directly from JCQ *Instructions for conducting examinations*
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page iv]

General regulations for approved centres

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Guidance on transferred candidate arrangements

<https://www.jcq.org.uk/exams-office/entries>

Instructions for conducting examinations

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

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

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

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures

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

Wales

School closures – opening schools in extreme bad weather

<http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en>

Northern Ireland

Exceptional closure days

<https://www.education-ni.gov.uk/articles/exceptional-closure-days>

Checklist for Principals when considering Opening or Closure of School

<https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

School closures

<https://www.nidirect.gov.uk/articles/school-closures>

Data Protection

When managing a student's personal data information, it will be collected in accordance with the College's data protection policy. Data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of information relating to this policy. Inappropriate access or disclosure of student data constitutes a data breach and should be reported in accordance with the organisation's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the College's disciplinary procedure.

Equality

As with all College Policies and Procedures due care has been taken to ensure that this policy is appropriate to all students regardless of gender, age, race, ethnicity, disability, gender identity, sexual orientation or religion/faith. The policy will be applied fairly and consistently whilst upholding the College's commitment to providing equality to all.