



EXAM CONTINGENCY POLICY

This document is reviewed annually to ensure compliance with current regulations

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Key staff involved in contingency planning process

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Inspired Pathways. 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 that Inspired Pathways is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2024-25) 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.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Causes of potential disruption to the exam process

I. 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 and trained
- **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**
 - 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 e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required 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:

- **Planning**
 - Planning documentation to be placed in shared area between centres and forms for planning entries to be filled in by teachers.
 - Copies of exam plans to be kept in shared area across the provision to enable SLT support in the event of illness.
- **Entries**
 - Passwords to be set up for additional staff
- **Pre-Exams**
 - EO / SLT to distribute exam papers at the mock in preparation for sharing the role during the real exams as required.
 - Copies of mock documentation to be kept in the shared area
- **Exam time**
 - SLT to stand in for EO in the event of absence.
 - Head of Centre to have access to second set of keys to exam safe and cupboard.
 - 2 members of staff with awareness of special consideration and access arrangements. KG and SC.
 - SLT/EO trained for appropriate reports/ requests. Exam officer training
 - SLT/EO trained for dispatch of scripts. Exam officer training
- **Results and post-results**
 - SLT to organise results and post results actions

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
 - 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
 - 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:

- **Planning**
 - 2 members of staff to work on planning – KG and SC
- **Pre – exams –**
 - Passwords created for 2 members of staff + exams officer
 - Relevant staff trained as readers and scribes – training materials to be kept in shared area for use at late notice if required.
- **Exam Time**
 - SENCo to advise staff of requirements early – discussed and implemented for mocks.
 - SLT/ELT/SEMH coach & HLTA available to support any arrangements.

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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- Department staff to pick up responsibility for providing information
- EO to request information in a timely manner to prevent last minute pressure

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:

- New staff to receive invigilator training as appropriate

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:

- Ensure room use and seating plans are publicised in good time
- SLT to ensure exam rooms are appropriate and available

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:

- Contact exam board as a priority so information can be shared / received direct

7. 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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCQ) scenario 1]

Centre actions:

- Contact exam board and arrange for move to other KS4 centre

8. 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. [JCQ scenario 2]

Centre actions:

- If candidate is in a position to complete the exam then where a change of location is required The JCQ alternative site form will be filled in and sent to the JCQ Centre Inspection Service. Home invigilation to be provided if possible.

9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

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:

- EO/Head of Service to contact awarding organisation – list of contact numbers to be kept on mobile phones in case of emergency.
- For emergencies where a change of location is required The JCQ alternative site form will be filled in and sent to the JCQ Centre Inspection Service.

10. 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:

- If the papers are not on site by the working day before the exam, the exam officer will contact the awarding board to arrange either an emergency delivery or electronic delivery of the papers.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCQ scenario 4]

Centre actions:

- If the materials are not collected by the agreed time on the day the papers will be taken to on official yellow label collection service at a post office. If this is not possible for any reason the awarding board will be contacted and with their agreement the papers will be stored in the safe until the next collection.

Coventry Depot
West Avenue
Prologis Park 0344 209 6159
Coventry
CV6 4QE

12. 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

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. [JCQ scenario 6]

Centre actions:

- In event of fire etc. Head of service to contact awarding body, backup information to be used for computer work from the Coventry City Council (contact MS to arrange access). All data requested and available to be provided to awarding board including grades from tracking spreadsheet.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centres to contact awarding organisations about alternative options. [JCQ scenario 11]

Centre actions:

- Arrange for students to access results from one of the other alternative provision sites in Coventry. SLT to arrange for students and parents to be notified of where results can be collected from.

Causes 7-13 – 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*

Further guidance to inform and implement contingency planning

Ofqual

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

<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>

JCQ

General regulations

<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

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

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/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/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/dispatch-of-exam-scripts-guide>