

Maplewell Hall School



Exam Contingency Plan Policy

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1. 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 Maplewell Hall 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 scenarios contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

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

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 and trained
- Entries
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - students 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 o exam timetabling, rooming allocation; and invigilation schedules not prepared
 - students not briefed on exam timetables and awarding body information for students - exam/assessment materials and students' work not stored under required secure conditions
 - internal assessment marks and samples of students' 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
- students' scripts not dispatched as required to awarding bodies □ Results and post-results
- access to examination results affecting the distribution of results to students
- the facilitation of the post-results services

Centre actions:

- SLT to nominate a „deputy“ to cover a role/task
- Source alternative venues/facilities

1. 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
 - students 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 students not allocated and trained
- Exam time
 - access arrangement student support not arranged for exam rooms

Centre actions:

- SLT to nominate a “deputy” to cover a role/task

2. 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:
 - Students not being entered for exams/assessments or being entered late
 - Late or other penalty fees being charged by awarding bodies

Internal assessment marks and students "work not provided to meet submission deadlines

Centre actions:

- SLT to nominate a "deputy" to cover a role/task

3. 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:

- SLT to nominate a "deputy" to cover a role/task

4. 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:

- Source alternative venues/facilities

5. 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:

- SIMS is backed up weekly and all data is held on coded memory stick. Access to this information will be provided to the exams officer.

6. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or students are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions:

- Centre to communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via the school intranet

7. Students unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Students are unable to attend the examination centre to take examinations as normal

Centre actions:

- Centre will communicate with relevant awarding organisation to make them aware of the issue.
- Centre will then communicate solutions to parents/carers and student

8. 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

Centre actions:

- Centre to inform awarding organisation of examinations to be affected
- Look where possible to provide alternative provision eg local middle schools

9. 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. [JCP scenario 3]

Centre actions:

- Centre to discuss alternative delivery of papers to the centre

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Centre actions:

- Centre will communicate and organise alternative arrangements for delivery of scripts.

11. 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

Centre actions:

- Immediate communication to be made with relevant awarding body
- Students, parents and carers to be informed by letter.

12. 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 students, or to facilitate post results services Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Centres to contact awarding bodies and discuss alternative means of distribution

2. 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/jointcontingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northernireland>

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>

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-lostdue-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-scriptsguide>