



Ark Charter Academy

Exam contingency plan 2021/22

Approved/Agreed by		
Head of Centre	SLT responsible	Exams Officer
Date of next review	October 2022	

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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 Charter Academy. By outlining actions/procedures to be followed 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 and the JCQ notice **Preparing for disruption to examinations** (effective from 11th October 2021)

- This plan also confirms Charter Academy is compliant 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 the 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.
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Possible causes of disruption to the exam process

Risk Factor 1: Exams Officer extended absence at key points in the examination cycle

The following are the key tasks involved in the management and administration of the examination cycle which would be at risk in the event of the Exams Officer being absent:

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

- 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 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

SLT to nominate a 'Deputy' to cover the exams role and tasks.

Deputy to refer to the following for guidance:

- 'Key Tasks' section of The Exams Office website
- 'Examinations Administration' section of the DFE website
- Individual Examination Board helplines
- Joint Council for Qualifications (JCQ) website
- Examinations Officer of another ARK school

Planning

- Collation of qualifications and relevant Awarding Body specifications and Exams Plan to be completed by the nominated Deputy.
- All tasks completed must be recorded for the return of the exams officer.

Entries - Nominated Deputy to:

- Liaise with exam boards on behalf of Exams Officer.
- Seek guidance from the exam boards.
- Seek guidance from Exams Officer of another ARK School
- Keep a record of all actions taken to aid the return of the Exams Officer.

Pre-exams – Nominated Deputy to:

- With the help of SLT Exams Lead, make the necessary arrangements for tasks listed above.
- Keep a record of all actions taken to aid the return of the Exams Officer.

Exam Time

- SLT Exams Lead and Data Manager have access to the Exams Cupboard and Safe Keys in order to administer exams.
- Instructions for Conducting Examinations booklet is available in the Exams Office and Exams Files.
- Experienced invigilators will be able to assist with administration.

Results and Post-Results Services

- Data Manager and SLT Exams Lead to liaise with onsite ARK IT Support and the Exams Officer (if contactable) about accessing results via A2C.
- Follow Bromcom instructions on how to import results.
- Use templates for form for Reviews of marking and submit these with assistance from Awarding Bodies.

Risk Factor 2: SENCo extended absence at key points in the exam cycle

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.
- Centre-delegated arrangements not put in place i.e. use of laptop, small room etc.
- 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

SLT to appoint an Acting SENCo.

Planning

- Acting SENCo to identify, with the help of HoDs and SEN team, any candidates not yet approved by Awarding Bodies and complete all evidence gathering ready for applications to be made.

Pre-exams

- Acting SENCo and Exams Officer to make any outstanding applications through the Access Arrangements website.
- Where required, Acting SENCo and Exams Officer to apply to Awarding Bodies for Modified papers.
- Acting SENCo and Exams Officer to train Access Arrangement Facilitators.

Risk Factor 3: Teaching staff extended absence at key points in the exam cycle

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 task not set/not taken by candidates as scheduled.
- Candidates not being informed of centre assessed marks before submission to the awarding body and therefore no chance to appeal internal assessment decisions or request a review of centre's marking.
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre Actions

- HoD (or SLT Lead where required) will take responsibility for providing entry information to the Exams Officer.
- Controlled Assessments are planned for by HoD (or SLT Lead where required)
- HoD (or SLT Lead where required) will ensure the internal appeals procedure is followed and all internal deadlines are met.

Risk Factor 4: Lack of appropriately trained invigilators or invigilator absence

- 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

- Hire External Invigilators through a recruitment agency to bolster invigilator numbers. (The Lead Invigilator in each room should be a member of Charter Academy staff.)
- Make sure all staff are invigilation trained for emergency back-up invigilators.
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice.
- SLT to cover lessons to release teaching staff if needed for invigilation.

Risk Factor 5. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

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

Centre Actions

- **Site specific disruption** -The Head of Centre will organise temporary venues to continue to provide teaching and study support, using contacts with local schools and Portsmouth City council agencies.
- **Country or County wide disruption** - The Head of Centre will ensure that teaching and study support will be provided remotely, by way of Online learning and Teams lessons and/or hardcopy work packs will be given to students for each subject.

Risk Factor 6. Disruption to Public Transport preventing students from reaching Exams Centre.

- Candidates unable to take examinations due to planned lack of public transport.
- Candidates unable to take examinations due to sudden disruption to public transport.
- Candidates arrive late due to public transport problems.

Centre Actions

- Monitor local news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to utilise own mini bus and school car to transport candidates to centre.
- Latecomers to be permitted to take their examinations providing they are within the JCQ regulations.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

In extreme circumstances:

- 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.

Risk Factor 7: Candidates at risk of being unable to take examinations – centre remains open

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

Centre Actions

- Exams Officer to seek guidance from individual awarding bodies.
- SLT Exams Lead and Exams Officer to liaise with Candidate and Parents/Carers to find a solution in line with JCQ guidelines. These solutions could entail: Where the minimum requirements have been met applying for Special Consideration, an alternative venue (if approved by exam boards), the opportunity to sit exam in the next available series.

Risk Factor 8: Centre at risk of being unable to open as normal during the examination period

- Centre closed or candidates are unable to attend for an extended period.
- The provision of normal teaching and learning is interrupted.
- Centre closed due to inaccessibility or risk of injury caused by severe weather.

Centre Actions

- It remains the responsibility of centres to prepare students, as usual, for examinations.
- In the event that the Head of Centre decides the School site cannot be opened, 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 exams that may be available and the options for candidates who have not been able to take scheduled examinations.
- Open for examinations and exam candidates only, where possible.
- Alternative centres should be considered such as the Sports Centre, St Luke's Church Hall, ARK Ayrton School hall and ARK Dickens School hall.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.

Risk Factor 9: Failure of IT systems

- MIS (Bromcom) system failure at final entry deadline
- MIS (Bromcom) system failure during exams preparation
- MIS (Bromcom) system failure at results release time

Centre Actions

- Awarding bodies to be informed of the situation and an extension to the entry deadline should be requested.
- MIS contractor and ARK IT Support team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption during exams.
- Results can be obtained at an alternative site.

Risk Factor 10: Lack of appropriate rooms or main venues unavailable at short notice

- 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 expected incident at exam time

Centre Actions

- During the Summer Series of external exams the Exam Suite consists of Hornpipe Theatre, Drama Studio, and the four rooms that make up the Inclusion Hub.
- SLT Exam Lead and Exams Officer to identify a list of suitable reserve rooms.
- Move pupils from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident.

Risk Factor 11: Emergency evacuation of the exam room

- Whole centre evacuation or Lockdown during exam time due to serious incident, resulting candidates being unable to return to exam rooms at any point during the exam session.

Centre Actions

- Follow the Emergency Evacuation Procedure.

Should the exam not be able to be continued:

- Make a full report of the incident, including the time the exam was stopped and the reasons as to why; report this to the exam boards as soon as possible.
- Awarding bodies may calculate candidate grades using forecast grades.

Risk Factor 12: Disruption to the distribution of examination papers.

- Disruption to the distribution of examination papers to centres in advance of examinations.

Centre Actions

- Inform Exam Boards immediately upon awareness of disruption.
- Arrange for the papers to re-sent, if there is time.

If there is not enough time for the postal service:

- Arrange for Secure Download from Awarding Bodies.
- Exams Officer to download and print papers and ensure they are stored under the usual secure conditions.
- The Admin Photocopier Room is to be commandeered for the sole use of exams whilst printing secure papers. No non-exam staff will be allowed access whilst printing and collating papers.

Risk Factor 13: Disruption to transporting completed examination scripts

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre Actions

- Seek advice from Awarding Bodies and/or Parcelforce at earliest opportunity.
- Send with the next possible collection OR arrange alternative options that comply with the requirements detailed in the JCQ publication *ICE 2021/22* ASAP.
- Exams Officer to ensure secure storage of completed exam scripts until collection.

Risk Factor 14: Assessment evidence is not available to be marked

- 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

- Communicate with Examination Boards immediately.
- Head of Centre to inform candidates and parents involved.
- Awarding bodies may generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding body.
- Exams Officer and SLT Exams Lead to investigate how the incident occurred and create a report as to how it may be prevented in the future.

Risk Factor 15: Centre unable to distribute results as normal

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

Centre Actions

- SLT Exam Lead and Exams Officer to make arrangements to access results at an alternative site (ARK Aryton or ARK Dickens in the first instance, If necessary ARK Central)
- SLT Exam Lead and Exams Officer to make arrangements to coordinate access to post-results services from an alternative site (as listed above).
- If required, contact all candidates to inform them to attend another location for results collection.
- If required, results to be emailed to candidate's school email account (results will not be sent to private email accounts). Contact all candidates and ensure they have the correct login details for their school email account. Ensure that Bromcom is up to date with candidate's school email accounts listed as priority 1.

Further guidance to inform and implement contingency planning

Ofqual

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

Contingency planning

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

Covid specific guidance

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

- [actions for schools during the coronavirus outbreak](#) from the Department for Education in England
- [actions for FE colleges and providers during the coronavirus outbreak](#) from the Department for Education in England
- [responsibility for exams](#) from the Department for Education in England
- [vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
- [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)
- [education and childcare: coronavirus](#) from Welsh Government
- [Qualifications Wales homepage](#) from Qualifications Wales (regulator)
- [coronavirus \(COVID-19\): guidance for school and educational settings in Northern Ireland](#) from Department of Education in Northern Ireland
- [coronavirus \(COVID-19\) \(information from CCEA\)](#) – information on vocational, technical and general qualifications from CCEA Regulation

General contingency guidance

- [emergency planning and response](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office

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

See also the [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#).

Steps you should take

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.

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.

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.

Steps the awarding organisation should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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.

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.

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.

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](#)

Wider communications

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

Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national 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.

We will update this page as necessary, with any further relevant links, should national disruption occur

(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 30 September 2021) <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 (Joint Council for Qualifications)

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 will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-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.

In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the 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 **Instructions for Conducting Examinations** 2021-2022 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

Candidates at risk of being unable to take examinations – centres remain open

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>)

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

Centres at risk of being unable to open as normal during the examination period

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

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

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
- completed scripts **must** be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:

- preparing plans for any disruption to examinations as part of centres' general emergency planning • deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
- judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
- assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- ensuring centres receive examination materials for scheduled examinations
- advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
- evaluating and declining/approving requests for special consideration.

Contacting the awarding bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice.

(JCQ guidance above taken directly from the notice - [Preparing for disruption to examinations](https://www.jcq.org.uk/preparing-for-disruption-to-examinations/) effective from 11 October 2021 www.jcq.org.uk/preparing-for-disruption-to-examinations/)

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

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process 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>

School organisation: local-authority-maintained schools
www.gov.uk/government/publications/school-organisation-maintained-schools

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

National Counter Terrorism Security Office

Guidance - Bomb Threats
www.gov.uk/government/publications/crowded-places-guidance/bomb-threats

Useful information

AQA	http://www.aqa.org.uk/	0800 197 7162
ASDAN	https://www.asdan.org.uk/contact-us	0117 941 1126
DfE	https://www.gov.uk/government/organisations/department-for-education	0370 000 2288
JCQ	https://www.jcq.org.uk/	0207 638 4132
OCR	http://www.ocr.org.uk/	0122 355 3998
Ofqual	https://www.gov.uk/government/organisations/ofqual	N/A
NCFE	https://www.ncfe.org.uk/contact-us	0191 239 8000
Pearson	https://qualifications.pearson.com/en/home.html	0344 463 2535
Prince's Trust	https://www.princes-trust.org.uk/about-the-trust/qualifications/guidance-for-centres	0800 842 842
The Exams Office	http://www.theexamsoffice.org	0333 7000 755
WJEC	http://www.wjec.co.uk/	0292 026 5000