



ORMISTON
SIX VILLAGES
ACADEMY



Ormiston Six Villages Academy Exam Contingency Plan

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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 Ormiston Six Villages Academy. 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
 - 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:

- Exam's officer to ensure that time line for all data returns, entries, and correspondence with exam boards is clearly outlined and shared with SLT line manager at the start of the academic year. Any updates to this timeline should be shared at regular line management meetings.
- Exam plan to be shared with SLT manager.

- In the event of the exam officer's absence for any extended period, admin cover to be provided internally with the oversight of the SLT line manager.
- Invigilators and other members of the admin team to be trained in the proper practice of dispatching exam scripts.
- Access to and instruction for the collection of results to be shared with the SLT line manager and kept in written form by head of centre.
- Seating plans folder to be shared with SLT.
- All staff that provide reception cover are briefed on the procedure for the arrival of exam papers.
- Two members of staff have the key for the papers cupboard. They are the exams officer and premises manager.

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:

- Assessments to be halted until support of a qualified assessor can be found.
- Inclusion manager to share year plan with SLT line manager at the start of the academic year and this will then be followed in the event of the inclusion manager's absence to ensure students are assessed, evidence is collated and approval for access arrangements gained.
- Support arranged by the exam team (SLT, exam officer and inclusion manager) so this will be in place.

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:

- Heads of departments will ensure that this is carried out properly by staff covering lessons in the event of teacher absence or by themselves if needed.
- In the event of HoD absence the SLT line manager will undertake oversight of this area with the support of the exams officer.

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:

- Admin staff have been trained to step in in the event of the invigilator absence or a lack of trained invigilation staff.
- Stepping in and training as an invigilator should the need arise to be added to new admin staff job descriptions.
- Teachers of other subject areas to be used as a last resort.

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:

- Rooming plan to be drawn up in advance of all exams and shared with SLT.
- All staff to be made aware of rooming needs and this will take priority over other needs – classes can be moved from MFL 1 and MFL2 if needed.
- Classes can also be moved from the Wyatt studio if needed in addition to other exam rooms.

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:

- Laptop, separate from school network system to keep a backup of the school MIS system and to be accessed by exams officer and SLT if this need arises.
- Entry and results systems to be shared and kept on a separate laptop in case of system failure.
- EO to be provided with a laptop with A-C Software and ability for a wireless data link with exam boards.

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 (JCP) scenario 1]

Centre actions:

- Other local providers to be contacted and rooms used there to ensure exam groups are taught. (The Principal and SLT and to contact local primary schools and the village halls to make this arrangement)
- Exam groups to be prioritised in planning for the continuation of teaching off site and contact to be made through Connect and Academy website.
- Connect and the website need to be able to be accessed from off-site if the site is unusable.
- Exam boards to be notified by exams officer.

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. [JCP scenario 2]

Centre actions:

- Exams officer to contact relevant exam board(s) immediately.
- Arrangements to be made for sitting the exam at other centres where appropriate. (local primary schools to be contacted to arrange this contingency)
- Parents to be notified fully through Connect email, the Academy website and by letter where 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. [JCP scenario 5]

Centre actions:

- Exam venues to be arranged at local primary schools and invigilators and teaching staff sent to staff those venues (The Principal and SLT lead to discuss with local primaries)
- Students to be informed through Connect, the Academy website and by personal phone call of their exam venue and new arrangements.

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. [JCP scenario 3]

Centre actions:

- Exams officer to contact exam board for instructions.
- Students to be held in exam room until instructions are received from the exam board.

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. [JCP scenario 4]

Centre actions:

- Exams officer to contact the relevant exam board, having informed SLT.
- Exams officer to have a member of SLT in on the phone call as a note taker.
- All exam board instructions to be followed in full and communication with the exam board to be frequent.

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. [JCP scenario 6]

Centre actions:

- Exams officer to notify exam board immediately with a member of SLT in on the call as a note taker.
- Instructions from the exam board to be followed in full.
- Regular records of marks and previous examples of work to be kept by teaching staff as evidence in case of this event.
- Take photographic evidence of damage.

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. [JCP scenario 11]

Centre actions:

- Exams officer to contact exam boards
- Arrangements to be made by SLT for distribution and post exam services (advice and guidance etc.) at a local primary school.
- Students to be informed of the location and any change to timings by Connect, the website, text and clear notices to be placed outside the entrances to the centre. Local radio to be used if possible and appropriate – at the Principal's discretion.

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*

14. Disruption caused by reprographics

Criteria for implementation of the plan

- Technical fault with reprographics machinery

Centre actions:

- All admin staff to be deployed to support the exams officer with preparation of exam papers.
- All teaching staff if required to support the exams officer with preparation of exam papers.
- The exams officer to lead the actions. All admin and teaching staff to report to the exams officer in this instance.

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>