TUDOR GRANGE ACADEMY
National Teaching School & National Support School

Exam Contingency Plan

Document title	TGAS Exam Contingency Plan
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Date of Approval	July 2023
Approving committee	LGB
Policy review date	July 2024

Contents

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 Tudor Grange 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:

- Documented procedures manual available (SIMs produced)
- SLT to nominate a 'deputy' to cover a Exams officer. (Kathryn Smith for Exams Admin)
- VLE to publish information for students as required.
- Venue for distribution of exams results determined by Exams SLT line manager (Andrew Wright)

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

<u>Criteria for implementation of the plan</u>

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

<u>Centre actions:</u>

- SLT line manager available to step in to manage SENCO role (Andrew Wright)
- Day to day exams to be covered by Andrew Wright
- Exams officer to liaise daily with SLT to highlight any issues

3. Teaching staff extended absence at key points in the exam cycle

<u>Criteria for implementation of the plan</u>

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*

<u>Centre actions:</u>

- HoF to step into role of HoD to produce required information for exams officer.
- SLT Line Managers to support HoF in producing required information for exams officer
- Departments mobilised(via SLT/HoF/HoD) to support absent staff and produce data for exams officer

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

<u>Criteria for implementation of the plan</u>

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

<u>Centre actions:</u>

- School to use network of contacts to ensure adequate invigilator numbers available (agencies etc)
- All school invigilators trained with an termly update meeting.

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:

- Prior to exams, exams officer informs SLT of requirements for rooms and whole school plan initiated which might mean non exam year groups kept at home on that exam day/school initiates an alternative school day
- Unforeseen incident, students assemble at published exam time in location where they can be chaperoned under appropriate conditions.
- Students not seating exams might be moved to accommodate exam students (Venues checked for appropriateness before students allowed in).
- Exam board would be informed of events and solution offered by school

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:

- School has third party support from our MIS provider (IT Services) for major system failures, (Steve Groutage)
- Entry information gathered and submitted well before 21st February deadline. Paper copies kept in case of MIS failure which can be faxed to exam boards if needed.
- School has the capacity to download information via 4G in emergencies

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:

- Exams officer to inform examination boards
- VLE to provide information to parents and study support to students
- SLT to seek alternate provision for students to sit exams. Information relayed to students via group call/VLE

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 would gather all relevant information and supporting evidence (if relevant).
- Exams officer to inform support agencies (if relevant)
- Exams officer to inform examination boards and submit Special Consideration Form (if appropriate)

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

<u>Criteria for implementation of the plan</u>

- 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]

<u>Centre actions:</u>

- Exams officer informs exam boards and JCQ
- SLT to seek alternative provision
- Group call/VLE updates for students

10. Disruption in the distribution of examination papers

<u>Criteria for implementation of the plan</u>

- 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]

<u>Centre actions:</u>

- Exam boards informed that papers haven't arrived.
- Exams officer to download emergency scripts as they become available and photocopy required numbers (exam paper security rules adhered to at all times).

11. Disruption to the transportation of completed examination scripts

<u>Criteria for implementation of the plan</u>

- 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]

<u>Centre actions:</u>

- Scripts to be kept secure in exam store
- If necessary, exams officer to take scripts to local Parcel Force PO collection point (Solihull Town Centre Post Office).

12. Assessment evidence is not available to be marked

<u>Criteria for implementation of the plan</u>

- 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]

<u>Centre actions:</u>

- Exams officer to gather any data/marks available.
- Exams officer to inform examination boards and provide a summary of events.
- Exams officer to return appropriate forms covering lost work.

13. Centre unable to distribute results as normal

<u>Criteria for implementation of the plan</u>

- 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]

<u>Centre actions:</u>

- Exams officer notifies exam boards/JCQ
- SLT use VLE/group call to update parents/students.
- Download of results via third part and distribution on site/alternative SLT venue
- School has the capacity to upload post results inquires via 4G in emergencies
- Use of Parent Portal to up date parents
- Lorna Marson to coordinate

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