



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

EXAMINATION CONTINGENCY PLAN

Created by	Exams Manager
Approving Body	Trust Executive
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Signed/Authorised	

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I. PURPOSE, LEGISLATION OR GUIDANCE AND LINKS TO OTHER POLICIES

1. This Plan examines potential risks and issues that could cause disruption to the exams process at both schools within the Beacon Academy Trust, namely, Beal High School (BHS) and The Forest Academy (TFA).
2. 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.
3. Alongside internal processes, this plan is informed by:
 - a. The [Ofqual Exam system contingency plan: England, Wales and Northern Ireland](#) which provides guidance in the publication “*What schools and colleges and other Centre’s should do if exams or other assessments are seriously disrupted*”; and
 - b. The [JCQ Joint Contingency Plan](#) *in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.*
4. This plan also confirms the Beacon Academy Trust is compliant with the [JCQ regulation \(section 5.3, General Regulations for Approved Centres 2019-20\)](#) 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.*”
5. This plan also complies with our funding agreement and articles of association.
6. This Plan is linked to the [Exams Policy](#).

II. RESPONSIBILITIES

7. **The Head of Centre** is the appropriate School Principal. They will ensure that a written examination contingency plan/examinations policy is in place which covers all aspects of examination administration.

8. **Staff and invigilators:** Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.
9. **The Trust Exams Manager** will review this Plane every year in the autumn term, or well in advance of each exam series, with appropriate oversight from the Trust Executive, the Board of Trustees and Local Governing Bodies.

III. CONTINGENCY PLAN

SCENARIO (POSSIBLE CAUSE OF DISRUPTION TO THE EXAMS PROCESS)	IMPLEMENTATION CRITERIA (CRITERIA FOR IMPLEMENTATION OF THE PLAN)	ACTIONS (CENTRE ACTIONS TO MITIGATE THE IMPACT OF THE DISRUPTION)
<p>Exams Officer – extended absence at key points in the examination cycle</p>	<p>Planning:</p> <ul style="list-style-type: none"> • 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 	<p>The Vocational Qualifications Coordinator will undertake these tasks with the support of the Exams Assistant.</p> <p>In preparation that such contingencies may have to be invoked, work shadowing, job rotation, staff development and briefing sessions should be undertaken throughout the year.</p>

	<p>Entries</p> <ul style="list-style-type: none"> • Awarding Bodies not being informed of early/estimated entries which prompt the dispatch of pre-release materials to centres, required by teaching staff • Candidates not being entered with awarding bodies for external exams/assessments • awarding body entry deadlines missed or late or other penalty fees being incurred 	<p>Seek advice from the awarding bodies for assistance on mitigating the impact to teachers and candidates. Also requesting a review of late fees based on circumstances.</p> <p>Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned.</p> <p>Enter candidates for the next available examinations series (where available)</p>
	<p>Pre-exams</p> <ul style="list-style-type: none"> • invigilators not trained or updated on changes to instructions for conducting exams • exam timetabling, rooming allocation; and invigilation schedules not prepared 	<p>Deliver and invigilator update training session as soon as practicable possible. Issue each invigilator with a copy of the JCQ ICE Booklet requesting they sign off on having read the booklet in its entirety. Alternatively, sign each invigilator up to The Exams Offices' online invigilator training course.</p> <p>Vocational Qualifications Coordinator to undertaking all tasks usually undertaken by the Exams Officer.</p>

	<ul style="list-style-type: none"> • 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 	<p>Where security of the exams have been compromised, contact the awarding body immediately, in line with JCQ General Regulations for Approved Centres 5.11</p>
	<p>Exam Time</p> <ul style="list-style-type: none"> • required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration • candidates' scripts not dispatched as required for marking to awarding bodies 	<p>The Vocational Qualifications Coordinator should contact the awarding body as soon as possible notifying them of the delay in submitting relevant forms/scripts and undertake to get them sent off as soon as practicably possible.</p>

	<p>Results and Post Results</p> <ul style="list-style-type: none"> • access to examination results affecting the distribution of results to candidates • the facilitation of the post-results services 	<p>Vocational Qualifications Coordinator to:</p> <p>Access results from awarding body secure portals; and process Post Result applications</p>
<p>SENCo – Extended absence at key points in the examinations cycle</p>	<p>Planning</p> <ul style="list-style-type: none"> • candidates not tested/assessed to identify potential access arrangement requirements • evidence of need and evidence to support normal way of working not collated 	<p>Take advice from/instructions from relevant local or national agencies</p> <p>SLT to appoint a EP on an interim basis to test/assess candidates</p> <p>SEND Administrator to assist, in the collation of required evidence</p>
	<p>Pre-exams</p> <ul style="list-style-type: none"> • approval for access arrangements not applied for to the awarding body • centre-delegated arrangements not put in place 	<p>SEND Administrator to process all outstanding applications with the support of the Exams Officer</p> <p>Contact awarding bodies to make alternative arrangements for producing modified papers within the Centre</p> <p>SLT to nominate a deputy to allocate facilitators and to liaise with the Exams Officer re training.</p>

	<ul style="list-style-type: none"> • 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 	
Invigilators – lack of appropriately trained invigilators or invigilator absences	<ul style="list-style-type: none"> • Failure to recruit and/or train sufficient invigilators to conduct exams • Invigilator shortage on peak exam days • Invigilator absence on the day of an exam 	SLT to ensure that a number of non-exam support staff, teachers and teaching assistants attend the JCQ annual invigilator training to enable them to plug gaps when required.
Failure of IT Systems	<ul style="list-style-type: none"> • MIS system failure at final entry deadline • MIS system failure during exams preparation • MIS system failure at time of release of results 	<p>Entries to be made manually via the awarding bodies secure portals, using manual reports of class lists for each subject</p> <p>Rely on manual record of entries to continue preparation and where required, amendment to be made manually as above</p> <p>Results to be obtained manually from awarding body secure portals. SLT may have to provide additional support to collate these results so they can still be issued within set timeframes</p>

<p>Disruption of teaching time – Centre is closed for an extended period</p>	<p>Centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning</p>	<p>Seek alternative accommodation either at TFA or explore private venue options</p> <p>Implement online teaching via moodle</p> <p>Advise awarding bodies of current situation and the Centres plans to address this; taking any advice, support and resources offered</p> <p>Advice JCQ of current arrangements to avoid maladministration sanctions</p> <p>Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this</p> <p>Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned.</p> <p>Enter candidates for the next available examinations series (where available)</p>
<p>Candidates unable to take examinations because of a crisis – Centre remains open</p>	<p>Candidates are unable to attend examination centres to take examinations as normal</p>	<p>Communicate with relevant awarding bodies and JCQ at the outset to make them aware of the issue.</p> <p>Communicate the nature of the disruption to parents/carers and students and inform them of solutions that will be implemented to address the disruption</p> <p>Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding bodies and JCQ</p> <p>Offer candidates an opportunity to sit any examinations missed at the next available series</p>

		Apply to awarding bodies for Special Consideration for candidates where they have met the minimum requirements and/or to mitigate the impact of the disruption
Centre is unable to open as normal during the examination period (including in the event of the Centre being unavailable owing to an unforeseen emergency)	Centre is unable to open as normal for scheduled examinations, e.g. a fire at the Centre forces it to close	<p>Inform relevant awarding bodies and JCQ</p> <p>Invoke BMAT emergency plans and/or health and safety policy, where appropriate</p> <p>Open for examinations and examination candidates only, if possible</p> <p>Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding bodies and JCQ</p> <p>Apply to awarding bodies for Special Consideration for candidates where they have met the minimum requirements and/or to mitigate the impact of the disruption</p> <p>Enter candidates for the next available examinations series (where available)</p> <p>Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned.</p>
Disruption in the distribution of examination papers	Disruption to the distribution of examination papers to centres in advance of examinations	<p>Arrange with exam boards for alternative means of receiving papers, e.g. electronically, via secure external network or alternative courier</p> <p>Centre to ensure that the security of the examinations papers are maintained during this process in the normal way</p>

<p>Disruption to the transportation of completed examination scripts</p>	<p>Delay in normal collection arrangements for completed examination scripts</p>	<p>Communicate with awarding bodies to organise an alternative method for the collection of scripts Centres should <u>not</u> make their own arrangements for transportation of completed script unless instructed to do so by the awarding bodies.</p>
<p>Assessment evidence is not available to be marked</p>	<p>Large scale damage to, or destruction of, completed examination scripts/assessment evidence before it can be marked. (e.g. Fire at the Centre destroys completed examination scripts)</p>	<p>Communicate this immediately to the relevant awarding body who will generate candidate marks for affected assessment based on other appropriate evidence of candidate achievement Where marks cannot be generated by the awarding body candidates may need to retake the affected assessment in a subsequent series Communicate the nature of the disruption to parents/carers and students informing them of solutions that will be implemented to address the disruption</p>
<p>Centre is unable to distribute results as normal or facilitate Post Results service</p>	<p>Centre is unable to access or manage the distribution of results to candidates or facilitate Post Results services</p>	<p>Centre to make arrangements to access results at an alternative site, in agreement with the relevant awarding bodies Centre to make arrangements to make arrangements to coordinate access to post results services from an alternative site Centre to share facilities with other centres if possible</p>

IV. WORKING WITH QUALIFICATION REGULATORS, GOVERNMENT AND AWARDING BODIES

10. The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.
11. In the event of widespread sustained national disruption, the 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.
12. Ofqual [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.
13. The qualification regulators, JCQ 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.
14. 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. 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.
16. 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.
17. The awarding bodies have designated **Wednesday 24 June 2020** as a ‘contingency day’ for examinations. This is consistent with the qualification regulators’ document [Exam system contingency plan: England, Wales and Northern Ireland](#).
18. In the highly unlikely event that there is national disruption to a day of examinations in summer 2020, the awarding bodies will liaise with the qualification regulators and the DfE 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 on 24 June 2020. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling 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.

19. 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.

V. RELATED DOCUMENTS AND LINKS

20. [JCQ Instructions for Conducting Exams 2019/20](#), section 15, Contingency Planning

21. [JCQ Joint Contingency Plan](#)

22. [JCQ General Regulation for Approves Centres 2019/20](#)

23. [JCQ Guidance Notes on Alternative Site Arrangements](#)

24. [JCQ Guidance Notes concerning transferred candidates](#)

25. [A guide to the Special Consideration Process 2019/20](#)

26. www.gov.uk

- a. [Emergency planning and response](#)
- b. [Teaching time lost due to severe weather conditions](#)
- c. [Dispatch of exam scripts: Yellow label service](#)
- d. [Statutory Guidance on school closures](#)