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| **The Enterprise Learning Alliance** | |
| **Examinations 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 The Enterprise Learning Alliance. 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 information contained in the Joint contingency plan for the examination system in England, Wales and Northern Ireland where it is stated that “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.

**Causes of potential disruption to the exam process**

# 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**
* candidates not briefed on exam timetables and awarding body information for candidates
* exam timetabling, rooming allocation; and invigilation schedules not prepared
* 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 role/task. This would usually be the Centre Manager, and or Deputy Headteacher
* In the event of the Exams Officer being unable to attend on an examination day, the ELA Deputy Head and Head of Westwood Centre will take responsibility for ensuring the examinations run correctly:

*The exam packages are laid out in the exam safe in date order, the seating plans are in the yellow folder in the exams office. In the yellow folder there is also a list of exams by venue so the total number of papers for each venue can be found. Papers for venues other than Westwood will be collected by the centre managers. Sufficient papers need to be sealed in an envelope in readiness for centre mangers. Opening and packing papers should be done under dual control and the second pair of eyes form completed. Staff collecting papers for other centres must sign for them on the sheet in the exam safe cupboard. Do not take the Westwood papers to the exam venues until the examination ready to start; the papers must be kept secure at all times.*

*Online BTEC exams are released via the invigilator dashboard on the PC in the SLT POD. EIS ICT Technician will assist the Head of Centre in the release of the online exams, if he is in centre. Full details are located in the BTEC Online & Written Test Procedures folder in the Exam Office.*

*The exam room should contain:*

* *Desks at least 1.25m apart.*
* *At least one clock.*
* *Whiteboard/notice to show exam details, centre number, start and finish time.*
* *Yellow invigilator folder containing JCQ Instructions for Conducting Examinations and other useful information and exam room logs.*
* *JCQ posters regarding conduct and mobile phones displayed outside each venue.*
* *No entry and quiet please notices.*
* *Seating plan to be displayed outside each venue.*
* *Equipment – permissible equipment will be listed on the front of the exam paper. Consider specialist equipment for candidates with Access Arrangements, such as word processors.*
* *Tissues.*
* *Invigilator table.*
* *Check room temperature, lighting.*
* *Add labels to desks following seating plan.*
* *There must be one invigilator to every 30 candidates, one to 20 for online tests.*
* *Coats, bags must be left outside the examination room in a secure area. Phones to be turned off and left in bags of handed to an invigilator when candidates enter the room.*

Full details can be found in the JCQ ICE booklet available online and in each exam rooms’ yellow folder.

# 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:

* SLT to nominate a deputy to cover the role/task. This would normally be the Deputy Headteacher.
* SLT to appoint qualified assessor to test candidates in place of the SENCo
* The deputy to apply for special consideration online and ensure centres are aware of the students concerned and the arrangements for them
* ELA Centre Managers to arrange student support during all exams

# 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:

* Subject Leads should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff
* Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries
* Centre Managers to advise Exams Officer of exams that students joining trough the academic year are to be entered for

# Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

* Insufficient invigilators to conduct exams (All ELA staff are trained as invigilators)
* Invigilator shortage on peak exam days
* Invigilator absence on the day of an exam

Centre actions:

* See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator
* Contact Lead Learning Mentor to see if one of the Learning Mentors can invigilate
* Contact KS3 provisions to see if they can supports
* As a last resort, call upon SLT to invigilate

# 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 expected incident at exam time

Centre actions:

* A clear rooming plan for exams should be determined at the beginning of the Academic year
* If the centre is unavailable due to an unexpected incident arrangements must be made between ELA Head of Centres to transport students to an alternative ELA site

# 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:

* All Exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain (an extension may be granted ensure confirmed in writing)
* Try to access SIMS through another computer at another ELA centre or on laptop via remote access to our hosted SIMS.

# 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

Centre actions:

Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centre to prepare students, as usual, for examinations

* ELA Centre Mangers to devise a joint plan to ensure students are prepared, considering lessons at alternative centres, setting of work on Doddle

# 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

*\*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.*

Centre actions:

* Centre to open for examinations and examination candidates only, if possible
* Centre to use alternative venues in agreement with relevant awarding organisations (e.g. use of alternative ELA centre or use other public building)
* Centre to consider applying to awarding organisations for special consideration for candidates where they have met the minimum requirements

# 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

Centre actions:

* 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 consider applying to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will **not** apply

# Exam Papers not arrived in time / Students issued with wrong exam papers.

Criteria for implementation of the plan

* Candidates are unable to sit exam due to wrong paper being delivered
* Examination papers not delivered to school on time

Centre actions:

* Centre will check all exam papers upon arrival in school and will alert the appropriate Awarding Bodies of any discrepancies
* If this happens on the day of the exam, contact the Exam Boards immediately. Awarding organisations to provide centres with electronic access to examination papers via a secure external network
* Awarding organisations to fax examination papers to centres if electronic transfer is not possible
* The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions

# 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:

* In the first instance centres to seek advice from the Yellow Label Service and the awarding organisations
* Centre must ensure secure storage of completed examination papers until collection
* All exams scripts must be stored in the secure Exams Office. If this is not accessible, then in the safe in the Main Front Office

# 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:

* Notify Awarding Bodies immediately and complete missing work exam board processes

# 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

Centre actions:

* Centre to contact EIS for support and Awarding Bodies
* Centre to make arrangements to access it’s results at an alternative site or laptop
* Centre to make arrangements to coordinate access to post results services from an alternative site

# Further guidance to inform and implement contingency planning

JCQ Instructions for Conducting Examinations <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

JCQ Advice to centres severe weather conditions and periods of disruption <https://www.jcq.org.uk/media-centre/news-releases/jcq-advice-to-centres---severe-weather-conditions-january-2012>

JCQ Joint Contingency Plan <https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan>

**Ofqual**

*Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland* http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf

**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 - Contingency planning* https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide

**JCQ**

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

Guidance on *access arrangements and special consideration* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

**Refer to:**

JCQ Instructions for Conducting Examinations <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

JCQ Advice to centres severe weather conditions and periods of disruption <https://www.jcq.org.uk/media-centre/news-releases/jcq-advice-to-centres---severe-weather-conditions-january-2012>

JCQ Joint Contingency Plan <https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan>