



# St Luke's School Exam Contingency Plan 2020 / 2021

**Date Implemented:** 1st September 2017

**Date Last Reviewed:** 1<sup>st</sup> November 2020

**Governing Body :** Standards Committee

**Review Period:** Annually

**Staff Responsibility:** Heads of School/ Exams Officer

**Date for Next Review:** 1 September 2021

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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 St Luke's School. 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:**

As a very small school, the exams officer works mostly alone. The Head and Head of Upper School will ensure that the absence of the exam officer is covered. The previous Exams Officer is also still employed by the school and could be called upon to undertake tasks as required.

**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:**

- The absence of the SENCO would be covered by a member of MLT.

### 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:

- The extended absence of any teaching staff will be covered by the Head of Department/ or line manager.

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

#### Criteria for implementation of the plan

- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

#### Centre actions:

- As a small school, we train and use members of SLT, Teachers and Teaching Assistants as invigilators. In the case of a planned invigilator being absent, another trained member of staff (who has not been involved in the teaching of the subject being examined) would be found in consultation with the member of Head and MLT responsible for class cover.

### 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:

- The exam would take place at The Collett School (a secondary school within the Federation) who have agreed to be part of this contingency plan.

## **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:**

- Liaise with network.

## **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

### **Centre actions:**

- The school would communicate with parents, carers and students about the potential for disruption to teaching time and plans below:
- In the event that St Luke's School site was closed, the other site would be used (as listed above). In the event that this site was also closed, negotiations would take place with schools in the vicinity.

## **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.

### **Centre actions:**

- 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 below:
- in the event that St Luke's School site was closed, the other site would be used (as listed above). In the event that this site was also closed, negotiations would take place with the local schools.
- offer candidates an opportunity to sit any examinations missed at the next available series
- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

**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

**Centre actions:**

- In the event that St Luke's School site was closed, the other site would be used (as listed above). In the event that the other site was closed, negotiations would take place with the local schools
- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3)
- offer candidates an opportunity to sit any examinations missed at the next available series, if possible

**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

**Centre actions:**

- The school would contact the exam board and arrange for the alternative delivery of papers.

**11. 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:**

- The school would contact the exam board and arrange for the alternative delivery of papers.

**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.

**Centre actions:**

- the school would communicate immediately with the exam boards and to students and parents/ carers.

- candidates retake the assessment that has been affected at a subsequent assessment window, if possible.

### 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 service.

#### Centre actions:

- in the event that St Luke's site was closed, the other site would be used.
- make arrangements to access results at an alternative site.

**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>