GLADE School

Exam Contingency Plan

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**ACCEPTING**	**REFLECTIVE**	**TRANSPARENT**
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Purpose of the plan

1.1 This plan examines potential risks and issues that could cause disruption to the exams process within Fair Ways Education. 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.

1.2 Alongside internal processes, this plan is informed by the Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'.

1.3 This plan also confirms Fair Ways Education is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2022-2023) 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.*

2 Possible causes of disruption to the exam process

2.1. Exam officer extended absence at key points in the exam process (cycle)

2.1.1 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

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

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Pre-exams

- invigilators not trained or updated on changes to instructions for conducting 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, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking 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

2.1.2 Centre actions to mitigate the impact of the disruption

- Deputy Head of School will cover the outlined roles at SLT manager link until the exams officer's return
- Head of School has a duplicate set of keys for the exam's cupboard and safe keys for invigilators to access scripts. Invigilators are aware of seating plans, clashes – Step by step instructions are in the invigilator's handbook which will be in every exam room and given to all invigilators at the start of each exam season. Training will also be given to invigilators.
- Seating plans and lists of students are available in staff shared area and exam folder. Exams day to day booklet given to all staff before exam season starts.
- Invigilator handbook in every exam room step by step instructions detailed

2.2 SENCo extended absence at key points in the exam cycle

2.2.1 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:

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Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- 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
- Centre-delegated arrangements not put in place
- 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

Exam time

- access arrangement candidate support not arranged for exam rooms

2.2.2 Centre actions to mitigate the impact of the disruption

- Deputy Head and Curriculum Lead will liaise and cover the outlined roles at SLT manager link until the SENCo's return

2.3 Teaching staff extended absence at key points in the exam cycle

2.3.1 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
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of Centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

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2.3.2 **Centre actions to mitigate the impact of the disruption**

- Head and Deputy Head of School to be aware of all exam deadlines. Head and Deputy Head of School to check and sign off entry mark-sheets before deadline
- Non-examination assessment outlined in the curriculum calendar. Events are set at the beginning of the academic year and given to curriculum board
- Candidates are to sign that they give permission that their mark be sent to the awarding body. Exams Officer keeps a tracker of this evidence, and marks will not be submitted without a signature from the student.

2.4 Invigilators - lack of appropriately trained invigilators or invigilator absence

2.4.1 **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

2.4.2 **Centre actions to mitigate the impact of the disruption**

- A standby invigilator is set on call for each exam
- Annual training given to them each year.
- Invigilator handbook, check sheets and invigilator logs in every exam room

2.5 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

2.5.1 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

2.5.2 Centre actions to mitigate the impact of the disruption

- Room booked and assessed with low risk for natural disasters. Other rooms are kept on “stand by” if room is insufficient during an exam.

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2.6 Failure of IT systems

2.6.1 Criteria for implementation of the plan

- Internet or server failure at final entry deadline
- Internet or server failure during exams preparation
- Internet failure on day of exams
- Internet or server failure at results release time

2.6.2 Centre actions to mitigate the impact of the disruption

- Inform ICT Technicians. Make paper exam entries. Details of paper entries are kept on file in Data and Exams office

2.7 Emergency evacuation of the exam room (or centre lock down)

2.7.1 Criteria for implementation of the plan

- Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

2.7.2 Centre actions to mitigate the impact of the disruption

- Invigilators, Exams Officer and SLT aware of exam room lock down procedures. Step by step instructions are in the invigilators handbook which will be in every exam room. Lock down training will be given to invigilators before every exam season. This must be reported to the exam board
- Invigilators, Exams Officer and SLT aware of exam room fire procedures. Student told meeting point at the start of every exam. Step by step instructions are in the invigilators handbook which will be in every exam room. Lock down training will to invigilators before every exam season. This must be reported to the exam board.
- Adequate fire alarms and all in working order. Security of exam must be maintained.

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2.8 Disruption of teaching time – centre closed for an extended period

2.8.1 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

2.8.2 Centre actions to mitigate the impact of the disruption

- Other sites including Swanwick or Fort Wallington School can be used for teaching

2.9 Candidates unable to take examinations because of a crisis – centre remains open

2.9.1 Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

2.9.2 Centre actions to mitigate the impact of the disruption

- JCQ and exam boards will be informed, and the correct documents completed so the test can be completed at a different location within Fair Ways

2.10 Centre unable to open as normal during the exams period

2.10.1 Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)

2.10.2 Centre actions to mitigate the impact of the disruption

- JCQ and exam boards will be informed, and the correct documents completed so the test can be completed at a different location within Fair Ways

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2.11 Disruption in the distribution of examination papers

2.11.1 Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

2.11.2 Centre actions to mitigate the impact of the disruption

- Exam papers will be kept in the fireproof safe and kept sealed until in the exam room and only opened by an invigilator or the exams officer – a witness will sign for proof of this on invigilator log.

2.12 Disruption to the transportation of completed examination scripts

2.12.1 Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

2.12.2 Centre actions to mitigate the impact of the disruption

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding organisation.

- For any examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.

2.13 Assessment evidence is not available to be marked

2.13.1 Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

2.13.2 Centre actions to mitigate the impact of the disruption

- Scripts packed and sealed in examination room then kept on reception until collected
- If collection has already taken place scripts will be kept in the exam safe until the following day

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2.14 Centre unable to distribute results as normal

2.14.1 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

2.14.2 Centre actions to mitigate the impact of the disruption

- SLT and exams officer will liaise and issue results to student through either posting or emailing.

2.15 Adverse weather conditions

2.15.1 Criteria for implementation of the plan

- Possible delay of start to exam

2.15.2 Centre actions to mitigate the impact of the disruption

- Check weather reports. Inform Exam Board re delay to start / cancellation of exam. Keep candidates isolated. Special consideration.

2.16 Student taken ill during exam

2.16.1 Criteria for implementation of the plan

- Possible disruption to other students

2.16.2 Centre actions to mitigate the impact of the disruption

- Invigilators aware of policy. Exams officer/first aider called. Use additional support workers if available. Special consideration for all students

2.17 Student caught cheating/being disruptive during exam

2.17.1 Criteria for implementation of the plan

- Possible disruption to other students

2.17.2 Centre actions to mitigate the impact of the disruption

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- Invigilators report and log the problem. A Warning to candidate(s) Involved. Exams officer and SLT to deal with malpractice issues if continued after warning. Malpractice form will be completed and sent to exam board

2.18 Student late for exam

2.18.1 Criteria for implementation of the plan

- Student could possibly miss an exam

2.18.2 Centre actions to mitigate the impact of the disruption

- Co-ordinator to inform administrator of late arrival. Invigilators/exams officer to be made aware of late student in exam hall. This must also be logged in the invigilator log.
- Centre's discretion as to whether student can sit exam. Very late students need to be reported to exam board by Exams Officer. Students can-not sit exam if exam has finished.
- Step by step instructions are in the invigilator's handbook

3 Associated Documentation & Legislation

- Equality Act 2010

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Appendix A - Useful information

USEFUL INFORMATION

AQA http://www.aqa.org.uk/

JCQ www.jcq.org.uk

Ofqual www.ofqual.gov.uk

DfE www.education.gov.uk

Edexcel www.edexcel.com

DfE – Exams Delivery Support
http://www.education.gov.uk/schools/teachingandlearning/qualifications/examsadmin/a00 197093/edsu

EDI www.ediplc.com

OCR www.ocr.org.uk

UCAS www.ucas.ac.uk

WJEC www.wjec.co.uk

JCQ A guide to the special consideration process
http://www.jcq.org.uk/examsoffice/accessarrangements-andspecialconsideration/regulations-and-guidance/a-guide-tothe-specialconsiderationprocess

JCQ Instructions for conducting examinations www.jcq.org.uk/exams-office/ice-instructionsfor-conductingexaminations

DfE guidance on dealing with disruption to teaching and learning
http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/ad viceon-severe-weather

DENI guidance on dealing with disruption to teaching and learning
http://www.deni.gov.uk/exceptional_closures_checklist.pdf
www.deni.gov.uk/index/85-schools/5-school-management/exceptional-closure-ofschools toadverse-weather.htm
http://www.nidirect.gov.uk/school-closures

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