Lime Academy Hornbeam
Putting Children First

Examination Contingency Plan

Version	V.2
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Shared with staff	

Signature of Head of Centre: _____

Purpose of the plan

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process

2. Quality Nominee extended absence at key points in the exam cycle

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

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

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

6. Failure of IT systems

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

8. Candidates unable to take examinations because of a crisis-centre remains open

9. Disruption to the transportation of completed examination scripts

10. Assessment evidence is not available to be marked

11. Centre unable to distribute results as normal

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 **Lime Academy Hornbeam**

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. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur."

Contingency planning for exams administration is the responsibility of the **Examinations Officer**.

Causes of potential disruption to the exam process
1. **Exam officer extended absence at key points in the exam process**
The academy is structured with an **Exams Officer, Progress Leaders and overseen by the Headteacher.**

In a period of extended absence, the **School Business Manager** would take responsibility for carrying out the duties of the Exams Officer and would work in consultation with the **Headteacher**. All members of the invigilating team regularly receive training and colleagues involved in the administration of key processes are trained on how to carry out processes and who to contact in extremis.

2. **QUALITY NOMINEE extended absence at key points in the exam cycle**
For the purpose of examinations, the **Lead IV** acts in the role of Quality Nominee as all students at the academy have special educational needs.

In the event of the extended absence of the **Lead IV**, appropriate back-filling of responsibilities would be decided upon by the **Headteacher** who is the Head of Centre.

3. **Teaching staff extended absence at key points in the exam cycle**
In the event of a period of extended absence of a member of the teaching staff, the Headteacher will arrange teaching cover from within the staff team and/or the wider staffing establishment at the Academy. New staff providing cover would be briefed as part of their induction process on arrangements for assessment and examinations. Their practice in terms of assessments would be monitored by the Headteacher.

4. **Invigilators - lack of appropriately trained invigilators or invigilator absence**
Invigilators are, in most circumstances, TAs from the academy. They undergo training by the Exams Officer and complete a period of shadowing of experienced invigilators. They are permitted to work independently once they, and the Exams Officer are happy that they are competent and confident in processes and procedures. Annual training updates for all invigilators take place prior to the examinations in order to refresh their knowledge, communicate JCQ regulation changes and update

local information. Minor absence issues (such as a TA/Invigilator calling in sick) are covered by redeploying TAs within the academy.

5.   Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
The majority of exams are accommodated in the Sports Hall and standard size classrooms/ICT suites and the exam team works closely in order to utilize rooms effectively.

6.   Failure of ICT systems
The Academy endeavors to minimise any ICT disruption via resilient design and preventative maintenance. In the event of an issue this would be dealt with the ICT support team who test and update the systems on a regular basis. Where such failure impacted on scheduled exams, steps would be taken to resolve the problem as quickly as possible.

7.   Centre unable to open as normal during the exams period
In the event of the Centre not being able to open as normal, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored such as moving exams to an external location (such as **Brookfield House Campus**, local schools, etc) and appropriate transport arrangements would be made). All arrangements would be agreed with the Awarding Body before being put in place. In such instances, details would be communicated to candidates via the school's website, email and text facilities. Staff involved in exams (including invigilators) would be contacted by email, telephone and text.

8.   Candidates unable to take examinations because of a crisis – Centre remains open
Response is dependent on the type of issue. The procedure for absence is outlined in the examinations policy. A hardcopy is discussed with all candidates in April of each academic year and is available on the Academy's website. If a candidate is able to sit the exam but cannot attend the Centre due to a crisis, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored (home, hospital, alternative Centre etc.). Appropriate use of Special Consideration policies would be applied should the candidate/candidates be unable to attend due to unforeseen circumstances and where alternative arrangements could not be made or are not agreed by the Awarding Body.

In case there is a need of fire evacuation during an exam, the exam officer will record the time leaving the exam room, resume the exam after it is safe to return in the building and re-calculate the finishing time in this case.

9.   Disruption to the transportation of completed examination scripts
All scripts are returned using the designated dispatch methods prescribed by the Awarding Body concerned. Where this becomes unavailable or inappropriate, the Awarding Body will be contacted to discuss suitable alternatives.

10. Assessment evidence is not available to be marked
In the event of large scale damage or destruction of completed examination scripts/assessment evidence before it can be marked, the Exam Officer would notify the Awarding Body immediately for advice and further instructions. Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series.

11. Centre unable to distribute results as normal
The Centre distributes the results 'as normal' via collection by learner. Where learners do not collect results in person, these will distributed via post.

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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

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

**Produced on behalf of: AQA, CCEA, OCR, Pearson and WJEC Notice to Centres
– examination contingency plan/examinations policy
(For the attention of heads of centre, senior leaders and examination officers)**

For the academic year 2015/18, and **with effect from the June 2016 examination series onwards**, all centres **must** have an examination contingency plan/examinations policy on file for inspection.

The examination contingency plan/examinations policy should cover all aspects of examination administration. It will allow senior leaders to have a robust contingency plan in place, minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle.

In order to reduce bureaucracy and burden for schools and colleges a particular format or template will not be specified.   We believe that senior leaders within schools and colleges are best placed to determine their own examination contingency plan/examinations policy.

The Joint contingency plan for the examinations system in England, Wales and Northern Ireland, which can be downloaded from Ofqual's website, (https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland) is a good starting point. It will provide a framework for senior leaders to build and shape a plan/policy in light of their local circumstances.