



# Exam contingency plan 2021/22

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
<i>A. Smith</i>	
Date of next review	Autumn 2022

## Key staff involved in contingency planning

<b>Role</b>	<b>Name(s)</b>
<b>Head of centre</b>	<b>Lee Preston</b>
<b>Exams officer line manager (Senior Leader)</b>	<b>Alison Tanti</b>
<b>Exams officer</b>	<b>Emma Fox</b>
<b>SENCo</b>	<b>David Hayes</b>
<b>SLT member(s)</b>	<b>Andy Anderson, Chris Potter, Aimee Banks, Stacey Sommerville</b>

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Holcombe Grammar 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 the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **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* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ notice **Preparing for disruption to examinations** (effective from 11 October 2021).

This plan also confirms Holcombe Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) 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. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency

## Possible causes of 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*

#### *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*

- *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*
- *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*

#### *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*

Centre actions to mitigate the impact of the disruption

- Data Support Officer to assume responsibility for the above tasks with the support and assistance of the Senior Leadership Team, the Office Manager and support staff

**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*
- *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*

Centre actions to mitigate the impact of the disruption

- The Assistant SENCo to work with the exams officer and the Leadership Team to identify students where access arrangements may be required.
- Support will be requested from the SENCo from Rochester Grammar School or The Victory Academy where necessary
- The employment of outside agencies/professionals may also be required to enable individuals to be assessed

**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*

*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*

Centre actions to mitigate the impact of the disruption

- The exams officer to liaise with the Head of Department and/or the Leadership Team to ensure all deadlines are adhered to.
- Where key tasks are not undertaken, advice to be obtained from the relevant awarding body and acted upon

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

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*

Centre actions to mitigate the impact of the disruption

- School support staff who can be available to invigilate have been identified and trained as invigilators
- The school support staff are aware that they may be called at short notice to invigilate an exam, as are their line managers
- The exams officer will contact another school in the Trust to request available invigilators where necessary
- The exams officer will, where possible ensure that an additional member of the invigilation team is available on site to provide emergency cover in the absence of another member of the team at short notice.

**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 to mitigate the impact of the disruption

- The exams officer to work with the cover manager to identify suitable rooms and relocate classes where necessary
- The sports hall or the Hub to be used as reserve venues if the main exam hall is unavailable due to an unexpected incident at exam time
- The exams officer will use suitably trained staff to ensure the security of the examination is not compromised if an alternative venue has to be sourced at short notice. The Leadership Team will be asked to support
- The exams officer will liaise with the Leadership Team and site team to ensure that all alternative arrangements are made with the minimal of disruption to the examinations and the remainder of the school

**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 to mitigate the impact of the disruption

- The exams officer will liaise with the Leadership Team and other schools in the Trust to make entries direct to the awarding bodies from another venue
- The exams officer will request attendance from the IT team on results release days to address any MIS system failure
- In the event any issues cannot be resolved, the exams officer will attend another school in the Trust to download results from exam board websites
- The exams officer will liaise with the awarding bodies to minimise the disruption and costs incurred

**7. Emergency evacuation of the exam room (or centre lock down)**

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*

Centre actions to mitigate the impact of the disruption

- Centre Evacuation and Centre Lockdown policies are in place
- Invigilators are trained in the contents of the policies and copies are available in exam rooms
- Advice will be sought from the relevant awarding bodies and acted on appropriately

**8. Disruption of teaching time in the weeks before an exam – 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 to mitigate the impact of the disruption

- The Leadership Team will manage such incidents, which could include liaising with the Local Authority and other schools in the Academy Trust for support
- Teachers to provide remote lessons via Teams in accordance with the existing school timetable

**9. Candidates at risk of being unable to take examinations – centre remains open**

Criteria for implementation of the plan

*Candidates are at risk of being unable to attend the examination centre to take examinations as normal*

Centre actions to mitigate the impact of the disruption

- The exams officer will seek advice from the awarding bodies and implement as appropriate
- The exams officer will arrange invigilation and the transportation of secure materials to alternative accommodation if appropriate. This will only be undertaken with the agreement of the relevant awarding bodies
- A Special Consideration policy is in place and the ICE guidelines will be followed, where appropriate

**10. Centre at risk of being unable to open as normal during the examination period**

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

*Centre unable to open as normal for scheduled examinations*

Centre actions to mitigate the impact of the disruption

- The exams officer will seek advice from the relevant awarding bodies to discuss alternative arrangements to relocate the examinations, in liaison with the Leadership Team
- Subject to the approval of the awarding bodies, the exams officer will arrange invigilation and the transportation of secure materials to alternative accommodation.

**11. 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 to mitigate the impact of the disruption

- The exams officer to contact the awarding bodies to request electronic access to examination papers via a secure external network.
- The exams officer to ensure that copies are received, made and stored under secure conditions
- The exams officer to follow the awarding guidance on the conduct of examinations in such circumstances
- If, as a last resort, awarding organisations decide to reschedule the examination on an alternative date), the exams officer to ensure that all candidates are notified in writing of the change

**12. Disruption to transporting completed examination scripts**

Criteria for implementation of the plan

*Delay in normal collection arrangements for completed examination scripts/assessment evidence*

Centre actions to mitigate the impact of the disruption

- The exams officer will seek advice from the awarding bodies and put in place alternative arrangements as advised by the awarding body.
- The centre will not make their own arrangements for transportation unless told to do so by the awarding body
- The exams officer will ensure the secure storage of completed examination scripts in security sealed bags in the secure storage unit until collection

**13. 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*

*Completed examination scripts/assessment evidence does not reach awarding organisations*

Centre actions to mitigate the impact of the disruption

- The exams officer will contact the relevant awarding body for advice
- If marks cannot be generated by awarding bodies based on other appropriate evidence of candidate achievement, the candidates may be required to retake the affected assessment in a subsequent assessment series



#### **14. Centre unable to distribute results as normal or facilitate post results services**

(including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

##### 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 to mitigate the impact of the disruption

- The exams officer to liaise with another local centre in the Trust to access and distribute results to candidates, in agreement with the relevant awarding bodies
- The exams to facilitate post results services from an alternative local centre in the Trust, in agreement with the relevant awarding bodies
- The exams officer to ensure that all candidates are made aware in writing of the alternative arrangements and to be present on the alternative site

# Further guidance to inform procedures and implement contingency planning

Ofqual

## What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

### Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

### Covid specific guidance

When drafting contingency plans, you should consider the following guidance:

- actions for schools during the coronavirus outbreak from the Department for Education in England
- actions for FE colleges and providers during the coronavirus outbreak from the Department for Education in England
- [responsibility for exams](#) from the Department for Education in England
- [vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
- [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)
- [education and childcare: coronavirus](#) from Welsh Government
- [Qualifications Wales homepage](#) from Qualifications Wales (regulator)
- [coronavirus \(COVID-19\): guidance for school and educational settings in Northern Ireland](#) from Department of Education in Northern Ireland
- [coronavirus \(COVID-19\) \(information from CCEA\)](#) – information on vocational, technical and general qualifications from CCEA Regulation

### General contingency guidance

- emergency planning and response from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- exceptional closure days from the Department of Education in Northern Ireland
- checklist - exceptional closure of schools from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- opening schools in extremely bad weather - guidance for schools from the Welsh Government
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office

### Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

### Steps you should take

#### Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

#### In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

### **After the exam**

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

### **Steps the awarding organisation should take**

#### **Exam planning**

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

#### **In the event of disruption**

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

#### **After the exam**

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

#### **If any students miss an exam or are disadvantaged by the disruption**

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also JCQ's guidance on special considerations

#### **Wider communications**

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

#### **Widespread national disruption to the taking of examinations or assessments**

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national 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.

We will update this page as necessary, with any further relevant links, should national disruption occur.

(Ofqual guidance extract above taken directly from the 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** (updated 30 September 2021) <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>)

### **JCQ**

15.1 The qualification regulators, awarding bodies 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.

Further information may be found at: <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>

15.2 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.

15.3 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.

15.4 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.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments 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. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling 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.

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.

(JCQ guidance above taken directly from **Instructions for Conducting Examinations 2021-2022**  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: [www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan](http://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan)

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

#### **Candidates at risk of being unable to take examinations – centres remain open**

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>)

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

#### **Centres at risk of being unable to open as normal during the examination period**

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

[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](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)

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

### **Disruption to transporting completed examination scripts**

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
- completed scripts **must** be stored securely until they are collected.

### **Summary of centre and awarding body responsibilities**

Examination centres are responsible for:

- preparing plans for any disruption to examinations as part of centres' general emergency planning • deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
- judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
- assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- ensuring centres receive examination materials for scheduled examinations
- advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
- evaluating and declining/approving requests for special consideration.

### **Contacting the awarding bodies**

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

#### **AQA**

0800 197 7162

[eos@aqa.org.uk](mailto:eos@aqa.org.uk)

#### **CCEA**

028 9026 1212, 028 9026 1293, 028 9026 1425

[centresupport@ccea.org.uk](mailto:centresupport@ccea.org.uk)

#### **OCR**

01223 553998

[support@ocr.org.uk](mailto:support@ocr.org.uk)

#### **Pearson**

0344 463 2535

#### **WJEC**

02920 265 077

[exams@wjec.co.uk](mailto:exams@wjec.co.uk)

(JCQ guidance above taken directly from the notice - **Preparing for disruption to examinations** effective from 11 October 2021 [www.jcq.org.uk/preparing-for-disruption-to-examinations/](http://www.jcq.org.uk/preparing-for-disruption-to-examinations/))

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for Conducting Examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## **GOV.UK**

*Emergency planning and response: Severe weather; Exam disruption* <https://www.gov.uk/guidance/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>

*Opening and closing local-authority-maintained schools* [www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)

*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>

*Statutory guidance on school closures* <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

## **Wales**

*School closures – examinations* <https://gov.wales/school-closures-examinations>

## **Northern Ireland**

*Exceptional closure days* <https://www.education-ni.gov.uk/articles/exceptional-closure-days>

*Checklist for Principals when considering Opening or Closure of School* <https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

*School closures* <https://www.nidirect.gov.uk/articles/school-closures>

## **National Counter Terrorism Security Office**

*Procedures for handling bomb threats* [www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)