



## Exam Contingency Plan

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## **THE PRESCOT SCHOOL EXAM CONTINGENCY PLAN**

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### **Further guidance to inform and implement contingency planning**

- Ofqual
- JCQ

## INTRODUCTION

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at The Prescot 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.

## POLICY OVERVIEW

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;”

## PROCEDURES

### 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:**

- SK/SM nominated to deputise for Exams Officer during an absence. These staff have been trained in the role.
- Passwords and access procedures are stored centrally (password protected document) and accessed by only the named individuals above.
- In extreme cases, source alternative venues/facilities, either within the local area or across the MAT.

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## **2. SENDCo 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:**

- LQ to act as a 'deputy' to cover SENDCO role/task

### **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:**

- Subject Leader or SLT link to ensure key information is available. All data can be accessed through the Administrator with Headteachers approval.

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### **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:**

- SLT to access approved trained "agency" staff to cover a role/task

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### **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:**

- Source alternative venues/facilities either locally with other schools or across the MAT.

## **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:**

- SIMS is backed up on a nightly basis using disk to disk off site cloud storage
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## **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:**

- Centre to communicate via Groupcall text message to parents, carers and students about the disruption to teaching time and provide appropriate work via the school website on.
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## **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:**

- Centre will communicate with relevant awarding organisation to make them aware of the issue.
  - Centre will then communicate solutions to parents/carers and candidates
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## **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:**

- Centre to inform awarding organisation of examinations to be affected
- Look where possible to provide alternative provision eg local schools or across the MAT.

## **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

*The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]*

### **Centre actions:**

- Centre to discuss alternative delivery of papers to the centre with the appropriate Examination Board.

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## **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:**

- Centre will communicate and organise alternative arrangements for delivery of scripts.

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## **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:**

- Immediate communication to be made with relevant awarding body and school will follow their advice.
- Students, parents and carers to be informed by letter.

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## **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 services

### **Centre actions:**

- Centres to contact awarding bodies and discuss alternative means of distribution

## **14. Students unable to attend in person for examination results**

### Criteria for implementation of the plan

- Students unable to access their examination results

### **Centre actions:**

- A letter of authorisation from the student to be brought into school in order to release examination results to a named person.
- All examination results to be signed for

## **REVIEW**

The Reviewing of this policy will take place at the start of each academic year. The Schools reaction response to any policy will be evaluated and any amendments to this policy made as appropriate.

## **APPENDIX**

### **Ofqual**

- Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

### **JCQ**

- General regulations
- Guidance on alternative site arrangements
- Instructions for conducting examinations
- A guide to the special consideration process

### **GOV.UK**

- Emergencies and severe weather: schools and early years settings
- Teaching time lost due to severe weather conditions
- Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning