



Campion School & Language College

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EXAMS CONTINGENCY POLICY 2025/2026

Review Frequency – 1 Year

Review Date – March 2027

Person responsible for the Policy – Rebecca Bain, Assistant Principal

Ratified by Governors – 24th March 2026

Key staff involved in the plan

Role	Name(s)
Head of centre	Kim Bradley-Smith
Senior leader(s)	Rebecca Bain
Exams officer	Karen Jones
SENCo (or equivalent role)	Lisa Ridgard

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination/assessment process at Campion School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our processes.

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*, the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2024).

This plan also confirms Campion School compliance with JCQ's **General Regulations for Approved Centres** (GR 5.3) that the centre has in place for inspection that must be reviewed and updated annually:

- a written contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency arrangements

In accordance with the regulations (GR 3.17-19), Campion School **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

Campion School **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

Campion School **must** ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that Champion School responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

Head of centre absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process to Kim Bradley and Rebecca Bain.

Possible causes of disruption to the exam process

1. Exams officer extended absence at a critical stage of the exam 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

- Head of centre/SLT link to assume responsibility for the above tasks.
- Assistance by exams assistant to implement the required tasks.

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

- The exams assistant is a key-holder for the secure storage and has had MIS exams training and has their own access to the exam boards online.
- The exams officer and the exams assistant have both undergone and conducted invigilator training and recruitment throughout the year.

Month-by-month job list for exams officer

SEPTEMBER

- Find JCQ combined and EOA calendars
- Test Yr7 MIDyis/NGRT producing reports to SLT/HOY. Data team to upload to Arbor
- Test Yr8 NGRT and produce reports to SLT/HOY
- Deal with exams queries from staff and students
- Give exam board permissions to new staff as required and remove old
- Email Year 13 about additional entries (BMAT, etc.)
- Get UCI numbers for new Year 12, etc. and enter in ARBOR
- Get ULN for Year 9
- Check EARs
- Familiarise self with new JCQ ICE/AAO/Gen Regs books. Issue to MK, SLT
- Circulate controlled assessment/oral/practical guidance from JCQ to teachers and copies to noticeboard
- Add deadlines for staff to school calendar
- Set up exam seasons for Nov and June
- Confirm English and Maths resit November entries
- Complete estimated entries on exam board sites for year
- Update and distribute form for LPs for June entries. Send codes spreadsheet for confirmation by LPs
- Update exam papers receipt office log sheets
- Training for invigilators.
- Conflict of interest Form to all staff
- Start applying for Access Arrangements and BMAT, etc.
- Summer exam dates issued online
- Email new Year 12s about previous extra time, etc. allowances
- Speak to ALL about using their access arrangements in class
- Review usage and issue student laptops. Remind staff of EVIDENCE
- Register students for BTEC/CTEC/NCFE etc
- Start mock planning, timetables and seating

OCTOBER

- Final date for NOVEMBER entries and their access arrangements
- Deadline for estimated entries
- Check EARs
- Early UCAS / BMAT entry deadline
- Confirm invigilation team members
- Organise invigilation for November exams
- Update invigilator job descriptions and handbook as required
- Update policies as required and ensure on website
- Receive summer exam certificates
- Amend Arbor results for EARs
- Distribute student timetables for November exams
- Organise rooming and seating for November exams

NOVEMBER

- GCSE English and Maths resits
- BMAT, etc. tests
- Plan March Year 11 and Year 13 mock exams
- Check exam certificates from June series advising students and arrange collection
- Resit info to students and parents
- Make January unit entries

MOCKS

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

- Organise Criminology exams in December, invigilators, rooms etc

DECEMBER

- Update access arrangements. Issue access arrangements and results day info to students and parents
- Training for invigilators.
- Create entries for PL to check
- Start building summer timetable for HOF/SLT. These needs checking for errors and confirming specification codes are accurate.

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

JANUARY

- Confirm entries for June exams via signed marksheets
- Input entries for June in ARBOR and send via A2C
- BTEC L3 exams / LIBF
- University Exams (varies)
- Yr10 mocks
- Arrange MFL speaking mocks with external invigilator
- Advertise for invigilators (if needed)
- Prepare Yr11 & Yr13 mock timetables and organise for February exams

FEBRUARY

- Final assessments for AA
- Yr11 & Yr13 mocks
- Final EAR for November series
- Distribute A Level entries to staff for checking
- Distribute timetables for A Levels
- Prepare letters for GCE clash students to go with timetables
- Amend A Level entries as necessary
- Input A Level entries for June in ARBOR
- Process re-sit entries for June
- Receive certificates for November series
- Organise practical exams – MFL speaking, Art
- Deliver NGRT to low stanine students – Yr7 & 8

MARCH

- Prepare invigilation rota for June series, book rooms etc
- Start summer seating plans
- Prepare exam room, update filing drawers with current exam series for every exam ready for arrival of registers/papers
- Meet RSM re rooming requirements
- Meet invigilators / training
- Distribute Board coursework marksheets
- Final date for Access Arrangements Online
- Final date for GCE, ext project entries for June
- Issue GCSE timetables

APRIL

- Prepared signed seating plans for June series
- Email timetables
- Prepare letters for GCSE clash students
- Collect and send off coursework marksheet and samples to Boards and moderators
- Send estimated grade sheets to Boards
- Check equipment for hall/gym: laptops, memory sticks, dictionaries, CD players, signs, clocks, etc.
- Languages speaking exams
- Art exams
- Distribute real timetable for June 2024
- Make up exam packs
- Input NEA marksheets
- Organise Yr10 & Yr12 mocks
- Prepare for NGRT final testing – Yr7 & 8

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

MAY / JUNE

- Inspector visits.....?
- Main summer series – GCSE GCE
- Yr10 Yr13 mocks
- Final date for coursework entries and estimated grades for A Level
- Put instructions for exams, getting results, etc. on newsletter/website/notice boards/email JULY
- Remind staff and students of timings for results days
- Get updated info on fees from exam boards
- Prepare forms for results days (post-results services)
- Remind staff about security of results, including social media
- Shred documents from November Season
- Label and stuff results envelopes

AUGUST

- Set up hall for results (posters, tables, tissues)
- Lock out staff from ARBOR before results
- Download GCE/GCSE results (Wed) from A2C
- Print out individual (headed paper) statements and envelope
- Spreadsheet to Data for analysis
- Email results to LPs/HOFs
- Process priority EAR requests for Year 13. Deal with queries from staff and students
- Process EAR requests for GCSE
- Check JCQ combined season calendar /EOA website

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

2. SENCo (or equivalent role) extended absence at a critical stage of 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

- Advice sought from awarding body.
- LEA contacted for details of specialist teachers/educational psychologists able to conduct assessments required.
- SENCo assistant/EO/PL to collate evidence needed.
- SENCo to apply for access arrangements – advice from awarding body.
- Examinations officer to train staff supporting access arrangements.
- SLT to arrange for staff to support access arrangement candidate or external invigilators used.

3. Teaching staff extended absence at a critical stage of 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 (including controlled assessments and coursework) 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

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Exams office to collate course information and the end of the academic year for the following year which helps to identify early/estimated information.
- Estimated numbers can be identified from MIS
- Exams office to request entry information with internal deadlines set in advance of awarding body deadlines.
- Programme leaders and SLT to make decisions regarding late entries
- Exams office to notify staff regularly of awarding body deadlines regarding internal assessment marks and set internal deadlines for entering marks on MIS.
- Other subject staff to assume marking workload and prioritising of assessments for external award to be directed by head of faculty

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

- Notify invigilators in advance of key dates of large exam where all may be required.
- Internal admin staff used in the event of a shortfall after being trained.
- Recruit additional invigilators.
- Use agency staff.

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

Alternative site(s) details: Bugbrooke Community Centre, Camp Close, Bugbrooke, Northampton, NN7 3RW

6. Cyber-attack

Criteria for implementation of the plan

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

Where a cyber-attack may compromise any aspect of delivery

Centre actions to mitigate the impact of the disruption

- (This will include the required arrangements for cyber security)
(GR 3.21) Ensure there are procedures in place to maintain the security of user accounts by:
 - a) providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
 - b) providing training for staff on awareness of all types of social engineering/ phishing attempts
 - c) enabling additional security settings wherever possible
 - d) updating any passwords that may have been exposed
 - e) setting up secure account recovery options
 - f) reviewing and managing connected applications
 - g) monitoring accounts and regularly reviewing account access, including removing access when no longer required
 - h) ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
 - i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

7. Failure of IT systems

Criteria for implementation of the plan

IT system corruption affecting candidates' work

MIS system failure at final entry deadline

MIS system failure during exams preparation

Power outage immediately prior to or during an on-screen test

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- (This will include the security arrangements put in place which protect candidates' work)
(GR 3.19) Ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.
 - Awarding bodies notified and extensions requested.
 - Entries uploaded to awarding body secure site.
 - MIS supplier and IT staff to work on getting system live.
 - Seek alternative site to access results.

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

Whole centre evacuation (or lockdown) 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 actions to mitigate the impact of the disruption.
- If the fire alarm sounds during the exam – the exam will stop immediately, a member of staff from the exams office will communicate with site and SLT.
- If we are advised it is a false alarm students will remain seated in D block and gym until the alarm has stopped.
- In the event of a real emergency the invigilators responsible for each row will lead their group to the astro pitch at the rear of the sports hall. Students must remain in the order that they are seated in and must remain silent. A register will be taken outside.
- When it is safe to do so the students will be returned to the exam hall and the exam restarted.
- The exam board will be informed immediately and advice sought.

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas.
- Candidates will be instructed to enter the exam room immediately.
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door.
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.
- Invigilators will
- lock all windows and close all curtains/blinds.
- switch off all lights.
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room.
- take an attendance register/head count if possible.
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the invigilators will employ the following procedure:

- tell candidates to stop writing immediately and turn their papers over.
- collect the attendance register.
- make a note of the time when the examination was suspended.
- instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk.
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
- lock all windows and close all curtains/blinds.

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

- switch off all lights.
- lock all doors and/or use tables and any other furniture to barricade the entrance to the examination room.
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure.
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies.

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the invigilators will employ the following procedure:

- stop dismissing candidates from the exam room.
- instruct candidates who have left the room to re-enter the exam room.
instruct candidates to remain silent and hide under examination tables.
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
- lock all windows and close all curtains/blinds.
- switch off all lights.
- lock all doors and/or use tables and any other furniture to barricade the entrance to the exam room.
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.

Ending a lockdown

The lockdown will be ended by either:

- the sound of a defined alarm or
- the identification/authorisation of emergency service officers/SLT/head of centre entering each exam room.
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine.
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination.

Invigilators will then:

- ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period.
- recalculate the revised finish time(s) to allow for the full exam time.
- tell the candidates to turn their papers over and re-start their exam.
- amend the revised finish time(s) on display to candidates.
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log).

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

The exams officer will:

- provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
- safely/securely store all collected exam papers and materials pending awarding body advice/guidance.

Where applicable/possible/available, SLT/exams officer will:

- negotiate any alternative exam sittings with the awarding bodies.
- offer, arrange and provide support services to staff and candidates.
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.
- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

9. 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

- Alternative venues considered for teaching of examination candidates as it is our responsibility to prepare them for their exams.
- Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address it.
- Contact awarding bodies and seek advice.
- Arrange alternative venue.
- Champion School can also facilitate alternative methods of learning, e.g. online learning.

10. Candidates may not be able to take examinations – centre remains open

Criteria for implementation of the plan

Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis

Centre actions to mitigate the impact of the disruption

- Awarding bodies notified, advice sought.
- Contact awarding bodies and consider moving start times of the exam (JCQ ICE 6.2)
- Being aware of the rules for very late arrivals (see Section 21 of the JCQ ICE).
- Principal, SLT to consider alternative centre/temporary buildings/rooms to accommodate candidates.
- Candidate to sit examinations in an alternative series if possible.
- Special consideration applied for students unable to sit examinations.
- Consider moving the starting time of the examination for all candidates (see section 6.2 of the JCQ document *Instructions for conducting examinations*).
- Be aware of the rules for very late arrivals (see section 21 of the JCQ document *Instructions for conducting examinations*).

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

- Wherever possible, it is always in the best interest for candidates to sit the examination. However, special consideration is an option where a candidate is unable to sit the examination (see Chapter 4 of the JCQ document *A guide to the special consideration process*).
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required.

11. Centre may not be able 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 may not be able to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- The decision on 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.
- Special consideration is an option if all other avenues have been exhausted and candidates meet the published criteria.
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required.
- Awarding bodies notified, advice sought.
- Contact awarding bodies and consider moving start times of the exam (JCQ ICE 6.2)
- Being aware of the rules for very late arrivals (see Section 21 of the JCQ ICE).
- Principal, SLT to consider alternative centre/temporary buildings/rooms to accommodate candidates.
- Candidate to sit examinations in an alternative series if possible.
- Special consideration applied for students unable to sit examinations.

Alternative site(s) details: Bugbrooke Community Centre, Camp Close, Bugbrooke, Northampton, NN7 3RW

12. 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

- Examinations officer ensure copies received, made and stored under secure conditions.
- Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
- Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action.
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding bodies to consider scheduling of the examination on an alternative date.

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

13. Delay in collection arrangements for 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

- Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should seek advice from awarding bodies and should not make their own arrangements for transportation unless told to do so by the awarding body.
- 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*.
- Centres to ensure secure storage of completed examination papers until collection.

14. 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

- Awarding bodies to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding bodies.
- Where marks cannot be generated by awarding bodies candidates may need to retake affected assessment in a subsequent assessment series.

15. 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

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

16. Use of AI

Criteria for implementation of the plan

Student use AI in their NEA.

Centre actions to mitigate the impact of the disruption

- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of a student's work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.
- Teachers, assessors and other staff must discuss the use of AI and agree their approach to managing students' use of AI in their school, college or exam centre.
- Centres must make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. They should also make students aware of the centre's approach to plagiarism and the consequences of malpractice. Centres should consider communicating with parents to make them aware of the risks and issues and ensure they support the centre's approach.
- The awarding body will be informed of a student had found to have committed malpractice and their guidance followed.

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

[Cyber security standards for schools and colleges](#)

Ofqual

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

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

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

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your 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.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

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 students, parents and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors, invigilators 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 to the relevant awarding organisation 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.

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3. Ensure that where an assessment must be completed under specified conditions, students are able to 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, depending on their specific policies.

See also [JCQ's guidance on special consideration](#)

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 [DfE 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

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 examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

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

General contingency guidance

All links to the exams policies have been emailed to the students and parents at the start of each exam series.

- [emergency planning and response for education, childcare and children’s social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days: Northern Ireland](#) 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, childcare and play settings in extreme bad weather and extreme hot weather](#) – guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre

(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** (last updated 7 May 2024) <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. CONTINGENCY PLANNING

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>

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 All centres must have 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency 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 centre’s contingency plan must be invoked, utilising the centre’s alternative site(s) and the relevant awarding bodies 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 ‘contingency sessions’ for examinations, summer 2025. This is consistent with the qualification regulators’ document [Exam system contingency plan: England, Wales and Northern Ireland](#).

15.6 The designation of ‘contingency sessions’ 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.

15.7 In the event of national disruption to a day of examinations in summer 2025, 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 last 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

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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.

15.8 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 the contingency arrangements so that they may take them into account when making their plans for the summer.

(JCQ guidance above taken directly from **Instructions for conducting examinations** 2024-2025
<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

JCQ Preparing for disruption to examinations www.jcq.org.uk/exams-office/general-regulations/

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for conducting examinations 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

Guidance for centres on cyber security (Effective from November 2023) www.jcq.org.uk/exams-office/general-regulations/

5 tips to get exam ready and stay cyber safe! www.jcq.org.uk/exams-office/blogs/

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024
www.jcq.org.uk/exams-office/non-examination-assessments/

GOV.UK

Emergency planning and response: Exam and assessment disruption
www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

Wales

School closures: examinations gov.wales/school-closures-examinations

Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather:
www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather

Northern Ireland

Exceptional closure days – Northern Ireland www.education-ni.gov.uk/articles/exceptional-closure-days
Checklist - exceptional closure of schools www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Cyber Security Centre

Cyber Security for Schools <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

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