



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Exam Contingency Policy	
Lead	Mr J Roper, Associate Headteacher	
Governor Committee	BSII	
Policy Status	Updated	November 2022
	Governor Approved	Approved
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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Henley in Arden 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** 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 in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

- This plan also confirms Henley in Arden School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21 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 disruption

- Regular line management meetings to review exam practices e.g. planning/exam entry deadline dates.
- Contact a freelance Exams Officer – Ros Gentry
- Liaise with SCH (Exam Admin support) to familiarize herself with the exam process
- Lead invigilator training to run exam days during Exams Officer's absence
- Henley in Arden School is part of the Arden Multi-Academy trust so has the benefit of 3 other experienced Exams Officers who may be able to support.
- Exams Officer can work from home to offer some support.

2. Head of Centre or member of SLT extended absence at key points in the exam cycle

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

Escalation Process

JCQ General Regulations ([GR.5.3](#)) state that it is the responsibility of the **head of centre** to ensure that his/her centre... has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

At Henley in Arden School should the Head of Centre, Joe Roper, be absent, responsibilities and duties would be handled by another Senior member of the Arden Multi-Academy Trust. Damian Burgess is the Executive Headteacher and Martin Murphy is the Chief Executive Officer. The school also benefits from the support of experienced school leaders, who are also Head of Centres, who would be able to provide support and provide oversight too.

Arrangements in the event of the Head of Centre, or a member of the senior leadership team with oversight of examination administration, being absent, will be finalised in a Trust meeting between the Head of Centre/ Senior Lead, and the Executive Headteacher/ CEO, either in person or on a video call in a prompt and timely manner.

- Henley in Arden School has in place a member of the senior leadership team who will provide support and guidance to the Examinations Officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series Joe Roper. Due to Henley in Arden School being part of a Multi-Academy Trust, should the Line Manager currently responsible for overseeing the examinations process not be available, another member of SLT from across the Trust would be able to support.

3. SENCo extended absence at key points in the exam cycle

Henley in Arden School has 3 staff who have completed the National SENCO award and are aware of the procedures needed to ensure the support for students with special educational needs. This includes the current SENCO, Joseph Jones, and the two Deputy Headteachers, Nicholas Halligan and Spencer Gregory, who between them have over 15 years' experience of being a SENCO. Again, being part of the Arden Multi Academy Trust means the school has access to additional support. Damian Burgess, the Executive Headteacher, was also is a very experienced SENCO.

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

- access arrangement candidate support not arranged for exam rooms
- In the absence of the head of department in SENCO office her assistant will assist.
- Regular feedback to SLT and Governors
- External Local Authority support

4. Teaching staff extended absence at key points in the exam

Criteria for implementation of the plan

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 deadline.

Centre actions to mitigate the impact of the disruption

- Line management meetings SLT to identify staff absence
- Cover staff would be in place
- Henley in Arden School is part of a Multi Academy Trust along with Arden Academy in Knowle, Lode Heath and Park Hall Academy - staff would be utilised from other Academies within the Trust where appropriate

- Henley in Arden retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components

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

- Henley in Arden employs its own team.
- Recruitment is undertaken on an annual basis if necessary
- Invigilators live locally therefore can be contacted at short notice if required due to sickness
- Teaching Assistants may be used where needed to support.
- Exams Officer can also invigilate, however, this may cause a problem if the centre was chosen for inspection.

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

More rooms being required due to local government/health guidance on spacing, or more rooms for students needing 1:1 support

Centre actions to mitigate the impact of the disruption

- Henley in Arden School contains two large halls, one Dance Studio and smaller rooms for emergency scribes due to accidents. Pupils already identified with access arrangements will have rooms allocated to them on their timetable.
- Henley in Arden School does not use all of the venues during the exam period therefore there are always rooms available in the event of an unexpected incident
- Main exam venues are always available due to sufficient rooms in the building in

the event of an unexpected incident

- Local venues ie. Baptise Church may be an alternative venue to host exams, or to use as classrooms, which will release rooms on site for exams.

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

- Henley in Arden would submit exam entries via the individual awarding bodies websites in the event of a MIS systems failure
- Local Authority EIMS support would step in interim period. Henley has its own IT support which is being updated by an independent agency to update security systems already in place
- Henley in Arden download the results via the individual awarding bodies websites in the event of a MIS systems failure

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

- Henley in Arden has an Emergency Lock Down Policy which is communicated to all Invigilators during their annual training.
- Awarding Bodies would be contacted immediately for advice.
- Alternative local venues may be used

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

- Candidates can be entered for exams in an alternative series.
- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of Henley in Arden School to prepare students, as usual, for examinations.
- Henley in Arden have a number of ways to ensure that teaching and learning

can continue, when students are not able to attend on site. A number of on-line learning platforms have been set up ie. Teams, where work is set, marked and students can be messaged. Live classes can also take place using Zoom.

- If there is a partial lockdown, with only certain year groups able to attend lessons in school, priority would be given to those year groups/students with forthcoming exams where a disruption to learning would be most damaging.

9. 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 to mitigate the impact of the disruption

- Candidates would always be able to take exams at the centre as the exam staff all live locally and a Senior member of staff or Exams Officer would oversee the exam day.
- Candidates would just attend for the exams and if need be, just certain rooms would be made accessible.
- Candidates would be informed via local radio, text, website, email.
- Staff would be informed by a senior member of staff who lives locally.
- In the event of "bubbles" of exam students being unwell, or self-isolating, (for example due to Covid 19) advice would be sought from exam boards/JCQ/local public health as to how the centre can ensure that these exams can continue. If exams are unable to be taken, advice would be sought from exam boards with regards to applying for special consideration, or exams being offered at an alternative time/season.

10. Disruption of teaching time- in the weeks before an exam - centre closed for an extended period

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

- Papers are usually delivered to centre well in advance of the examinations taking place. If papers are not received in centre in an appropriate time the Exams Officer would contact the awarding body/bodies concerned to make alternative arrangements for papers to be received in centre e.g. electronic access to exam papers via a secure external network. Once printed, the papers would then be secured in the normal way in the lockable cupboards in the exams cupboard.

11. Disruption to the transportation of 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 would seek advice from awarding bodies for advice on how to despatch papers, if the usual national 'yellow label' service is disrupted.

- If advised to, the Exams Officer or a senior member staff would take the completed exam scripts to the re Parcelforce depot.
- where alternative transportation is required, the Exams Officer would ensure that the alternative dispatch options comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.

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.

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

Centre actions to mitigate the impact of the disruption

- Pupil assessment takes place half termly at Henley in Arden School therefore in case of large scale damage the teacher assessment could be used
- Joe Roper to assist with pupils' assessment logistics
- Refer to the school calendar to identify correct assessment data entry

13. 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

- Henley in Arden School results would be downloaded from the individual awarding body/s websites
- Distribution of results is a team effort therefore the Exams Officer/Senior member of staff would manage the distribution of results on results day
- A member of the Administration team would facilitate post-results service, this can be actioned from an alternative location if necessary.

- Awarding Bodies would be contacted if electronic post results requests are not possible.
- In the event of national disruption, advice would be sought from the awarding bodies/JCQ