



St Philip Howard
CATHOLIC SCHOOL

Examination Contingency Plan

**This Policy has been approved and adopted by the Governors
of the Standards committee**

Approved	Review
June 2025	June 26



Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust is a Christ-centered family of Catholic academies, within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavor to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

“Serve the Lord joyfully”

1. AIMS

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at SPH affecting candidates across several awarding organisations. This plan has been produced as a response to the JCQ Notice to Centres – examination contingency plan/examinations policy and the linked Ofqual document located 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#disruption-to-assessments-or-exams>

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at SPH.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather, power failures or Cyber-attacks. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The contingencies covered have been implemented on several occasions in response to localised issues in other centres. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- delivering assessments to published timetables
- delivering results to published timetables
- complying with regulatory requirements in relation to assessment, marking and standards

If the usual contingencies are no longer sufficient to maintain these outcomes the Senior Leadership Team will meet to agree further actions.

This plan is intended to meet the requirements of the Ofqual Joint Contingency Plan and to meet the requirements of the Joint Qualifications Council (JCQ)

2. COMMUNICATION DISRUPTION

In the event of local disruption, communication to teachers and students will take place through the Examination Officer following agreement with the Head Teacher. In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders. This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

The website is www.ofqual.gov.uk/ The organisations involved in this Joint Contingency Plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate
- In the event of exam disruption and or absence of the Exam officer, responsibility would fall to the Head of Centre to ensure all necessary communication is sent out to teachers and students.

3. DISRUPTION OF TEACHING TIME – SCHOOL CLOSED FOR AN EXTENDED PERIOD

If SPH is 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, it is the responsibility of the school to prepare students, as usual, for examinations.

- In the case of modular courses, candidates should sit the examinations in the next available series
- The school should plan to facilitate teaching and learning by an alternative method or at an alternative location.
- **The alternative location will be St Paul's Burgess Hill or St Oscar Romero's in Worthing.**

Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website:

4. DISRUPTION IN THE DISTRIBUTION OF EXAMINATION PAPERS

If the distribution of examination papers to centres in advance of examinations is disrupted

- The awarding organisations will source alternative couriers for delivery of hardcopies
- The awarding organisations will provide the school with electronic access to examination papers via a secure external network

The Examinations Officer must ensure that copies are received, made and stored under secure conditions.

5. CANDIDATES UNABLE TO TAKE EXAMINATIONS BECAUSE OF A CRISIS - SCHOOL REMAINS OPEN

If candidates are unable to attend an examination or take an examination as normal, the school will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.

JCQ guidance on alternative site arrangements can be accessed through the JCQ website:

www.jcq.org.uk

The school can offer candidates an opportunity to sit any examinations missed at the next available series.

The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control.

JCQ guidance on special consideration can be accessed through the JCQ website:

[https://www.jcq.org.uk/wp-content/uploads/2022/06/Guide to spec con process June22 FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/06/Guide_to_spec_con_process_June22_FINAL.pdf)

[Guide to spec con process 2023 24 FINAL.pdf \(jqc.org.uk\)](#)

6. SCHOOL UNABLE TO OPEN AS NORMAL DURING THE EXAMINATION PERIOD

If SPH is unable to open as normal for scheduled examinations, it must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

The responsibility for deciding whether it is safe for the school to open lies with the Head Teacher (Head of Centre). The Head Teacher is responsible for taking advice or following instructions from relevant local or national agencies in deciding whether they are able to open.

- The school should open for examinations and examination candidates only if possible.
- The school should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible) The alternative location will be **St Paul's Burgess Hill** or **St Oscar Romero's in Worthing**.
- The school may offer candidates an opportunity to sit any examinations missed at the next available series
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

7. DISRUPTION TO THE TRANSPORTATION OF COMPLETED EXAMINATION SCRIPTS

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

- The school will seek advice from awarding organisations and the normal collection agency regarding collection. The school must not make arrangements for transportation without approval from awarding organisations
- The school must ensure secure storage of completed examination scripts until collection

8. ASSESSMENT EVIDENCE IS NOT AVAILABLE TO BE MARKED

If due to large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked:

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators
- The candidates should retake affected assessment at a subsequent assessment window

9. DISRUPTION TO THE SCANNING PROCESS – WHERE COMPLETED EXAMINATION SCRIPTS ARE BEING SCANNED IN PREPARATION FOR ONSCREEN MARKING

If the examination boards' scanning process is disrupted, resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should implement their existing contingency plans for disruption to on-screen marking processes
- The awarding organisations should revert to traditional form of marking
- The awarding organisations should recruit, train or re-standardise qualified new markers.

10. MARKERS UNABLE TO MARK EXAMINATION SCRIPTS ACCORDING TO MARKING SCHEDULES

If the examination board markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates:

- The awarding organisations should re-allocate scripts to available markers
- The awarding organisations to recruit, train or re-standardise qualified new markers and prioritisation of marking to be based on results dates

11. DIFFICULTY IN MEETING PLANNED SCHEDULE OR UNABLE, TO ISSUE RESULTS

Inability of awarding organisations (including the case of a single awarding organisation) to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure. If the awarding organisation(s) face delay in meeting the planned schedule for issuing results:

- The awarding body should establish priorities for processing results, implement existing contingency plans for disruption to the schedule for issuing results.
- If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure: in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure, the awarding organisations and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.

12. AWARDING ORGANISATIONS UNABLE TO ISSUE ACCURATE RESULTS

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate:

- The candidates, school and stakeholders will be informed of any incorrect results
- The awarding organisations will re-validate results
- The awarding organisations to re-issue results, via alternative format if necessary

13. CENTRES ARE UNABLE TO DISTRIBUTE RESULTS AS NORMAL

If the school is unable to access or manage the distribution of results to candidates or to facilitate post results services:

The school should contact the awarding organisations about alternative options:

- The school will make arrangements to access its results at an alternative site

- The school will make arrangements to coordinate access to post results from an alternative site. Either from St Paul's or Oscar Romero.
- The school will share facilities with other centres where possible.

14. ABSENCE OF THE EXAMS OFFICER

The Head Teacher and Senior Leadership Team are to ensure that trained, knowledgeable staff are available to keep the exams office running without accruing late fees and disadvantaging students, if the need arises.

Exam officer extended absence at key points in the exam process (cycle)

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 eg. 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

Exam Arrangements for students taking exams with Inclusion

Preparation

- Staff who have access to non-secure examination materials include, SENDCo, Deputy SENDCo, Inclusion administrators and LSA with responsibility for assessments. They will have access to online stored documents that needs to be shared for readers and keys to assistive technology devices.
- Documents for exams are stored electronically. This includes, EAAS, registers, timetables and seating plans, exams process. During the exams season, printed copies of the seating plan, registers and timetables are securely stored in Inclusion (Room 30)

Operations

- Staff will need to follow the exams process sheet (Page 2) outlining the set-up of venues, collection of papers, labelling the exam boards.
- Staff should ensure that the exam venue is set up prior to the start of an exam.
- Invigilators will have access to contact details of the roving invigilator and exams lead for the venue for the duration of the exams. Incidents should be logged on the reports within the exam venue.
- Any assistive technology used (including printing will be completed at the end of the paper) will be checked and all documents labelled prior to collecting papers.
- Papers must be taken securely back to the exams office for packaging and sending to the exam board.

Review

- Any incidents or adjustments will be discussed with the exams officer, SENDCo and Deputy SENDCo prior to the next exams taking place.

Centre actions:

- Line Manager, Leon Hogan, to liaise with Assistant Data Manager, Bryher Pears over entries.
- Line Manager, Leon Hogan, to liaise with Head of Centre, Tim Hulse and Assistant Data Manager, Bryher Pears over pre-exam administration.
- Bryher Pears to liaise with Line Manager and Head of Year and invigilators regarding exam time issues and results.

15. ABSENCE OF SENDCo

In the absence of the SENDCo, the Deputy SENDCo (Vikki Bennett) will liaise with Adam Collyer as the Inclusion Line Manager to ensure that assessments for Access Arrangements are carried out and that teaching and exams staff are aware of the outcomes.

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

16. 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 tasks (including controlled assessment and coursework) 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

Actions to mitigate the impact of disruption

- The school system allows for a Subject Leader in each area. Senior Team Link staff are also able to step in. This means that there should always be a member of staff available with knowledge of the examination system.
- Contact Head of Department for information
- Non-Examination Assessments timeline sent to staff at the start of the course for the examination cohort.
- Letters and Non-Examination Assessment results sent to parents/carers by deadline agreed.

17. INVIGILATORS - LACK OF APPROPRIATELY TRAINED INVIGILATORS OR INVIGILATOR ABSENCE

Criteria for implementation of the Plan

- Failure to recruit and train sufficient invigilators to conduct examinations
- Invigilator shortage on peak examination days
- Invigilator absence on the day of an examination

Actions to mitigate the impact of disruption

- Centre staff have been trained in the role of invigilator and are expected to be on hand, if required
- Examinations Officer to recruit Invigilators annually
- Examinations Officer to conduct invigilator training sessions
- Bank of trained administrative staff to invigilate when/if there is a shortage
- Deputy Examinations Officer to cover until another invigilator can take over.

18. CYBER ATTACK

- Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations the Exams Officer will work with IT and make contact with the relevant Awarding Body to seek further guidance.
- Contact Awarding Bodies about implementing contingency days
- Full back-ups kept primary and secondary to restore network, but this could take up to five working days
- Access examination information via Awarding Bodies' school website (results etc.)

- Record everything manually until system is restored from back-up.
- Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies, Exam Officer & Director of IT.
- In the event of a cyber-attack and / or IT systems being down the alternative site would be **St Pauls in Burgess Hill or St Oscar Romero's Catholic School Worthing.**

19. FAILURE OF IT SYSTEMS

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during examination preparation
- MIS system failure at results release time

Actions to mitigate the impact of the disruption

- Entries to be submitted one week early
- Remote access via the cloud
- Print statements of results from Awarding Bodies

20. SUMMARY OF THE RESPONSIBILITIES OF THE SCHOOL IN THE EVENT OF DISRUPTION TO EXAMINATIONS.

- Preparing plans for any disruption to exams as part of general emergency planning.
- Preparing candidates for examinations.
- Exam officer to check if there are any exam clashes before examinations begin and to ensure that Pupils, parents and staff are aware and appropriate actions have been put in place, in line with JCQ regulations.
<https://www.jcq.org.uk/wp-content/uploads/2022/03/Timetable-clashes-AS-A-level-Maths-exams-1.pdf>
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Pupils and Parents notified that any form of electronics are not allowed in the exam hall. This includes Air Pods, Earphones/Era bids, I-pods, Mobile Phones, MP3/4 Players or similar devices, Watches, Smart Glasses or any other smart device which will need to be removed before lining up for the exam.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the school can open for examinations as scheduled and informing relevant awarding organisations if the school is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.