

Queen Elizabeth II High School

Examinations Contingency Plan

Centre Number 45011

2023/24



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Key staff involved in contingency planning

Role	Name(s)
Head of centre	Charlotte Clarke
Exams officer line manager (Senior Leader)	John Kinley
Examinations Officer	Paula Venezia
Learning Support	Leanne Edge/Anne Meyler
Senior Leaders	Jason Coole (Deputy Head), Julie Ozer (Business Manager), Joanne Steriopulos (Assistant Head), John Kinley (Assistant Head), Olivia Graham (Assistant Head) Steven Slack (Assistant Head Data and Exams)

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Queen Elizabeth II High 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: in 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 Queen Elizabeth II High School is compliant with the JCQ regulation (Section 5.3, General Regulations for Approved Centres 2023-24) 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.

1 Prompt handling of urgent issues

The head of centre will ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. (GR 5.3)

2 Head of Centre absence at critical point/s in 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.

3 Examinations 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 which could potentially be at risk if the Examinations Officer was absent for an extended period of time.

Planning

Annual data collection exercise to collate information on qualifications and awarding body specifications being delivered.

Annual exams calendar produced identifying essential key tasks, key dates and deadlines.

Sufficient invigilators recruited.

Entries

Awarding Bodies informed of early/estimated entries which prompts release of early information required by teaching staff.

Candidates entered with Awarding Bodies for external exams/assessment.

Awarding body entry deadlines met so that late or other penalty fees are not incurred.

Pre-exams

Invigilators trained and updated on changes to instructions for conducting exams

Exam timetabling, rooming allocation; and invigilation schedules prepared.

Candidates briefed on exam timetables and awarding body information. Production of a published Exams Guidance Booklet.

Exam/assessment materials and candidates' work stored under required secure conditions.

Internal assessment marks and samples of candidates' work submitted to awarding bodies/external moderators.

Exam time

Exams/assessments taken under the conditions prescribed by awarding bodies.

Required reports/requests submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration.

Candidates' scripts dispatched as required to awarding bodies.

Results and post-results

Access to and the distribution of examination results to candidates.

The facilitation of the post-results services.

Centre actions:

The Examinations Officer works as part of a Support Team, who will follow procedures and practices within the Exams Officer remit. Senior Leadership Team to nominate a deputy to cover a role/task. If necessary the services of an experienced invigilator would be utilised to provide assistance on exam days.

Examinations Officer to give essential information is available to the Support Team and School Business Manager. Work shadowing; briefing sessions.

Examinations Officer to ensure Exam Calendar, policies and procedures are up to date at all times.

Examinations Officer will ensure that the following is available to the Support Team:-

- a) Access to secure storage and checklists
- b) Access to secure websites
- c) Access to invigilator contact list
- d) Access to the JCQ ICE booklet (Instructions for the Conduct of Exams), Cambridge Assessment Handbook and SQA Guide.
- e) Access to The Exams Office Handbook, Exams Calendar, annual exams plan, procedures, exam day checklist, exam room checklist etc.

4 Learning Support Manager extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks are implemented to ensure the administration and management of the access arrangements process within the exams cycle which could potentially be at risk if the Learning Support Manager was absent for an extended period of time.

Planning

Candidates tested/assessed to identify potential access arrangement requirements.

Recognise duty towards disabled candidates as defined under the terms of the Equality Act 2017.

Evidence of need and evidence to support normal way of working collated.

Pre-exams

Requests for access arrangements given to the Exams Officer.

Centre-delegated arrangements put in place

Modified paper arrangement requests given to the Exams Officer.

Learning Support Staff training provided.

Exam time

Access arrangement candidate support arranged for exam sessions.

Centre actions:

The Support for Learning Manager works as part of a team, who will follow procedures and practices within the Support for learning remit.

Exams Officer to liaise with Support for learning team to ensure access arrangements/modified paper applications are applied for within the Awarding Bodies published deadlines.

Exams Officer to ensure Exam Calendar, policies and procedures are up to date at all times.

5 Heads of Department/Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks are implemented to ensure the administration and management of the entry information within the exams cycle which could potentially be at risk if the Head of Department was absent for an extended period of time.

Early/estimated entry information provided to the Exams Officer on time; resulting in pre-release information being received.

Final entry information provided to the Exams Officer on time; resulting in candidates being entered for exams/assessments on time ensuring that late or other penalty fees are not charged by awarding bodies.

Non-examination assessment tasks set, issued and taken by candidates as scheduled

Internal assessment marks given to candidates to allow them to appeal. Internal assessment marks given to the Exams Officer by the deadlines.

Internal assessment work given to the Exams Officer on time to meet awarding body submission deadlines.

Centre actions:

Head of Centre to ensure departmental continuity by requesting an alternative member of staff takes responsibility for the actions above.

6 Invigilators – lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Key tasks are implemented to ensure the pre-planning and management of Invigilators within the exams cycle which could potentially be at risk if there was a lack of appropriately trained invigilators:

Queen Elizabeth II High School

Exam Contingency Plan

Recruitment, training and retention of invigilators.

Sufficient Invigilator availability on peak exam days.

Sufficient Invigilator availability to cover Invigilator absence on the day of an exam.

Centre actions

Exams Officer to maintain a short list of suitable replacements.

Exams Officer to use the DEC's supply list if needed.

Exams Officer to ensure that capacity is never exceeded on any one day.

Exams Officer to review training procedures regularly and put in place additional training as required.

Exams Officer to ensure a specific Exams Day Contingency is in place (Appendix 1).

Exams Officer to ensure a specific Emergency Evacuation Plan is in place (Appendix 2).

Exams Officer to ensure an Incident Log is in place (Appendix 3).

7 Exam rooms – lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Key tasks are implemented to ensure the pre-planning and management of seating arrangements within the exams cycle which could potentially be at risk if there was a lack of appropriate rooms:

Exams Officer identifies sufficient appropriate rooms during exams timetable planning

Rooms available on peak exam days

Main exam venues available at exam time

Centre actions:

Pre-planning at all stages essential.

Senior Team and Exams Officer to continually review all stages of the process.

Sport Hall/Gym to be first option as alternative venue for emergency accommodation.

Emergency Evacuation plan should be in place (Appendix 2)

8 Failure of IT systems

Criteria for implementation of the plan

The IT Department are responsible for the availability of the MIS system and the following key requirements could potentially be at risk if there was a system failure:

MIS system works at final entry deadline

MIS system works during exams preparation

MIS system works at results release time

Date of Last review: February 2024 PVe

Date of Next review: February 2025

Centre actions:

Exams Officer to contact ICT Helpdesk immediately.

Exams Officer to contact all Exam Boards (see Appendix 1 for telephone numbers) for alternative route for submitting entries and release of results.

9 Cyberattack

In the event of a cyber-attack on the day of the exam, the centre will be guided by advice from the Government Technology Service (GTS) on timeframes for when it is safe to use the school network. All documentation for exams will be printed before the exam season begins.

Students who require the use of the computer for typing and/or electronic reading software will be kept in quarantine if the impact is short term (less than half a day), or will be offered additional extra time to compensate for the lack of access arrangement required if the impact is longer term. Students who use a laptop for the purpose of illegible handwriting will be offered a scribe, if practicable.

Student scheduled to sit a practical exam using computers will be kept in quarantine if the impact is short term (less than half a day). If the impact will be longer term, the centre will contact nearby centres (such as St Ninian's High School, Upper School, Ballaquayle Road, Douglas, IM2 5RA, or Ramsey Grammar School, Lezayre Road, Ramsey, IM8 2RG) to ascertain whether they will be able to host the students there. If this is not possible, the centre is to contact the relevant exam board and be guided by their advice on the next steps, such as special consideration.

10 Emergency evacuation of the exam room (or centre lock down)

Refer Appendix 2

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. It is the responsibility of the school to prepare candidates for examinations.

Centre actions:

If possible, QEII should open for examination candidates only.

The Head of Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. Alternative venues prioritised for students with imminent exams. Exams Officer to advise the Exam Boards as appropriate.

In the case of modular courses, candidates may be advised to sit examinations in an alternative series.

Alternative methods of learning facilitated: Remote learning, It's Learning, Google Classroom etc.

11 Candidates unable to take exams because of a crisis/civil emergency – centre remains open or partially open or closed

Criteria for implementation of the plan

Candidates are unable to attend QEII to take exams as normal

Centre actions:

The Head of Centre must be guided by instructions from the DEC, Ofqual and Awarding Bodies.

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. Post information on the centre's website; updates on social media etc. Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned

Centre to liaise with Exam Boards to sit exams at a different venue.

Source and arrange for the exams to be taken at an alternative venue, using the Transferred Candidates arrangements. This may include one of the Douglas schools (St Ninians being the most likely), other neighbouring examination centres, or public facilities (such as NSC).

Exams Officer to move exams to another room and/or rooms within QEII wherever possible.

Should a significant number of candidates need to be isolated due to sickness, use an alternative room within school.

If a small number (<5) are affected, isolate students on the balcony with separate invigilation. Apply for special consideration for those affected to the appropriate Exam Boards provided that the candidate were absent for an acceptable reason and have completed 25% of the assessment.

Enter candidates for the next available exam series (where available)

12 Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of exam papers to the centre in advance of exams. Non-delivery of examination papers in time for the exam. Secure Storage facilities compromised.

Centre actions:

The centre to communicate with awarding organisations to organise alternative delivery of papers.

Arrange with Exam Boards for alternative means of receiving papers either electronically or alternative courier.

Exams Officer to duplicate the necessary number of examination papers. This must be done securely using the colour printer in the Data and Assessment Office.

The emergency papers should be transferred to the secure safe and will thereafter be handled following the normal procedures.

In the event of a natural disaster, fire, theft, loss or damage, or any other circumstances which render the existing secure storage facilities at risk, the Exams Officer must contact the Awarding Bodies immediately, and be guided by advice received.

13 Disruption to the transportation of completed exam scripts

Criteria for implementation of the plan

Delay in normal postal arrangements for completed exam scripts/assessment evidence

Centre actions:

Communicate with relevant Exam Boards at the outset.

Scripts must be stored securely until such time transport is confirmed.

If the delay is likely to be more serious, for example as a result of industrial action, severe weather or transport difficulties, the Exams Officer will firstly contact Isle of Man Post Office for an update on when services are expected to resume. If there is a reassurance that services will resume within 48 hours, then the exams scripts should remain in secure storage, and despatched at the next available opportunity.

If the delay is likely to be more than 48 hours, the Exams Officer should arrange for private courier companies to provide a collection and delivery service.

14 Assessment evidence is not available to be marked

Criteria for implementation of the plan

Large scale damage or destruction of completed exam scripts/assessment evidence before it can be marked.

Centre actions:

It is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding organisation (s) and subsequently to students and their parents or carers.

The Exam Boards may generate candidate marks for the affected assessments based on other evidence, as defined by the Exam Boards and the regulators.

It may be necessary for the candidates to retake the assessment at the next available opportunity.

15 Centre unable to distribute results as normal or facilitate post results services

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:

Exams Officer to contact the DECs SIMS support officer to seek specialist IT advice.

Centres to contact awarding organisations about alternative options.

Arrange to access results at an alternative site in agreement with the relevant awarding organisation. Results can be obtained using any DEC computer from any school site.

Arrange access to post result services from an alternative site or share facilities with other nearby centres if possible, in agreement with the relevant awarding organisation.

Arrange to make post results requests at an alternative location. Contact the relevant awarding organisation if electronic post result requests are not possible

Inform staff, students and parents as soon as possible of the change in distribution of results.

If QEII site is not available then permission should be sought to use Peel Clothworkers School.

If it is not possible to identify a venue for candidates to collect their results in person, then statements of results should be posted as quickly as possible.

Exams Officer to hold passwords to secure sites in a Password Protected file off site.

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

1. Contingency planning

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

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

1.1 Covid specific guidance:

[Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)

[Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England (May 2022)

[Public health guidance to support autumn exams](#) from the Department for Education (May 2022)

[Education and childcare: coronavirus](#) from Welsh Government

1.2 General contingency guidance

[Emergency planning and response](#) from the Department for Education in England

Advice from the Department for Education, Sport and Culture (10 May 2023)

[Security advice and guidance](#) from the National Counter Terrorism Security Office. (Oct 2023)

2. Disruption to assessments or exams

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

You should discuss alternative arrangements with your awarding organisation if:

the exam or assessment cannot take place

a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

[JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland \(5th Oct 2023\)](#)

In the event of disruption

1. Contact the relevant awarding organisation promptly 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 question 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.

In the event of disruption

1. Contact the relevant awarding organisation promptly 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 question 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.

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 considerations \(1 st Sept 2023\)](#)

6. Wider communications

The regulators, [Ofqual](#) in England and [Qualifications Wales](#) in Wales will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England 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.

7. Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education in 2023 to 2024 has returned to normal. Schools are open and examinations and assessments will go ahead in summer 2024.

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.

Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England (Nov 2022)

The Department for Education has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023 (9th Aug 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 should speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

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

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

(Oct 2023)

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2023. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2022-2023 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning) Revised 06.10.24

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

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

16 Appendix 1 Further guidance to inform procedures and implement contingency planning

16.1 Ofqual

[What schools, colleges and other centres should do if exams or other assessments are seriously disrupted](#)

(Oct 2023)# 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.

16.2 GOV.UK

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19)
www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

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

16.3 Wales

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

Opening schools in extremely bad weather: guidance for schools gov.wales/opening-schools-extremely-bad-weather-guidance-schools

16.4 [Department for Education Protective security and preparedness for education settings](#)

(April 2024)

This non-statutory guidance provides advice to help educational settings to become better prepared for and able to respond to terrorism and other major incidents. It sets out practical steps to keep learners and staff safe in the event of an incident through simple and cost-effective methods.

17 Appendix 2 Exams Day Contingency plan

Exam Item	Location/ Holders Name	Responsibility	Secondary Response
Keys to Secure Storage for exam papers, checklists and exam stationery	JOZ holds spare keys.	PVe/JOZ	Kke
Centre Timetable	Timetable on front of safe and exams listed in the Exams Folder on PVe desk.	PVe	Kke/JDL/Cmo
Seating Plans	File boxes held in secure room, week by week.	PVe	Kke/JDL/Cmo
Exam labels/Attendance Registers/Erratum notices	With seating plans. Erratum notices attached to exam papers in safe.	Exam labels produced by PVe in advance. Placed on desk by invigilators	Kke/JDL/Cmo
Invigilators	Organised in advance by PVe.	PVe	Kke/JDL/Cmo
Access Arrangements (including cover sheets)	Noted on seating plan. Cover sheets with Seating plan.	PVe	Kke/JDL/Cmo
Script envelopes/Examiner address labels	In secure storage. Envelopes in cupboard. Address labels in file marked LABELS.	PVe	Kke/JDL/Cmo
Exam clashes	Highlighted in green on seating plan with resolution. Noted in Kda diary	PVe	Kke/JDL/Cmo
Collection of scripts	Invigilators.	Invigilators	n/a
Collation of scripts	Invigilators. Checked off on official attendance registers Official attendance sheets completed before posting.	Invigilators/PVe	Kke/JDL/Cmo
Completion of proof of posting form/posting scripts	Exam script bags in cupboard. Instructions for despatch on wall. Petty cash from safe. Proof of posting slips in secure storage.	PVe	Kke/JDL/Cmo
Awarding bodies tel no: AQA CIE OCR Pearson	0800 1977162 01223 553554 01223 553998 0344 463 2535		

Queen Elizabeth II High School
Exam Contingency Plan

SQA	0345 279 1000		
WJEC	0292 026 5000		

18 Appendix 3 Policy for Severe Disruption/Evacuation during External Exams

Possible Causes

Unreasonable noise disruption

Fire/Bomb Alert during an Examination

1. Unreasonable noise disruption

In the event of a severe disruption in an externally set examination, invigilators are advised to stop the examination, tell the candidates to close their answer books, make a note of the time and summon help (Examinations Officer/Deputy Head/Main Office) to sort out the problem. Exam room conditions must be maintained.

When the disruption has been resolved the candidates can resume their examination and the time taken to resolve the issue added on at the end of the examinations. The candidates must be supervised at all times and thus the break in the examination can be regarded as a 'supervised rest break'

The incident should be reported on the Exam Report Form and must be completed with the times of the disruptions noted. The Examinations Officer to make

Awarding Bodys aware of the disruption if necessary and apply for special consideration if necessary.

2. Fire/Bomb Alert during an Examination

In the event of a fire alarm or bomb alert sounding (or any other emergency situation arising) during an examination, the first priority of the invigilators is safety. The next priority is to ensure the security of the examination.

The invigilator should follow the Evacuation Procedures. A careful note of the time of resumption must be noted and the full time allocated for the examination given to complete the examination.

An incident log (Appendix 3) must be completed with the times of the disruptions noted. The Examinations Officer to make Awarding Bodys aware of the disruption if necessary and apply for special consideration if necessary.

19 Appendix 4 Evacuation Procedures in the event of a fire alarm or similar emergency

Hall

Instruct candidates to stop writing immediately.

Note the time accurately.

Reassure candidates that allowance will be made for the interruption. Ask them to remain silent as they evacuate the building.

Pick up the attendance register (s) and Exam Register from the tray.

Evacuate via the fire exit door at the back of Row A, in single file, one row at a time.

All question papers and scripts should be left on desks.

Go to the tennis court next to the all-weather pitch adjacent to the atrium.
Line up students with exam spacing.

Keep them separate from the main group of evacuees.

Keep the candidates isolated and under careful supervision until told it is safe to return.

They are not allowed to discuss the examination.

The Examinations Officer will take the register.

When and if safe to return:

Make a note of the time when the examination resumes.

Allow full time allocation.

An incident report is sent to the examining board(s) with a request for special consideration and possibly malpractice.

Alternative venue rooms

Instruct candidates to stop writing immediately.

Note the time accurately.

Reassure candidates that allowance will be made for the interruption. Ask them to remain silent as they evacuate the building.

Queen Elizabeth II High School
Exam Contingency Plan

Pick up the attendance register (s) and Exam Register from the tray.

Evacuate via the main classroom/venue door, in single file, one row at a time.

All question papers and scripts should be left on desks.

Go to the tennis court next to the all-weather pitch adjacent to the atrium.
Line up students with exam spacing.

Keep them separate from the main group of evacuees.

Keep the candidates isolated and under careful supervision until told it is safe to return.
They are not allowed to discuss the examination.

The Examinations Officer will take the register.

When and if safe to return:

Make a note of the time when the examination resumes.

Allow full time allocation.

An incident report is sent to the examining board(s) with a request for special consideration and possibly malpractice.

Forster Building (6th form)

Go to the tennis court next to the all- weather pitch adjacent to the atrium.

Line up students with exam spacing.

Keep them separate from the main group of evacuees.

Keep the candidates isolated and under careful supervision until told it is safe to return. **They are not allowed to discuss the examination.**

The Examinations Officer will take the register.

When and if safe to return:

Make a note of the time when the examination resumes.

Allow full time allocation.

An incident report is sent to the examining board(s) with a request for special consideration and possibly malpractice.

