



# The Sutton Academy

## Examinations Contingency Policy

Status	<b>Non-Statutory</b>
Responsible Trustees' Committee	<b>ALT</b>
Date last approved by TB	<b>Not Applicable</b>
Responsible Person	<b>Mr P Blakemore</b>
To Review Date	<b>September 2026</b>
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## Purpose of the plan

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

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”*

## Causes of potential disruption to the examination process

### 1. 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 examination cycle not undertaken including:

- **Planning**
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - annual examinations 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 examinations/assessments
  - awarding body entry deadlines missed or late or other penalty fees incurred
- **Pre-exams**
  - extra timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on examination 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
- **Examination time**
  - exam/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies
- **Results and post-results**
  - Access to examination results affecting the distribution of results to candidates
  - The facilitation of the post-results services

#### Centre actions:

1. The Assistant Examinations Officer will process and plan all of the above. (ALT to offer support if necessary)
2. Source alternative venues/faculties (If deemed necessary).

## 2. SENCo extended absence at key points in the exam cycle

### Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- **Planning**
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated
- **Pre-exams**
  - approval for access arrangements not applied to the awarding body
  - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - staff providing support to access arrangements candidates not allocated and trained
- **Examination time**
  - Access arrangement candidate support not arranged for exam rooms

### Centre actions:

1. AEN curriculum leader would cover all tasks and role as above.
2. ALT support would be offered if necessary.

## 3. Teaching staff extended absence at key points in the exam cycle

### Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting:*
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

### Centre actions:

1. Curriculum leader to deputise for faculty leader.

## 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 examinations*
- *Invigilator shortage on exam days*
- *Invigilator absence on the day of an examination*

### Centre actions:

1. Recruitment/training done to a high level/volume to ensure adequate numbers at all times.
2. Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators on any regulation changes

## 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:**

1. Source alternative venues/faculties.
2. Links to our sponsor, St.Helens College

## 6. Failure of IT systems

### Criteria for implementation of the plan

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

### **Centre actions:**

1. ICT back-up protocol in place daily.
2. ICT support would arrange for local printing

## 7. Disruption of teaching time – centre closed for an extended period

### Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

### **Centre actions:**

1. The academy will communicate with relevant awarding organisation to make them aware of the issue.
2. The academy will then communicate solutions to parents/carers and candidates.

## 8. Candidates unable to take examinations because of a crisis – centre remains open

### Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

### **Centre actions:**

1. The academy will communicate with relevant awarding organisation to make them aware of the issue.
2. The academy will then communicate solutions to parents/carers and candidates.

## 9. Centre unable to open as normal during the exams period

### Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

### Centre actions:

1. The academy to inform awarding organisation of examinations to be affected.
2. Look where possible to provide alternative provision e.g. local college.
3. In the case of modular courses, centres may advise candidates to sit examinations in an alternative series.
4. it remains the responsibility of centres to prepare students, as usual, for examinations – Use ClassCharts/MS Teams & virtual lessons.

## 10. Disruption in the distribution of examination papers

### Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

### Centre actions:

1. The academy to discuss alternative delivery of the papers to the academy.

## 11. Distribution to the transportation of completed examination scripts

### Criteria for implementation of the plan

- Delay in normal collection arrangements for the completed examination scripts

### Centre actions:

1. The academy will communicate and organise alternative arrangements for delivery of scripts.

## 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 they can be marked

### Centre actions:

1. Immediate communication to be made with relevant awarding body.
2. Students, parents and carers to be informed by letter.

## 13. Centre unable to distribute results as normal

### Criteria for implementation of the plan

- Centre is unable to access or manage the distribution or results to candidates, or to facilitate post-results services

*Centres to contact awarding organisations about alternative options [JCP scenario 11]*

### Centre actions:

1. The academy to contact awarding bodies and discuss alternative means of distribution.

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

### **Ofqual**

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

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

### **JCQ**

*General regulations*

<http://www.jcq.org.uk/exams-office/general-regulations>

*Guidance on alternative site arrangements*

<http://www.jcq.org.uk/exams-office/forms>

*Instructions for conducting examinations*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

*A guide to the special considerations process*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

### **GOV.UK**

*Emergencies and severe weather: schools and early years settings*

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

*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/dispatch-of-exam-scripts-guide>

*Covid-19;*

<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>

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#safe-working-and-protective-measures>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896860/Letter from the Secretary of State for Education - 180620.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896860/Letter_from_the_Secretary_of_State_for_Education_-_180620.pdf)

<https://www.gov.uk/government/news/ofqual-launches-consultation-on-2021-exams-and-assessments>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

### **The Exams Office**

<https://www.theexamsoffice.org/wp-content/uploads/2020/09/20-21-Policy-checklist.pdf>