



Exams Contingency Plan and Resilience Arrangements Policy

This Policy has been written:

- To meet the requirements of the OFQUAL Exam system contingency plan: England, Wales and Northern Ireland
- To meet the requirements of the Joint Qualifications Council (JCQ) Joint Contingency Plan and General Regulations for Approved Centres sections 3.16 and 3.17

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement, and audit by the Exams Officer.
- SLT will undertake a formal annual review of this policy for the purpose of monitoring, and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- The next official date for review is March 2026.

National Centre Number Register and other information requirements

The head of centre will also ensure that Chauncy School has a contingency to enable the prompt handling of urgent issues only and 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.

Key staff involved in contingency planning

Role Name(s)

Head of Centre: Steve Walton

Exams Officer Line Manager (Senior Leader): Sonali Lariko

Exams Officer: Jaqui Meli

SENCo: Lucy Saxon

SLT members: Ian Rooke, Craig Burnett, Kate Nichols & Pablo Ardiles

Aims of the Exam Contingency Plan

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at Chauncy.

Alongside internal processes, this plan is informed by the 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.*

This plan complies with the 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 the examination administration and delivery. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should key staff be absent at a critical stage of the examination cycle.”

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. 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 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 agree to the additional actions required.

Communications

In the event of local disruption, communication to teachers and students will take place through the Exams Officer following agreement with the Headmaster or Exams Officer Line Manager, Sonali Lariko.

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 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.

Causes or potential disruption to the exam process

1. School closed for an extended period

If Chauncy is unable to open as normal for the scheduled examinations (for example if there was a fire) the Examinations Officer must inform each awarding organisation with which examinations are due to be taken as soon as possible.

The responsibility for deciding whether it is safe for the School to open lies with the Headmaster. The Headmaster is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether the School is able to open.

- The School will open for examinations and examination candidates only if possible.
- The School will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public buildings, if possible).
- The School may offer candidates an opportunity to sit any examinations missed at the next available series.

- The School will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

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

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

2. Pupil(s) unable to attend school for an extended period

If 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 for examinations as usual.

The School will implement plans to facilitate teaching and learning by an alternative method or alternative location and will:

- prioritise candidates who have an exam shortly
- advise candidates, where appropriate, to sit examinations in the next available series

The School will communicate with parents, carers and candidates about the potential for disruption and the plans to address the issues.

3. Candidates unable to take examinations because of a crisis – School remains open

If candidates are unable to attend to take the examination as normal, (for example if they are ill) the School will:

- Liaise with candidates to see if the exam can be taken at an alternative venue in agreement with the relevant awarding organisations.
- Offer candidates the opportunity to sit the exam missed in the next available series.
- Apply to the awarding organisations for special consideration for candidates where they have met the minimum requirements.

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

https://www.jcq.org.uk/wp-content/uploads/2024/11/JCQ-A-guide-to-the-special-consideration-process-24-25_FINAL_accessible.pdf

4. Disruption in the distribution of examination papers to the School in advance of the exams

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

- The Examinations Office will be in contact with the awarding organisations.
- The awarding organisations will source alternative couriers for delivery of hardcopies.
- The awarding organisations could provide the School with electronic access to examination papers via a secure external network, or

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

5. Disruption to the transportation of completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts (notified by normal collection agency/courier or awarding organisation):

- The School in the first instance should make contact with the awarding organisations.
- The School must not make arrangements for transportation without approval from awarding organisations, but wait for the advice/instructions from the awarding bodies.
- The School must ensure secure storage of completed examination scripts until collection.

6. Assessment evidence is not available to be marked

It is possible that large-scale damage to or destruction of completed examination scripts/assessment evidence might happen before it can be marked. In this eventuality, the Headmaster or the Examinations Officer will contact the awarding organisations as soon as possible to seek their advice. The Headmaster or Exams Officer will also immediately contact the parents, carers and students to apprise them of the situation. It is recommended that:

- 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 the affected assessment at a subsequent assessment window if possible.

Points 7, 8, 9 and 10 correspond to the Joint Contingency Plan as they relate only to the Awarding Bodies' responsibilities.

7. 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 a risk to the delivery of results by scheduled dates, then:

- The awarding organisations will implement their existing contingency plans for the

disruption to on-screen marking process.

- The awarding organisations will revert to the traditional form of marking.
- The awarding organisations will recruit, train or re-standardise qualified new markers.

8. 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 will:

- Re-allocate scripts to available markers.
- Recruit, train or re-standardise qualified new markers and prioritise marking based on results dates.

9. Difficulty in meeting planned schedule or unable, to issue results

If the awarding organisation(s) is unable to either meet the planned schedule for issue of results, or to issue results as planned due to a systems failure and therefore face delays in meeting the planned schedule for issuing results. The awarding body will:

- Notify the School about the potential delay, and the School will notify the parents, carers and students as it sees fit.
- Liaise with the relevant Further and Higher Education agencies to establish priorities for processing results in line with UCAS deadlines.
- Implement existing contingency plans for disruption to the schedule for issuing results.
- 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.

10. Awarding Organisations unable to issue accurate results

If, due to system error/failure or attack on systems a significant number of results cannot be validated as accurate or are issued and found to be inaccurate. The awarding organisations will:

- Notify the candidates, School and stakeholders of any incorrect results.
- Notify UCAS and other Further and Higher Education agencies about the impact on their deadlines.
- Re-validate the results.
- Re-issue results, via alternative format if necessary.

School Actions

In all cases, the School should make contact with and await guidance from the Awarding Organisations, responding to such guidance in a timely manner.

11. School is unable to distribute results as normal

If the School is unable to access or manage the distribution of results to candidates, (for example the building is closed), the School will contact the awarding bodies as soon as possible to discuss alternative options. These may be to either:

- Make arrangements to access its results at an alternative site, or
- To share facilities with other centres where possible.

The School will also contact the parents, carer and students, as soon as a solution has been found, and have the results directed to an alternative collection point if one has been found.

12. Awarding Organisations are unable to offer Post-Results services

In the event of the awarding organisations not being able to provide post results services, such as answering enquiries and appeals from either students or the Examinations Officer, the School will:

- contact the awarding organisations about alternative options
- make arrangements to access its results at an alternative site
- make arrangements to coordinate access to post-results services from an alternative site
- share facilities with other centres where possible
- contact UCAS to notify them of any issues regarding appeals/remarks and the offer of university places

13. Exams Officer extended absence, or failure to perform duties, at key points in the Exams 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 exam 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.

Recommended School Actions

Exams Assistant to take over and SLT to nominate a deputy. In the event of a failure to perform duties, the SLT will take appropriate action to resolve the issue. Specific advice to be sought from the network of local area exams officers. Centre passwords and logins to exam boards to be reassigned by the Head of Centre to the Exams Assistant.

14. SENCO extended absence, or failure to perform duties, at key points in the exam cycle

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements.
- Evidence of need and evidence to support a normal way of working not collated.

Pre-exams

- Approval for access arrangements not applied for to the awarding body.
- Modified paper requirements not identified in a timely manner to enable ordering within external deadlines.
- Staff providing support to access arrangement candidates not allocated and trained.

Exam time

- Access arrangement candidate support not arranged for exam rooms.

Recommended School Actions

- SLT should nominate a deputy and an administrative assistant to cover the role.
- In the event of a failure to perform duties, the SLT will take appropriate action to resolve the issue.

15. Teaching Staff extended absence, or failure to perform duties, at key points in the exam cycle

Key tasks will not be 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.
- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Recommended School actions:

SLT to nominate an acting Head of Department to cover roles/tasks. In the event of a failure to perform duties, the SLT will take appropriate action to resolve the issue.

16. Invigilators – lack of appropriately trained invigilators or invigilator absence

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilator absence on the day of an exam.

Recommended School actions:

Internal invigilators and/or teaching assistants should be utilised alongside the external team of trained staff. Full training to be provided.

17. Exam Rooms – lack of appropriate rooms or venues being unavailable at short notice

- Exams Officer unable to identify sufficient/appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main exams venues unavailable due to an unexpected incident at exam time.

Recommended School actions:

Alternative venues to be identified well in advance, and at short notice, sources from the 'cover department'.

18. Failure of IT Systems

- System failure at final entry deadline.
- System failure during exams preparation.
- System or equipment failure during exams, particularly when candidates require laptops, printers, etc.
- System failure at results release time.

Recommended School actions

- Exams Officer will communicate with relevant awarding organisations at the outset to resolve the issue.
- IT Department to address potential risk areas and issues with School technology prior to the start of exam cycle.
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system

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

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

Recommended School Actions

In the case of a pandemic, the centre will follow the COVID-19 procedures outlined in Appendix 1.

In preparation for a pandemic, the centre will follow the pre-planning and preparation procedures outlined in Appendix 2.

Summary of the School's responsibilities in the event of disruption to examinations

- Preparing plans for any disruption to exams.
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the School can open examinations as scheduled and informing relevant awarding organisations if the School is unable to open.
- Exploring the opportunities for alternative arrangements if the School cannot open for examinations and agreeing such arrangements with the awarding organisations.

- Assessing and liaising with awarding bodies in the event of disruption to the transportation of exam papers.

20. Cyber-attack

To mitigate the chance of a school cyber-attack the Headmaster will ensure:

- Training for authorised staff is provided regarding strong, unique passwords and keeping account details secret
- Training on all types of social engineering and phishing attempts is provided
- Security settings are enabled wherever possible
- Any exposed passwords are updated
- Secure account recovery options are set up
- Connected applications are reviewed and managed on a regular basis
- Authorised staff have secure access to awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQs General Regulations for Approved Centres section 3.2 (https://www.jcq.org.uk/wp-content/uploads/2024/08/Gen_regs_approved_centres_24-25_FINAL.pdf)
- Authorised staff have access to a device which complies with awarding bodies' multi-factor authentication requirements where necessary
- Any actual or suspected compromise of an awarding body's online systems is immediately reported to the relevant awarding body.

Specific contingencies put in place by Chauncy School have been detailed in Appendix 3.

Resilience Arrangements for use in the unlikely event that the government determines that GCSE and A Level examinations and assessments will not go ahead as planned.

In the extremely unlikely event that the government determines that GCSE and A Level examinations and assessments will not go ahead as planned, these resilience arrangements set out how evidence of performance will be gathered. Throughout this process, the expert opinions of Heads of Department and teachers together with academic oversight by SLT including, Assistant Head of Curriculum and Assistant Head of Sixth Form will form the basis for well-informed grades. The evidence provided by these resilience arrangements will ensure that there is sufficient evidence of candidate performance to enable alternative methods of awarding grades, such as Teacher Assessed Grades (TAGs), to be determined.

Scope of Assessments

The School will plan assessment opportunities to gather evidence of candidate performance in line with their usual assessment approaches. Evidence gathered will be sufficient so the School feels confident that, taken together, the evidence is an appropriate assessment of the knowledge, understanding and skills of the candidate.

Heads of Department and teachers will plan so that the evidence gathered for candidates assesses them on a wide range of content, similar to that which they will expect in their summer exams, and across the assessment objectives for the qualification.

Candidates will normally only be assessed on content they have been taught so far, at the point in the year when their teachers would usually assess them. Heads of Department and teachers will plan both the assessment opportunities, and when they take place, in ways they judge will best support their candidates in preparing for their exams. For the most part, credible grades will be collected from exam-condition mock examinations that take place in December and January of the final year of study for both GCSE and A Level candidates.

The total assessment time will not exceed the total time candidates would spend taking exams for the relevant qualification, plus any time spent on non-exam assessment. Heads of Department and teachers will guard against over-assessment and will not spend longer on these assessments than they would on their existing assessment arrangements. As such, by following the existing internal mock assessment arrangements, the School will have sufficient evidence.

The School will not look to introduce additional assessments for the purpose of gathering evidence of student performance, as this will be counter to supporting candidates as they prepare for their exams. Ideally candidates will benefit from the opportunities they are given to prepare for their exams, and will not be adversely affected by taking too many assessments. Providing mock exams are completed in this way, one set should be sufficient for the purposes of gathering evidence.

Heads of Department and teachers may also choose to carry out other internal assessments across the year that are not for the purpose of evidence collection.

The conditions under which candidates are assessed

The School will assess candidates to provide them with opportunities to demonstrate their knowledge and understanding in ways that cover the assessment objectives for the qualification. Candidates taking GCSEs and A Levels will be assessed under exam-like conditions wherever possible. For example, candidates will:

- not know the questions in the assessment beforehand
- work independently and without assistance (other than as required for a reasonable adjustment)
- not have access to books or revision notes
- be supervised during the assessment
- be assessed under timed conditions equivalent to those under which they would expect to complete the assessment (or part of an assessment) during their final exam

These measures will both help to ensure that the work is authentic and, given that this reflects the conditions under which formal exams would have been taken, will prepare candidates for exams in the summer.

The assessment materials

The mock GCSE and A Level assessments will be similar to full or parts of the exam papers that candidates are preparing to take and will be based on exam board materials as far as possible.

Student Awareness

Candidates will be made aware that any assessment evidence collected and retained under these arrangements will be used to determine grades only in the unlikely situation that exams and formal assessments cannot go ahead. Students will also be told, where possible, before taking any assessment, whether their performance in the assessment would be used as part of the evidence to determine a

grade for them if exams cannot go ahead as planned.

In exceptional circumstances, it might be necessary for assessments that were not taken in line with this guidance to be used as evidence to inform a grade should exams not go ahead as planned. This could be, for example, where a student misses the mock examinations because of serious illness. In such cases, the student might not have been told in advance of taking the assessment that their performance might be used as evidence. The School will expect to receive guidance on how to take this into account when determining TAGs once notified by the government that the exams cannot proceed as expected.

Marking

Teachers will mark the assessments in line with published exam board mark schemes and guidance where appropriate. As these arrangements are intended to support the existing internal assessment process, candidates will be given feedback, which could include marks or comments. Students will not, however, repeat assessments with the same questions following such feedback for the purpose of evidence collection.

Teachers will tell the student the grade at which their performance in the assessment indicates they have performed. As teachers prepare candidates to take their qualifications, including through mock exams, those papers taken in and before 2019 and from 2023 onwards will be most useful when considering the standard of work expected at each grade. This will also support teachers where the assessment undertaken also informs decisions on predicted grades, be that for use internally or for external use such as UCAS predictions.

Teachers will take into account that approaches to grading were exceptional in autumn 2020 and 2021 and summer 2022. There was greater leniency in grade boundaries that is not normally applied in exams. The School will therefore ensure they do not consider grade boundaries from these years when providing an indicative grade for candidates.

Teachers will make it clear to their candidates that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence. It will not be possible for a teacher to determine a final qualification grade unless Ofqual sets specific guidance on this, which Ofqual will do only if exams do not go ahead.

Retention of work

Student work, either the original or a copy, will always be retained either digitally or physically by the School. Students may be given copies, or the original work, where this would support their study.

Non-examined assessment

Where a GCSE, AS or A Level includes a non-exam assessment (NEA), teachers will support their candidates, wherever possible, to complete that assessment in line with the timescales set by exam boards. Should exams be cancelled, teachers will take a student's NEA into account when determining a TAG.

GCSE and A Level Art and Design Qualifications

Students taking GCSE and A level qualifications in subjects such as Art and Design do not take exams in any year. Teachers do not, therefore, need to carry out any additional assessments.

Reasonable adjustments for disabled candidates

The same reasonable adjustments that will be made for disabled candidates taking exams in the summer will, where possible, be applied to the assessments. Records should be made of the adjustments and the reasons for them. The School will record the reason why any reasonable adjustment was not made.

If a student's need for a reasonable adjustment is only identified after an assessment has taken place, their teacher will record the reason for this late identification and where possible allow the student to take a different, but equivalent, assessment with the reasonable adjustment in place.

Special considerations for candidates whose performance is affected by an event outside their control

If a teacher is satisfied that a student's performance in one or more of the assessments was affected by an event that was outside of the student's control at the time of, or immediately before, the assessment, such as illness or family bereavement, the teacher will mark the assessment as normal but record the issues so that these could be taken into account when determining a grade, should that be necessary.

The School will ensure candidates know they need to tell their teachers before, or immediately after, the assessment of any events outside of their control that might have affected their performance in an assessment.

Two final issues that need to be detailed and included in this policy.

1. Identify alternative venue for examinations

If the School is closed either as a result of severe external event, or School specific emergency, either long term or short term, then the sports hall will be used as the contingency venue.

2. Consider an alternative venue for the distribution of exam results and the post-results service.

This can be distributed electronically via edulink documents.

Further guidance to inform and implement contingency planning

Ofqual guidance extract 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***, (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

15.1 The qualification regulators, JCQ 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](#)

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 have designated **the afternoon of Wednesday 11th June 2025 and all day Wednesday 25th June 2025** as a 'contingency days' for examinations. 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 local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 25th June 2025 should an awarding body need to invoke its contingency plan.

JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2024-2025*

<https://www.jcq.org.uk/wp-content/uploads/2024/10/JCQ-Instructions-for-conducting-examinations-2024-Print-1.pdf>, chapter 15, **Contingency planning**

General Regulations for Approved Centres

https://www.jcq.org.uk/wp-content/uploads/2024/08/Gen_regs_approved_centres_24-25_FINAL.pdf

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements

Accessed through secure login to the Centre Admin Portal (CAP) or through JCQ

https://www.jcq.org.uk/wp-content/uploads/2024/08/Alternative_site_guidance_notes_2024_FINAL.pdf

A guide to the special consideration process

https://www.jcq.org.uk/wp-content/uploads/2024/11/JCQ-A-guide-to-the-special-consideration-process-24-25_FINAL_accessible.pdf

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/76cd184d-ae77-4dc4-b116-f7ea1449c379#:~:text=You%20should%20prepare%20for%20possible,arrangements%20with%20your%20awarding%20bodies.>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions#:~:text=If%20a%20school%20is%20unable,lost%20sessions%20in%20these%20circumstances.>

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>

Statutory guidance on school closures

https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf

Appendix 1

In the case of a pandemic, the centre will follow procedures below:

- Head of Centre or deputy to contact the HCC Public Health Team on 01992 556285 for advice.
- For COVID-19 to contact the Department for Education helpline on 0800 046 8687
- Enact partial, bubble or full school closure procedures if needed and contact Public Health for advice over a possible deep clean.
- Contact stakeholders, suppliers and contractors to inform them of the need to close the school if required.
- Communicate the nature of the potential partial, bubble or full school closure and expected return to school date via Edulink, website and social media.
- Organise for the safe and secure transport home of at risk students avoiding contact with members of the public where possible.
- Initiate remove learning strategies for groups, bubbles or cohorts sent home to self-isolate.
- Letters to all parents and carers sent out outlining the issues and key actions that the school will be taking and to be reassuring at the same time.

- Ensure that individuals who had been in contact with anyone who is known to be infected confirm that they have contacted 111 or the GP and are self-isolating and, where needed, they are being tested. Those individuals must liaise with Chauncy on a frequent basis.
- To work with Public Health England to ensure that the school is safe for the students to return.

Appendix 2

In preparation for a pandemic, the centre will follow the pre-planning and preparation procedures:

- Read and act on all DfE, Public Health England and NHS daily updates.
- Ensure there is sufficient signage around school for students, staff and visitors.
- Issue continued reminders from staff to students about good respiratory and hand hygiene and managing risks.
- Use alcohol based hand sanitisers for sanitisation stations in every room, toilets and entry / exit points. Ensure that all visits / students are using hand sanitiser upon entry to the building.
- Regular cleaning of all hand contact areas throughout the school day (doors, toilets, switches, buttons, handrails, etc).
- Update parents regarding any changes to arrangements or current guidance via Edulink, website and social media. To include regular requests that parents inform the school if a student develops COVID-19 symptoms, a positive case or if recent travels demands quarantine.

Appendix 3

Broadband connectivity

Herts for Learning provide a centralised managed service which includes web-filtering, anti-virus, malware protection, technical support and network monitoring. This is a paid service that protects our internet service 24/7

Network Back Up

We have a tape back up where two separate back up servers save network information independently and in two separate locations.

Emergency Connectivity

We have an alternative 4G router which would allow secure connection to the internet to allow exam administration to be carried out. This would include upload and download of any necessary material.

Computer Access

We have five laptop trolleys that run independently from the school network. These can be used to provide additional access for examinations if required.

Additional Back Up Internet Line

Herts Education provides a secondary back up internet line into the school in case of emergency.

Uninterrupted Power Supply

The main servers are protected for an hour to ensure the network system can be saved and shut down safely.