

(EXAMINATIONS)

EXAM DISRUPTION CONTINGENCY PLAN 2.0

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EXAM DISRUPTION CONTINGENCY PLAN

The purpose of this plan is to ensure there is a consistent and effective response in the event of major disruption to the examination system at Great Oaks Small School. The plan will cover all externally assessed examinations delivered by the school. The plan will be triggered in the event of a major disruption to the examination system, affecting candidates at Great Oaks Small School. This plan should be referred to in conjunction with the **Emergency Planning Policy and Procedures**.

All organisations involved in this plan are committed to:

- Sharing timely and accurate information as required to meet the aims of the plan
- Communicating with stakeholders - staff, students, invigilators, parents, the relevant exam boards and alternative centres so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them, ensuring that any messages to the public are clear and accurate

Scenarios where widespread disruption may occur:

Scenario 1 – Disruption of teaching time – a significant number of centres are closed for an extended period

Scenario 2 – Candidates unable to take examinations because of a crisis – centres remain open

Scenario 3 – Disruption in the distribution of examination papers

Scenario 4 – Disruption to the transportation of completed examination scripts

Scenario 5 – The school is unable to open as normal during the examination period

Scenario 6 – Assessment evidence is not available to be marked

Scenario 7 - Difficulty in meeting planned schedule or unable to issue results

Scenario 8 – Awarding organisations unable to issue accurate results

Scenario 9 – The school is unable to distribute results as normal

Scenario 10 – Awarding organisations are unable to offer post results services

Scenario 11 - The absence of the Exams Officer at a crucial period in the examination process

Scenario 12 - Accreditation being withdrawn by an exam board during a course

Scenario 13 - Teaching staff extended absence at key points in the exam cycle

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SCENARIO 1 Disruption of teaching time – A significant number of centres are closed for an extended period

Type of scenario	Disruption to candidates
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Example of scenarios	Severe flooding or snow closes a number of centres in a region
Plan of action	<ul style="list-style-type: none"> • A list of alternative centres is put in place where students can continue to study (See Appendix 1) • If any students are unable to be facilitated through the above method and it is possible to facilitate teaching and learning via outreach, then this should be considered • Candidates should be prioritised who will shortly be doing exams • If it proves to be impossible to facilitate candidates who are doing exams, or they have no suitable alternative venue available on the day of the exam, then students should be advised to sit examinations in the next available series
Specific communication	The school to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue

SCENARIO 2 Candidates are unable to take examinations because of a crisis -Centres remain open

Type of scenario	Disruption to candidates
Impact on	School staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend school to take examination(s) as normal
Example of scenario	A sickness bug means that a number of candidates are unable to attend school to take examinations as normal
Plan of action	<ul style="list-style-type: none"> • Schools liaise with candidates to

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	<p>identify whether the examination can be sat at an alternative venue <u>in agreement with the relevant awarding organisations</u></p> <ul style="list-style-type: none"> • Offer candidates an opportunity to sit any examinations missed at the next available series • 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. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply)
Specific communication	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 candidate(s) regarding solutions to the issue
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them

SCENARIO 3 Disruption in the distribution of examination papers

Type of scenario	Transport or delivery
Impact on	Awarding organisation staff, teachers, candidates
When to implement the plan	In the event there is a disruption to the distribution of examination papers to the school in advance of examinations
Example of scenario	A courier delivers a wrong set of examination papers to a centre
Plan of action	<ul style="list-style-type: none"> • <u>The awarding body</u> to source alternative couriers for the delivery of hard copies • <u>The awarding body</u> to provide the school with electronic access to examination papers via a secure external network • <u>The awarding body</u> to fax examination papers to the school if electronic transfer is not possible • <u>The Examinations Officer</u> to ensure that copies are received, made and stored under secure conditions

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Specific communication	The centre to communicate with awarding organisations to organise alternative delivery of papers
Success criteria	Students are able to proceed with taking examinations without having to reschedule examinations

SCENARIO 4 Disruption to the transportation of completed examination scripts

Type of scenario	Transport or delivery
Impact on	Courier staff, school staff, awarding organisation staff
When to implement the plan	In the event that there is a delay in normal collection arrangements for completed examination scripts
Example of scenario	A courier contacts a centre to report a problem about picking up scripts on time
Plan of action	<ul style="list-style-type: none"> • In the first instance the school should seek advice from awarding organisations and their normal collection agency regarding collection • The school should not make their own arrangements for transportation <u>without approval from awarding organisations</u> • The school should ensure storage of completed examination scripts until collection
Specific communication	The school to communicate with relevant awarding organisations at the outset to resolve the issue
Success criteria	Scripts are stored securely in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay

SCENARIO 5 Centres are unable to open as normal during the examination period

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, school staff, parents, carers, alternative venue(s) and awarding organisation staff
When to implement the plan	In the event that the school is unable to open as normal for scheduled examinations
Example of scenarios	A fire at the centre or a swarm of bees

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	means that the school is closed when examinations are due to take place
Plan of action	<ul style="list-style-type: none"> • <u>If it is possible</u> then the school should remain open for examinations and examination candidates only • <u>If it's not possible for the centre to open</u> then refer to Appendix 2 for alternative centre(s), their telephone numbers and their points of contact. These have been agreed in advance with the relevant awarding organisations • The alternative centre(s) must provide a copy of their risk assessment in advance (or provide documentation to prove this has been seen by the Exams Officer) • The point of contact must be reviewed annually (ideally at the start of the academic year) • The point of contact at all alternative centres must be informed when all exam dates are known • Should the disruption occur during an examination then action should be taken in line with the school's Emergency Planning Policy & Procedures. This can be found in the main office. The procedure is also contained in the Exams Policy. • The school must apply to awarding organisations for special consideration for candidates when they have met the minimum requirements (see also Scenario 3) • The school should offer candidates an opportunity to sit any examination missed at the next available series
Specific communication	The school must inform each awarding organisation with which examinations are due to be taken as soon as is possible and apply for special consideration where appropriate.
Success criteria	Students are able to take examinations in alternative venues with the minimum of disruption

SCENARIO 6 Assessment evidence is not available to be marked

Type of scenario	Marking
Impact on	Candidates, teachers, school staff, parents, carers and awarding organisation staff

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When to implement the plan	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked
Example of scenario	A fire at the school destroys completed examination scripts
Plan of action	<ul style="list-style-type: none"> • The recommendation is that awarding organisations 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 • It is also recommended that candidates retake the assessment that has been affected at a subsequent assessment window
Specific communication	It is the responsibility of the <u>Head of Centre</u> to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
Success criteria	Candidate marks are able to be generated, (if possible) from existing assessment materials

SCENARIO 7 **Difficulty in meeting planned schedule or unable to issue results**

Type of scenario	Issuing results
Impact on	Awarding organisation staff, candidates, parents and carers
When to implement the plan	In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure
Example of scenario	A process failure delays both the preparation and issuing of results
Recommended actions (not taken by the school)	<p>If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they:</p> <ul style="list-style-type: none"> • Establish priorities for processing results in line with UCAS and Central Applications Office (CAO) 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,

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	<p>dependent upon the nature of the issue</p> <ul style="list-style-type: none"> In consultation with regulators, liaise with relevant organisations (e.g. UCAS, CAO) regarding candidate progression to further and higher education
Specific communication	Awarding organisation(s) to brief the school about potential delays to issuing results
Success criteria	Deadlines for issuing results to candidates are met

SCENARIO 8 Awarding organisations unable to issue accurate results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school staff, candidates, parents and carers
When to implement the plan	In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate
Example of scenario	An IT system failure impacts upon the accuracy of results
Recommended actions (to be undertaken by the awarding bodies)	It is recommended that awarding organisations: <ul style="list-style-type: none"> Revalidate results Reissue results, via an alternative format if necessary
Specific communication	<ul style="list-style-type: none"> <u>Awarding organisations to inform the school, and candidates of any incorrect results</u> Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines
Success criteria	Results are revalidated or reissued in a timely way for candidates

SCENARIO 9 The school is unable to distribute results as normal

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school staff, candidates, parents and carers
When to implement the plan	In the event that the school is unable to access or manage the distribution of results to candidates
Example of scenario	The school is closed and therefore

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	candidates are not able to visit to find out their results
Plan of action	<ul style="list-style-type: none"> • The school should make arrangements to access results at an alternative site • This site should be another school or college if this is possible • Awarding bodies to be consulted about alternative options as soon as possible
Specific communication	The schools to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way

SCENARIO 10 **Awarding organisations are unable to offer post results services**

Type of scenario	Post results services
Impact on	Awarding organisation staff, school staff, candidates, parents and carers
When to implement the plan	In the event that awarding organisations are not able to provide post results services, with the school and candidates unable to access services such as enquiries about results and appeals
Example of scenario	A systems failure shuts down an awarding organisation's online post results service
Recommended actions (not carried out by the school)	<p>It is recommended that awarding organisations:</p> <ul style="list-style-type: none"> • Make arrangements to provide post results services for centres and candidates through alternative methods (e.g. paper, Excel spreadsheets, traditional re-marking) • Prioritise candidates going through UCAS or CAO
Specific communication	<u>Awarding organisations inform the school and UCAS or CAO about the implications of not providing this service</u>
Success criteria	Candidates are offered a post results service using alternative methods in a timely way

SCENARIO 11 **Exams Officer is absent**

Type of scenario	The Exams Officer is absent from school at a key point in the administration of exams
Impact on	School staff, teachers, candidates, exam boards

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When to implement the plan	<p>When the absence is confirmed.</p> <p>Key dates when it's important to have somebody in straight away include:</p> <ul style="list-style-type: none"> • The deadline for estimated entries (10 October) • The deadline for ordering modified papers (31 January) • The deadline for entering examinations (21 February for the summer exams) • Around the deadlines for the submission of coursework (2 dates in May) • The time of the examinations themselves • When candidates are put forward for special consideration after their exams have been completed • When results have to be issued
Example of scenario	Exams Officer is taken ill and will be off at a crucial point in the administrative process
Recommended actions	A member of staff with sufficient experience of the Exams Officer role will take over until the issue is resolved. Currently this would be Jennifer Archer (SLT, Head of Department). If there is nobody available to take on a temporary role then the Head of Centre must identify somebody to be trained
Specific communication	<p>The Exams Officer to inform the school of any period of absence and how long this is likely to be for.</p> <p>The Head of Centre to liaise with the exam boards about any temporary arrangements being put into place</p>
Success criteria	The administration of exams continues run smoothly

SCENARIO 12 Centre Approval Status is withdrawn from the school

Type of scenario	The school has its approval status removed by an exam board.
Impact on	Students, teachers
When to implement the plan	In the event a student needs to be found an alternative place on another course.
Example of scenarios	An exam board decides the school no longer fulfils the criteria stipulated to run a course and withdraws approval for that centre to run courses.
Plan of action	<p>If the course is a full time course then the school</p> <ul style="list-style-type: none"> • Will undertake an investigation to see if there is a suitable alternative at a

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	<p>nearby centre</p> <ul style="list-style-type: none"> • They will then contact any centres to see if a place is available • If a suitable place is available then the school will undertake to ensure all completed coursework is transferred to the new venue <p>If the course is a part time course:</p> <ul style="list-style-type: none"> • The school will attempt to find a suitable alternative within the school • If it is practicable Great Oaks Small School will attempt to accommodate the student(s) on the same course at a nearby venue.
Specific communication	The school to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue.

SCENARIO 13 **Teaching staff extended absence at key points in the exam cycle**

Type of scenario	A teacher has an illness or injury that requires him/her to be off work for an extended period
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event the teacher is unable to attend school
Example of scenarios	The teacher has an operation or is attending jury service and cannot attend school at a crucial time
Plan of action	<p>Should the teacher know of the absence in advance then lesson plans can be prepared for the substitute teacher(s)</p> <p>Should the absence be long term and likely to cause significant disruption to the exam cycle then the Head of Centre should consider whether a temporary appointment is necessary to facilitate continued delivery of the course(s) affected</p> <p>Should the absence be sudden and work is not available then the Head of Centre and SLT should identify a suitable subject teacher so preparation for exams is not disrupted. The subject teacher should refer to the medium term plan to assess what the candidate needs to do</p>
Specific communication	The centre to communicate with the teacher who is or is about to be absent to ensure

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	minimal disruption. Information regarding lessons and the curriculum should be provided to the replacement teacher covering the subject. Communication provided to candidates, parents and carers
Success criteria	Candidates continue to prepare for their exams with minimal disruption

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

The school is responsible for:

1. Communicating with candidates, parents and carers
2. Preparing plans for any disruption to exams as part of general emergency planning
3. Preparing candidates for examinations
4. Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations
5. Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions
6. Deciding whether the school can open for examinations as scheduled and informing relevant awarding organisations if the school is unable to open
7. Exploring the opportunities for alternative arrangements if the school cannot open for examinations and agreeing such arrangements with the awarding organisations
8. Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations
9. Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers
10. The distribution of examination results to candidates
11. Offering a post results service
12. Making sure an Examinations Officer is in place at all times to administer the examination system
13. Making sure any prolonged teacher absence is covered

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APPENDIX 1

Alternative venues for possible use should the main Great Oaks Small School site be closed for an extended period

In the first instance the sixth form centre at Discovery Park should be considered as an alternative teaching venue with priority going to students who are going to be doing exams in the near future.

Should the sixth form centre be required on the day of an examination it can accommodate up to three students requiring separate rooms and up to six students in the main area. In such circumstances all other teaching at the site would be suspended for the duration of the exam. The Examinations Officer would contact the exam boards straight away to inform them of the alternative arrangements.

In the event of further accommodation being required, the sites below should be contacted to try and facilitate continued learning. This is assuming the alternative centres are not affected by the same issues that have closed the school (e.g. flooding or snow):

Sandwich Discovery Park

Innovation House
Ramsgate Road
Sandwich
CT13 9FF Tel: 01304 61406 maisie.moor@discoveryeventcentre.com

Baypoint

Ramsgate Road
Sandwich
CT13 9QL Tel: 01304 613022 enquiries@baypointclub.co.uk

Ramsgate Library

Guildford Lawn
Ramsgate
CT11 9AY Tel: 03000 413131 ramsgatelibrary@kent.gov.uk

Newington Library

Marlowe Academy
Marlowe Way
Ramsgate
CT12 6NB Tel: 03000 413131 newingtonlibrary@kent.gov.uk

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APPENDIX 2

Point of contact at an alternative venue should centre be unable to open as normal during the examination period

Maisie Moor
Conference and Events Manager
Discovery Park Ltd
Innovation House
Ramsgate Road
Sandwich
CT13 9FF
Tel: 01304 806040
07469 661753
e-mail: maisie.moor@discoveryeventcentre.com

An e-mail is sent to the above address after entries are finalised on 21 February giving details of the examination timetable and the likely number of candidates for each exam. This is highly unlikely to be required in an emergency, unless there are six or more candidates for an exam, as the sixth form centre is likely to be available as an alternative.

Designated/Responsible Staff Identified
Julie Kelly – Head of Centre
Paul Peters – Exams Office
Jennifer Archer – temporary Exams Office

Other Related Policies	Date	Supporting Documents	Date
Examinations Policy		Alternative centre(s) risk assessment	
Non Examination Assessment Policy		HM GOV – Guidance - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted	Updated 23 Jan 2018
Emergency Planning Policy and Procedures		JCQ Notice to Centres – examination contingency plan/examinations policy	2016

Version Number	Purpose/Change	Author	Date Changed	Review Date
1.0	Final version – approved by SLT	Paul Peters	25/04/2018	10/2018
2.0	Reviewed and updated	Paul Peters	23/11/2018	11/2019