



LEICESTER GRAMMAR SCHOOL

EXAM CONTINGENCY PLAN

This is one of the policies concerned with the curriculum. It should be read in conjunction with the following documents: the Examinations Policy; the Non-Examination Assessment (NEA) policy; the SEND policy; the Health & Safety policy; and the Fire Safety policy.

The purpose of this exam policy is:

To examine potential risks and issues that could cause disruption to the exams process at the school.

To outline actions/procedures to be invoked in case of disruption to mitigate the impact these disruptions have on our exam process.

This plan also confirms that the school is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2021-2022*) 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."

Key staff involved in contingency planning (from 01/09/21)

Head of Centre / Headmaster (HoC)	Mr J W Watson
Examinations Officer (EO)	Miss K England
Examinations Assistant (EA)	Mrs N Pankhania
SENCo	Miss M J Clapham
Deputy Head [Pastoral] (DHP)	Miss J A Young
Deputy Head [Curriculum] (DHC)	Mr C S James
Senior Deputy Head (SDH)	Mr M J Anderson

Possible causes of disruption to the exam process

1. Exam Officer extended absence at key points in the exam cycle
2. SENCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators – lack of appropriately trained invigilators or invigilator absence
5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Emergency evacuation of the exam room (or centre lock down)
8. Disruption of teaching time – centre closed for an extended period
9. Candidates unable to take examinations because of a crisis – centre remains open
10. Centre unable to open as normal during the exams period
11. Disruption in the distribution of examination papers
12. Disruption to the transportation of completed examination scripts
13. Assessment evidence is not available to be marked
14. Centre unable to distribute results as normal

Exam officer 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 exam cycle not undertaken including:

Planning

- a. Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- b. Annual exams plan not produced identifying essential key tasks, key dates and deadlines.
- c. Sufficient invigilators not recruited.

Entries

- d. Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff.
- e. Candidates not being entered with awarding bodies for external exams/assessment.
- f. Awarding body entry deadlines missed or late or other penalty fees being incurred.

Pre-exams

- g. Invigilators not trained or updated on changes to instructions for conducting exams.
- h. Exam timetabling, rooming allocation; and invigilation schedules not prepared.
- i. Candidates not briefed on exam timetables and awarding body information for candidates.
- j. Exam/assessment materials and candidates' work not stored under required secure conditions.
- k. Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.

Exam time

- l. Exams/assessments not taken under the conditions prescribed by awarding bodies.
- m. Required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration.
- n. Candidates' scripts not dispatched as required for marking to awarding bodies.

Results and post-results

- o. Access to examination results affecting the distribution of results to candidates.
- p. The facilitation of the post-results services.

Centre actions to mitigate the impact of the disruption

- a. Data is also collected by the DHC who can submit the information with assistance of the EA.
- b. Key dates and deadlines are available from the awarding bodies. The previous year's plan can be used as a template and amended by the EA/DHC.
- c. Invigilation can be covered in-house by teaching colleagues. This is organised by the DHC.
- d. Details of student numbers in each subject/year group is available on SIMS. This information can then be submitted by the EA. Heads of Department can also contact the awarding bodies directly.
- e. Entries can be made via SIMS by the EA, supported by the DHC.
- f. Late entries will still be accepted by the awarding bodies. Contact the awarding bodies (in advance if possible) as they may make an exception for the late fees under the circumstances. For tiered entries, enter all students for the higher tier as amendments can be made later.
- g. Invigilation training for all teaching staff is carried out by the EO on a 3-year rota (with all new colleagues being trained during January INSET). Information on changes is disseminated by the EO during January INSET. Training can instead be carried out by the EA and any changes disseminated by the EA/DHC.
- h. Invigilation training for appropriate non-teaching staff is carried out by the EO on an annual basis (with all new colleagues being trained prior to commencement in the role). Training can instead be carried out by the EA.
- i. The EA/DHC/Database co-ordinator can obtain the skeleton timetable from SIMS once entries have been done. Seating plans can be done by the EA/DHC and this information used to allocate rooming and determine invigilation requirements.
- j. The EA/DHC/Database co-ordinator can issue individual candidate timetables and relevant information for candidates.
- k. Exam/assessment materials can be placed into secure storage by the EA/DHC. Candidates' work can be stored by Heads of Department or placed into secure storage by the EA/DHC.
- l. Internal assessment marks and samples of candidates' work can be submitted by Heads of Department, assisted by the EA.
- m. The EA/DHC will ensure that exams/assessments are conducted under prescribed conditions. Any irregularities will be reported to the awarding bodies.
- n. The EA/DHC will ensure that required reports/requests are submitted to the awarding body within the stated timeframe. If there are any issues contact the awarding bodies.
- o. The EA/DHC will ensure that scripts are dispatched as required. If there are any issues contact the awarding bodies.
- p. Exam results can be downloaded and imported into SIMS via A2C by the EA/DHC. This information can then be printed by the EA/DHC/Database co-ordinator for distribution to candidates.
- q. Forms for EAR requests are prepared in advance. Hardcopies will be available from the Exams Office and from Reception. An electronic copy will be available to staff from common drive and to candidates from the School website. These can be processed and logged by the EA.

1. 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

- a. Candidates not tested/assessed to identify potential access arrangement requirements.
- b. Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010.
- c. Evidence of need and evidence to support normal way of working not collated.

Pre-exams

- d. Approval for access arrangements not applied for to the awarding body.
- e. Centre-delegated arrangements not put in place.
- f. Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- g. Staff (facilitators) providing support to access arrangement candidates not allocated and trained.

Exam time

- h. Access arrangement candidate support not arranged for exam rooms.

Centre actions to mitigate the impact of the disruption

- a. 'Reserve' assessor within the Trust.
- b. All disabled candidates and their provisions are logged on SIMS and incorporated into the SEND register.
- c. Responsibility for collation of evidence is delegated to the specialist SEND teacher.
- d. Access arrangement applications are typically submitted in the Advent term of Year 10/12. The EO can submit applications using evidence provided by the SENCo. The specialist SEND teacher can provide access to the necessary records.
- e. Centre-delegated arrangements follow the same process as for applied access arrangements. The specialist SEND teacher can provide access to the necessary records.
- f. Speak to the awarding bodies. Enlargements/coloured scripts can be prepared in-house by the EO/EA in the hour preceding the exam.
- g. Clear instructions for individual candidates' access arrangements are in the exam rooms. All invigilators are trained to administer 'straightforward' access arrangements, but for more 'complex' ones, specialist SEND teachers are employed by the School. The EO/DHC will ensure that appropriately trained staff are used.
- h. Candidates in each exam room are identified by the EO/EA who ensure that the required support is in place. The candidates are all made aware of their arrangements in advance of the exam period.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- a. Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received.
- b. 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.
- c. Non-examination assessment tasks not set/issued/taken by candidates as scheduled.
- d. Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking.
- e. Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines.

Centre actions to mitigate the impact of the disruption

- f. Information about entry codes is collated by the EO/DHC during the previous academic year and checked with Heads of Department / subject teachers at the start of the academic year during which entries will be made.
Information about numbers of candidates can be obtained from SIMS. This can be submitted by the EO/EA.
- g. Information about candidates for entry can be obtained from SIMS. For tiered entries, all students will be initially entered for the higher tier before the entry deadline as amendments can be made at a later date.
Candidates are responsible for requesting entry for re-sit exams.
- h. EO/DHC has a list of NEA components. Heads of Department / subject teachers will support the completion of tasks.
- i. All NEA components are marked and the results issued several weeks before the submission deadline. If marks are issued late then the first part of the NEA Appeals procedure is ignored and all candidates are issued with full copies of marked work and supporting evidence.
- j. Speak to the awarding bodies. Marks can usually be submitted late but may need to be submitted via a different method.

3. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- a. All teaching staff are trained as invigilators.
- b. Peak exam days are identified in advance, with (pre-trained) external invigilators drafted in to support.
- c. All teaching staff are trained as invigilators. Any absences will be covered as a normal staff absence.

4. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- a. Freed teaching classrooms will be identified by the SDH/DHC and allocated as required. If necessary, changes will be made to timetabling of teaching rooms.
- b. Sit exam(s) over multiple sessions, with candidates remaining under supervised isolation until they are sitting the exam.
- c. Contact the awarding bodies. Alternative venues are available depending on the severity of the situation: the Sports Hall; the Pavilion; and Stoneysgate School.
If there is insufficient space to accommodate all candidates and sitting the exam(s) over multiple sessions is not practicable then prioritise students whose progression will be severely delayed if they do not take their exams when planned (i.e. A-level or A-level Equivalent > GCSE or GCSE Equivalent > AS-level).
Communicate with parents/carers and students regarding any changes to the exam timetable/venue.
Advise students, where appropriate, to sit exams in the next available series.
Submit applications for Special Consideration if eligible.

5. Failure of IT systems

Criteria for implementation of the plan

- a. MIS system failure at final entry deadline.
- b. MIS system failure during exams preparation.
- c. MIS system failure at results release time.

Centre actions to mitigate the impact of the disruption

- a. Provisional entries to be done before the end of January.
Entries can usually be done manually through the awarding bodies' secure website.
Contact the awarding bodies as entries can also be done manually via email.
- b. Seating plans to be done before the end of the Lent term.
Seating plans can also be done using Excel or by hand using blank room templates.
- c. Results can be downloaded manually from the awarding bodies' secure websites.

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

Criteria for implementation of the plan

- a. Whole centre evacuation during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams.
- b. Whole centre lock down during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams.

Centre actions to mitigate the impact of the disruption

- a. If an exam is in progress, evacuate the exam room in line with the *Fire Safety* policy and the evacuation procedure in the exam room. If it is safe to return then do so and re-start the exam. Report the incident to the relevant awarding bodies. If it is not safe to return then follow the instructions of the SLT. Report the incident to the relevant awarding bodies.

If the day's exams have not yet started consider relocating to an alternative venue. Contact the awarding bodies. Alternative venues are available depending on the severity of the situation: the Sports Hall; the Pavilion; and Stoneygate School.

Keep the students under isolated supervision once the exam's key time has been reached. Make arrangements to transport candidates. Request electronic copies of secure materials from the awarding bodies.

If there is insufficient space to accommodate all candidates and sitting the exam(s) over multiple sessions is not practicable then prioritise students whose progression will be severely delayed if they do not take their exams when planned (i.e. A-level or A-level Equivalent > GCSE or GCSE Equivalent > AS-level).

Communicate with parents/carers and students regarding any changes to the exam timetable/venue.

Advise students, where appropriate, to sit exams in the next available series.

Submit applications for Special Consideration if eligible.

- b. If an exam is in progress, secure the exam room in line with the *Lockdown* policy and the lockdown procedure in the exam room. If it is safe to do so, re-start the exam. Report the incident to the relevant awarding bodies. If it is safe to do so, re-start the exam.

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

Criteria for implementation of the plan

- a. 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 to mitigate the impact of the disruption

- a. Alternative on-site accommodation will be provided in accordance with the School's insurance policies; and/or

- b. The provision of remote education will be considered

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- a. Contact the awarding bodies. Submit applications for Special Consideration (if a qualifying reason).
Enter candidates during a subsequent series.

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

Criteria for implementation of the plan

- a. Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency).

Centre actions to mitigate the impact of the disruption

- a. Relocate to alternative venue: Stoneygate School. Contact awarding bodies and submit the required paperwork.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- a. Contact the awarding bodies. Papers can be downloaded and printed in-house on the day of the exam if necessary. If this delays the start of the exam then keep candidates under supervised isolation until the exam is in progress.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- a. Delay in normal collection arrangements for completed examination scripts.

Centre actions to mitigate the impact of the disruption

- a. The EO/EA takes completed scripts to the Post Office and sends them by Parcelforce.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- a. Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

Centre actions to mitigate the impact of the disruption

- a. Contact the awarding bodies. Submit applications for Special Consideration as required.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- a. Results can be downloaded from the awarding bodies' websites from any venue. Relocate to Stoneygate School and work from there.