

KEVI Camp Hill School for Boys

Contingency Policy

Review Frequency	Annually	Review date	October
Governing Committee Responsible	N/A	Next Due	October 2018
Headteacher Approval (date)	10.2.18	Website	Not a Statutory requirement
Staff Responsible	SN		

When the plan would be triggered

The plan would be triggered in the event of a major disruption to the examination system affecting significant numbers of candidates.

This could include severe weather, widespread illness, travel disruption, fires, logistical problems or system failures.

Scenarios

Specific scenarios are set out in this plan relating to widespread disruption of the examination system where contingency plans would be invoked.

The scenarios are set in sequence, following the way in which an examination would be planned and delivered, from issuing scripts to offering post results services.

Each scenario sets out the following information:

- the type of scenario
- who the scenario affects
- when to implement the plan
- one example of the scenario
- recommended actions for various stakeholders to take
- specific communication – if there is specific communication that should be undertaken with one of the stakeholders
- success criteria – what a successful resolution of the issue would look like
- where to get further information and advice

For the purpose of the scenarios, stakeholders include candidates, teachers, centre staff, parents, carers, awarding organisation staff, courier staff and scanning centre staff.

Please note that centre staff in these scenarios refers to members of staff who are administering examinations and may include Headteachers, teachers and administration staff.

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

Type of scenario	Disruption to candidates ¹
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 scenario	Severe flooding closes a significant number of centres in a region
Recommended actions	<p>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual</p> <p>The Head of Centre is to:</p> <ul style="list-style-type: none"> - have contingency plans in place to facilitate alternative methods of learning, alternative venues or both - prioritise candidates who will be facing examinations shortly - advise candidates, where appropriate, to sit examinations in the next available series
Specific communication	The centre 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 unable to take examinations because of a crisis – centres remain open

Type of scenario	Disruption to candidates
Impact on	School and college staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend examination centres to take examinations as normal.
Example of scenario	A sickness bug means that a number of candidates are not able to attend a centre to take an examination.
Recommended actions	<p>The Exams Officer to:</p> <ul style="list-style-type: none"> - liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations - 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 <p>Please note: 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</p>

Specific communication	The Exams Officer to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them.
Further advice and information	JCQ's guidance on special consideration and alternative site arrangements can be accessed through the JCQ website .

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 that there is a disruption to the distribution of examination papers to centres in advance of examinations.
Example of scenario	A courier delivers a wrong set of examination papers to a centre.
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - source alternative couriers for delivery of hard copies - provide centres with electronic access to examination papers via a secure external network - fax examination papers to centres if electronic transfer is not possible. Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions
Specific communication	The Exams Officer 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, centre 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
Recommended actions	The Exams Officer should: <ul style="list-style-type: none"> - in the first instance, seek advice from awarding organisations and their normal

	collection agency regarding collection - do not make their own arrangements for transportation without approval from awarding organisations - ensure secure storage of completed examination scripts until collection
Specific communication	The Exams Officer 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
Further advice and information	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under Instructions Guidance on the 'Life of a script' is also available on the JCQ website

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

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, centre staff, parents, carers and awarding organisation staff
When to implement the plan	In the event that centres are unable to open as normal for scheduled examinations.
Example of scenario	A fire at the centre means that it is closed when examinations are due to take place.
Recommended actions	This centre will: - open for examinations and examination candidates only, if possible - use alternative venues in agreement with relevant awarding organisations (eg share facilities with other centres or use other public buildings if possible) - apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3) - offer candidates an opportunity to sit any examinations missed at the next available series, if possible
Specific communication	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible
Success criteria	Students are able to take examinations in alternative venues in a timely way
Further advice and information	Centres should cover the impact on examinations as part of their general planning for emergencies The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open. DfE guidance on school closures is available on the GOV.UK website

Scenario 6 – Centres are unable to distribute results as normal

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers

When to implement the plan	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
Example of scenario	A school or college is closed and therefore candidates are not able to visit to find out their results
Recommended actions	The Exams Officer will: <ul style="list-style-type: none"> - make arrangements to access results at an alternative site - share facilities with other schools and colleges if possible
Specific communication	The Exams Officer to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way

Scenario 7 – Awarding organisations are unable to offer post results services

Type of scenario	Post results services
Impact on	Awarding organisation staff, centre 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 centres 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	The Exams Officer to: <ul style="list-style-type: none"> - make arrangements to provide post results services for centres and candidates through alternative methods (eg paper, Excel spreadsheets, traditional re-marking) - prioritise candidates going through UCAS or CAO
Specific communication	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this service
Success criteria	Candidates are offered a post results service using alternative methods in a timely way

Scenario 8 – Absence of the Exams Officer

Type of scenario	Exams
Impact on	Invigilators, centre staff, candidates
When to implement the plan	In the event that the Exams Officer is not present during external examinations.
Example of scenario	Illness of Exams Officer
Recommended actions	The Exams Officer to provide information about possible absence as soon as possible

	<p>The Head of Assessment to:</p> <ul style="list-style-type: none">- take over all the functions that are performed by the Exams Officer during the examination series <p>The Head of Centre to arrange for all of the Head of Assessment's lessons to be covered.</p>
Success criteria	There is no disruption to the Exam process