



St Matthew Academy

EXAM CONTINGENCY

Plan

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated

Successful, confident learners

High expectations, outstanding achievements

Inclusive, caring, Catholic community

Nurturing talent, cultivating ambition

Excellence for all

Date of Approval	Autumn 2020
Review Date	Autumn 2021

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Ms M Baldwin
Exams officer line manager (Senior leader with oversight of examinations administration)	Ms S Wickliffe
Exams officer	Ms F Walker
SENCo	Mr H Vyas
Senior leader(s)	Ms C Heywood, Ms J Chick

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Purpose of plan

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

Alongside internal processes, this plan is informed by the **Ofqual** 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 and the JCQ Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

- This plan also confirms St Matthew Academy is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) 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. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation

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 exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

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

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential 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, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies results and post-results

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services

Centre actions to mitigate the impact of the disruption

The nominated members of staff mentioned below shall take over the exams officer's duties until s/he returns.

The **Data Manager** (currently Ms B Crammond) will take over the running and implementation of the entry process for public exams. This includes:

- liaising with Heads of Subject to ensure intentions to enter and/or estimated entries are submitted to the exam boards
- liaising with Heads of Subject to establish firm and final entry requirements for each subject
- downloading the appropriate exam basedata to SIMS
- creating and populating SIMS marksheets according to the Heads of Subjects' entry requirements
- checking with Heads of Subject that the information on those marksheets is correct before proceeding with submitting entries (and any subsequent amendments to entries) via A2C to the exam boards.
- checking on the exam boards' secure websites that the entries have been received and processed

All of the above shall be completed by the appropriate deadlines to avoid unnecessary additional expense to the school.

The **nominated member of SLT** – (currently Ms S Wickliffe) will take over the day to day running and conduct of public exams. This includes:

- the receiving, logging, checking and secure storage of exam papers as they arrive in school
- contacting exam boards with queries about exam papers as & when they arise
- ensuring the rooming, notices and equipment for each exam meets JCQ requirements
- ensuring that each exam is properly and professionally invigilated
- starting and finishing each and every public exam wherever possible
- ensuring the completed exam papers are properly collated and ordered, packaged and labelled ready for posting
- taking responsibility for any inspection visits from external bodies (e.g. exam boards, JCQ)
- keeping a record of the hours worked by external exam invigilators, and submitting them monthly to the HR department to ensure their payment

The **SENCo** (currently Mr H Vyas) will assume full responsibility for ensuring Access Arrangements (AA) and Special Consideration (SC) procedures are followed.

This includes:

- making, and keeping up to date applications for Access Arrangements for any students taking public exams, and keeping all relevant documentation up to date
- evidence of need and evidence to support normal way of working is collated.
- modified paper requirements are identified in a timely manner to enable ordering to meet external deadlines.
- staff providing support to access arrangements are allocated and trained
- ensuring the rooming, notices and equipment for each exam meets JCQ requirements for AA candidates
- ensuring that each exam for AA candidates is properly and professionally invigilated
- starting and finishing each and every public exam for AA candidates wherever possible
- taking responsibility for any inspections of AA arrangements by external bodies (e.g. exam boards, JCQ)
- recognise duties towards disabled candidates as defined under the terms of the Equality Act 2010.
- obtaining any necessary paper evidence (e.g. medical letters) to support applications for Special Considerations for public exam candidates, and making such post-exam applications by the required deadlines

The **Office Manager** – (currently Ms R Jones) will take over the responsibility for ensuring the completed scripts are posted off for marking. This includes:

- completing and filing the exam dispatch log on each day of public exams with the PB number of each package and all the appropriate details of the relevant exam, with the destination postcode
- ensuring the secure storage of completed exams until they are collected by the appropriate courier
- ensuring each exam is collected no later than the next working day after the exam takes place

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

Criteria for implementation of the plan

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

Planning

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

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

The nominated member of staff mentioned below shall take over the SENCo's duties until s/he returns.

- current members of staff who have experience of working as SENCo, e.g. Ms J Chick, will take over duties

3. Head of centre absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- national centre number registration annual update and head of centre declaration
- annual update of all policies
- directs relevant staff to updated JCQ regulations
- agreement of qualifications delivered
- authorisation of entries, including any with conflict of interest
- ensuring adequate staffing
- ensures arrangements in place to deliver any NEAs
- ensures all exams conducted in according with JCQ regulations
- delegation of internal appeals
- decisions relating to post results services

Centre actions to mitigate the impact of the disruption

- The senior leader with oversight of examination administration, currently Ms S Wickliffe, will take over the role of Head of Centre until her return
- The nominated senior leader will seek advice and guidance from Head of Centres at partner school where necessary

4. Senior leader with oversight of examination administration absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Support for exams officer with planning and conducting exams
- Scheduling of NEA
- Support for invigilators and candidates during exam season

Centre actions to mitigate the impact of the disruption

- The senior leader with responsibility for Year 11, currently Ms C Heywood, will take over responsibilities
- The nominated senior leader will familiarise themselves with JCQ guidance

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- non-examination assessment tasks not set/issued/taken by candidates as scheduled
- 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
- internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- exams officer to work with senior leaders to determine early/estimated entries
- exams officer to work with senior leaders determine final entry information
- In the event of non-examination assessment tasks being set, absent teachers line manager should inform the exams officer who should contact the examination board straight away to find what the correct course of action is. This may include extra costs to the centre.

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

Criteria for implementation of the plan

- failure to recruit and train sufficient invigilators to conduct exams
- invigilator shortage on peak exam days
- invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

Where there is invigilator shortage or absence on peak exam days:

- unexpected absence of an invigilator (e.g. an invigilator calls in sick), will be covered by another invigilator from the pool wherever possible
- TAs, non-subject teachers and members of support staff will be drafted in to invigilate if required
- for longer term invigilator absence, HR will call the relevant agencies for vetted invigilators
- in extreme circumstances, non-subject senior or middle leaders will act as invigilators
- TAs, support staff and some senior leaders will receive annual invigilator training

7. Exam rooms – lack of appropriate rooms or main venues available at short notice

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of lack of space to conduct examinations:
 - Investigate feasibility of candidates being split into smaller groups and conducting the examination(s) in classrooms
 - Seek advice from awarding body if examination needs to be taken in multiple sittings

- Consider moving examinations to the main hall or drama studio
- If no suitable rooms available on site, consider moving examination(s) to alternative centre
- Communicate with parents, carers and candidates any changes to the exam or assessment timetable or to the venue
- Communicate with any external assessors or relevant third parties including invigilators regarding any changes to the exam or assessment timetable and/or venue

8. Failure if IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time
- IT failure during controlled assessment or On-screen test
- Internet failure at key times in the exam cycle

Centre actions to mitigate the impact of the disruption

- Exams officer & data manager to be provided with remote access to allow working off site
- Entries to be made via awarding body secure sites rather than via EDI A2C
- Results to be downloaded directly from awarding body secure sites
- In the case of IT failure during a controlled assessment or On-screen test, pupils will:
 - will be asked to log on to adjacent computers
 - will be moved to another computer room
 - be kept under supervision whilst systems are rebooted
 - be given the appropriate time to finish the exam once the system is up and running again
 - will be compensated for the time lost in switching computers or venues
- Time lost will be recorded by invigilators
- The appropriate awarding body will be informed of any occurrence of this type and special consideration applied for if appropriate

9. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

- 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

Centre actions to mitigate the impact of the disruption

- The centre's emergency evacuation plan should be followed by all staff, including invigilators

10. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- in the case of modular courses, consider advising candidates to sit examinations in an alternative series
- prioritise teaching of pupils whose examinations cannot be changed
- deliver lessons on line and virtually
- investigate feasibility of teaching examination pupils at an alternative site
- consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been affected and, if so, apply for special consideration

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

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal due to extreme circumstances (e.g. fire/flood in main examination hall, centre closed to pupils)

Centre actions to mitigate the impact of the disruption

- contact relevant awarding organisation(s) for advice
- follow instructions, from relevant local or national agencies in deciding whether your centre is able to open for examinations only
- identify whether the exam or timetabled assessment can be sat at an alternative venue; it may be possible to use rooms/space at our partner schools, Sacred Heart and St Thomas the Apostle College or at Christ the King. If feasible, this would be suggested to JCQ as alternative accommodation 'in extremis'. Sacred Heart, Christ the King and St Thomas the Apostle are recognised exam centres.
- communicate with parents, carers and candidates any changes to the exam or assessment timetable or to the venue
- communicate with any external assessors or relevant third parties including invigilators regarding any changes to the exam or assessment timetable and/or venue
- consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been affected and, if so, apply for special consideration

12. Centre unable to open as normal during the examination period

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- contact relevant awarding organisation(s) for advice
- follow instructions, from relevant local or national agencies in deciding whether your centre is able to open for examinations only
- identify whether the exam or timetabled assessment can be sat at an alternative venue; it may be possible to use rooms/space at our partner schools, Sacred Heart and St Thomas the Apostle College or at Christ the King. If feasible, this would be suggested to JCQ as alternative accommodation 'in extremis'. Sacred Heart, Christ the King and St Thomas the Apostle are recognised exam centres.
- communicate with parents, carers and candidates any changes to the exam or assessment timetable or to the venue
- communicate with any external assessors or relevant third parties including invigilators regarding any changes to the exam or assessment timetable and/or venue
- consider whether any candidates ability to take the assessment or demonstrate their level of attainment has been affected and, if so, apply for special consideration

13. Disruption in the distribution of exam papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- contact the relevant awarding bodies for advice and guidance
- awarding organisations to provide centres with electronic access to examination papers via a secure external network
- ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date

14. Disruption to the transportation of completed scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption

- scripts to be signed in by the exams officer and kept in the examination secure facility. These scripts are quality assured by the exams officer who will check that the correct paper and the required quantity has been delivered and date and time of examination is correct according to the final examination timetable.
- exams officer to seek advice from awarding organisations and not make their own arrangements for transportation unless told to do so by the awarding organisation
- all scripts are returned using the designated dispatch methods prescribed by the awarding body concerned

15. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- the exams officer would notify the awarding body immediately for advice and further instructions
- awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series

16. Centre unable to distribute results as normal or facilitate post results services

(including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

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

- Distribution of results
 - centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
 - centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation
 - centre to communicate with candidates and distribute results via SIMS InTouch
 - centre to distribute results by post where required
- Post results service
 - centre to make arrangements to make post results requests at an alternative location
 - centres to contact the relevant awarding organisation if electronic post results requests are not possible
 - centre to make arrangements to facilitate post results service remotely
 - centre to communicate arrangements with candidates

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance

- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education

1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

3. Steps you should take

3.1 Exam planning

- Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements

for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- [JCQ's guidance on special considerations](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021. As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

(Ofqual guidance extract above 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 01 October 2020) <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>)

15.1 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 will designate a 'contingency day' for examinations, summer 2021. 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 significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-

[consideration/regulations-and-guidance](#)

GOV.UK

Emergency planning and response: Severe weather; Exam disruption www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

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>

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats