



## Examination Contingency Plan

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**Member of staff with overall responsibility:** Mr O. Chadbond

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## Glossary of terms

AB: Awarding Body e.g. AQA and other exam boards

EO: Examinations Officer at Stretford Grammar School

JCQ: Joint Council for Qualifications

SENDCo: Special Educational Needs and Disability Co-ordinator

SLT: Senior Leadership Team at Stretford Grammar School i.e. Headteacher, Deputy Headteacher, Assistant Headteachers, Business Manager.

## **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Stretford Grammar School. 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.

At all times, the Examinations Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

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** for the Examination System in England, Wales and Northern Ireland.

This plan also confirms Stretford Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) 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. The potential impact of a cyber-attack should also be considered.*

## **Possible causes of potential disruption to the exam process**

### **1. Exam Officer extended absence at key points in the exam process (cycle)**

#### Criteria for implementation of the plan

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 e.g. 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

Centre actions:

- SLT member temporarily directed by the Head of Centre to assume responsibility for all aspects of the examination process, supported by other members of staff as required.
- Seek support and guidance from other Exams Officers (at other centres) within the LA.
- Head of Centre to allocate or appoint additional support staff to the exams team as appropriate.

## **2. SENDCo 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:

- The Headteacher is responsible for ensuring the position is filled should absence have the potential to disrupt exam preparation.
- The Teaching Assistants and Examinations Officer to work with SLT to identify candidates where applications for access arrangements / reasonable adjustments may be required and plan accordingly ahead of the summer series, making arrangements for testing and applications. The employment of outside agencies/professionals may be required to assist in the process of access arrangement testing.
- Exams Officer and SENDCo to ensure access arrangements are in place for the Spring Term of Year 10 for all applicable candidates.

### 3. 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 submission deadlines*

#### Centre actions:

- The Examinations Officer to liaise with Curriculum Leaders and/or SLT to ensure all necessary deadlines are adhered to.
- Head of Centre to employ suitable supply/temporary staff to cover staff absence in the short term, ensuring that required assessment tasks are completed.

### 4. 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:

- Exams Officer will review the invigilation staffing at the start of each academic year and after making exam entries to ensure sufficient staff are recruited and trained to meet expected ratios
- Exams Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days (support staff);
- Exams Officer will coordinate requirements with SLT Line Manager to mobilise staff at short notice as needed. Staff will be directed by the Head of Centre. Staff will be trained in advance using the invigilator training materials.

### 5. Exam rooms - lack of appropriate rooms or main venues unavailable 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:

- The EO will organise rooming for examinations in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan accordingly.
- In the event of a room not being available at very short notice, or insufficient rooming available, sufficient staff will be made available to ensure the security of the examination is not compromised

whilst alternative rooming is sourced (candidates will be suitably isolated as required). The SLT will work with the EO at all times during such unexpected incidents.

- Seek advice from awarding organisations and JCQ Inspection Service; request timetable adjustment if required and operate exams on split timings.
- Alternative accommodation may be used at a nearby centre and candidates transported as appropriate.

## 6. Cyber-attack

### Criteria for implementation of the plan

- *Where a cyber-attack may compromise any aspect of the delivery of examinations*

### Centre actions:

- Exams Officer will work with IT and make contact with the relevant Awarding Body to seek further guidance.
- Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.

## 7. Failure of IT systems

### Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *Power outage immediately prior to or during an on-screen test*
- *MIS system failure at results release time*

### Centre actions:

- The EO, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies (using awarding bodies' secure extranet sites).
- Results may also be accessed directly from the AB's secure extranet sites (accessed from an alternative site if necessary). At all times during the system failure the EO will liaise with the AB to minimise disruption, costs incurred and arrange alternative methods of information exchange.
- Exam room scheduling/timetables compiled using alternative methods (alternative software/manual bookings and timetables).
- Exams Officer will contact awarding bodies in respect of re-sitting online exams affected by system failure, or to seek an alternative solution.

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

### 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

- Stretford Grammar School has a policy ([Emergency Evacuation Procedure Policy 2022-23.docx](#)) in the event of an emergency evacuation of the exam room.
- Inform relevant awarding organisations as soon as it is possible and safe to do so and seek advice.
- Refer to emergency plans and/or health and safety policy/lockdown policy, where appropriate.
- Invigilators to follow the emergency evacuation/lockdown procedure for examinations in accordance with agreed protocols.

## 9. 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:

- Seek advice from awarding organisations and JCQ.
- Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Facilitate alternative methods of learning, alternative venues or both; Head of Centre and SLT to work with the LA to facilitate alternative arrangements (within the LA or in collaboration with other centres) to minimise the impact of lost learning and teaching time.
- Prioritise candidates who will be facing examinations shortly.
- Advise candidates, where appropriate, to sit examinations in the next available series.

## 10. Candidates at risk of being unable to take examinations – centre remains open

### Criteria for implementation of the plan

- Candidates are at risk of being unable to attend the examination centre to take examinations as normal

### Centre actions:

- Communicate with relevant awarding organisations at the outset to make them aware of the issue and seek advice.
- Communicate with parents, carers and candidates regarding any possible solutions/options to the issue.
- Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with 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

## 11. Centre at risk of being unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

### Criteria for implementation of the plan

- Centre at risk of being unable to open as normal for scheduled examinations

*\*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 students who have not been able to take scheduled examinations.*

### Centre actions:

- Inform relevant awarding organisations as soon as possible and seek advice.
- Refer to emergency plans and/or health and safety policy, where appropriate.
- Open the centre for examinations and examination candidates only, if possible.
- Use alternative venues (locally within the LA if possible) in agreement with relevant awarding organisations. SLT to work with the LA to source suitable exam venues where possible.

- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Offer candidates an opportunity to sit any examinations missed at the next available examinations series, if possible.

## **12. Disruption in the distribution of examination 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

- Communicate with awarding organisations to organise alternative delivery of papers.
- Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier.
- Awarding organisations will provide centres with electronic access to examination papers via a secure external network. Stretford Grammar School will ensure that copies are received, made and stored under secure conditions. Awarding organisations will provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date.

## **13. Disruption to the transportation of completed examination scripts/assessment evidence**

### Criteria for implementation of the plan

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

### Centre actions:

- The EO will contact the AB, and the normal collection agency, to notify them of any such difficulties and put in place suitable alternative delivery arrangements. Where examinations are part of the national 'yellow label' service, or where awarding bodies arrange collections, Stretford Grammar School will contact the relevant AB for advice and instructions and will not make our own arrangements for transportation unless told to do so by the awarding body. For any examinations where centres make their own collection arrangements, Stretford Grammar School will investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations* and will ensure secure storage of completed examination scripts until collection.

## **14. 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
- Completed examination scripts/assessment evidence does not reach awarding organisations

### Centre actions:

- Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers.
- Seek advice from awarding organisations on their procedures for dealing with such issues.
- Where partial assessments can be recovered these will be made available where appropriate.

- Procedures to recover/re-complete work (e.g. IT data reconstruction for electronic work) will be employed where relevant.
- (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).

**15. 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 students, or to facilitate post-results services

Centre actions:

- Stretford Grammar School will make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation.
- The EO will contact the AB to notify them of any such incidents and act upon advice given.
- Stretford Grammar School will make arrangements to coordinate access to post results services from the alternative site
- The Headteacher to notify transition colleges, students and parents as soon as possible.
- Contact the relevant awarding organisation if electronic post results requests are not possible

**Further guidance to inform procedures and implement contingency planning**

**DfE**

**Meeting digital and technology standards in schools and colleges**

[Cyber Security Standards for schools and colleges](#)

[DfE Cyber Security Guidance – March 2023](#) (As exam season approaches the Department for Education is reminding schools and colleges to review their cyber security and backup policies)

**Ofqual**

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

**Contingency planning**

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

**General contingency guidance**

- [emergency planning and response](#) from the Department for Education in England
- [handling strike action in schools](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats



## **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

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

## **Steps you should take**

### **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.

### **In the event of disruption**

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. 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.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

### **After the exam**

1. 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.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. 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.

## **Steps the awarding organisation should take**

### **Exam planning**

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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.

### **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.

### **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.

### **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](#)

### **Wider communications**

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) 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.

### **Widespread national disruption to the taking of examinations or assessments**

The governments' view across England, Wales and Northern Ireland is education in 2022 to 2023 has returned to normal. Schools are open and examinations will go ahead in summer 2023.

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 examinations and assessments, including exam timetables.

In November 2022, Ofqual and the Department for Education issued [decisions following a consultation on the resilience of the qualifications sector](#) for specific examinations awarded in England in summer 2023. Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

The Department for Education has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres should speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

We will update this page as necessary, with any further relevant links, should national disruption occur.

(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** (last updated 18 January 2023) <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, awarding bodies 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>

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 'contingency days' for examinations, summer 2023. 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 'contingency days' 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 2023, 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 last 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 the contingency arrangements so that they may take them 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 2022-2023** <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](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations (Effective from 1 September 2022) [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

JCQ Notice to Centres - Examination contingency plan/examinations policy [www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## **GOV.UK**

Emergency planning and response: Exam and assessment disruption;

[www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

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>

## **ProtectUK**

[www.protectuk.police.uk](http://www.protectuk.police.uk)

## **National Cyber Security Centre**

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cybersecurity services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. [More ransomware attacks on UK education - NCSC.GOV.UK](#)
2. [Ransomware advice and guidance for your IT teams to implement](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help improve your cyber security](#)
6. [Building Resilience: Ransomware and the risks to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)