



This policy is reviewed annually to ensure

compliance with current regulations

<b>Approved/reviewed by</b>	
L ABECASIS	
<b>Date of next review</b>	January 2021

### **Key staff involved in contingency planning**

<b>Role</b>	<b>Name(s)</b>
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Exams officer line manager (Senior Leader)	<b>AS ABOVE</b>
Exams officer	<b>GAIL NAVAS</b>
SENC <sub>o</sub>	<b>DARREN CELECIA</b>
SLT member(s)	<b>MICHELLE SOIZA, GAIL NAVAS</b>

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## 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 the Gibraltar College. 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 Management 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 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 [insert centre name] is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2019-20* 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.*

## 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 and trained
- *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*
  - 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:

- Principal/Senior Teacher (Curriculum) to assume responsibility for the above tasks with the support of the admin team
- Regular meetings with the Exam Team to ensure all are aware of the key tasks and dates
- Updates from Exam Boards are shared with the Exam Team

### 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
  - 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
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
  - access arrangement candidate support not arranged for exam rooms

Centre actions:

- The Assistant to Senco will take over and assume responsibility for the above tasks
- SENCO, Assistant SENCO, Educational Psychologists and Exam Team share a list of students needing Special Access Arrangements
- In the event that procedures are not followed we will contact the Exam Body and seek advice and appropriate actions taken

### 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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- The Examinations Officer to liaise with Head of Department, to ensure all necessary deadlines are adhered to.
- Heads of Department are copied into all updates received from the examination boards.
- Key dates are shared with HoDs
- Supply teachers will be provided by the Department
- Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

### 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:

- The Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- Procedures are in place which invigilators are to follow if they are unable to attend to their duties.
- If there are insufficient invigilators teachers will be asked to invigilate
- The Senior Teacher will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

### 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 before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The Senior Teacher (Curriculum) will work with the EO at all times during such emergencies.
- Support from The Department of Education is sought when these issues are identified prior to the exam.

## 6. Failure of 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

Centre actions:

- The EO, will make entries directly to the Awarding Bodies within a week of the final entry deadline. Results may also be accessed directly from the AB. At all times during the system failure the EO will liaise with the AB to minimise disruption.
- Exam preparation will also be completed as soon as the final examination calendar is finalised
- Results will be accessed as early as possible

## 7. Disruption of teaching time – 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

*The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]*

Centre actions:

- Senior Management to manage all such incidents
- Centre to communicate with parents and students through letters the potential for disruption to teaching time and plans to address this.
- Alternative venues will be allocated

## 8. 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

*The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]*

**Centre actions:**

- The relevant awarding organisation will be informed and their advice followed.
- The EO will contact the relevant AB to discuss alternative arrangements and liaise with Senior Management to take appropriate action.
- Students and parents will be informed of alternative venue

**9. Centre unable to open as normal during the exams period including the event of the centre being unavailable for examinations owing to an unforeseen emergency.**

**Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations

*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 possible. [JCP scenario 5]*

**Centre actions:**

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the Senior Management to take appropriate action.
- Centre to communicate with parents and students, through letters the potential for disruption to teaching time and plans to address this.
- Alternative venues will be allocated.

**10. 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

*The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]*

**Centre actions:**

- The centre to communicate with awarding organisations to organise alternative delivery of papers.
- The examination papers will be downloaded from the AB on the day

**11. Disruption to the transportation of completed examination scripts**

**Criteria for implementation of the plan**

- Delay in normal collection arrangements for completed examination scripts

*The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]*

**Centre actions:**

- The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements
- Students to re-submit assessment evidence.

**12. 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

*It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]*

Centre actions:

- The EO will contact the AB to notify them of any such incidents and act upon advice given

**13. Centre unable to distribute results as normal**

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

*Centres to contact awarding organisations about alternative options. [JCP scenario 11]*

Centre actions:

- The EO will contact the AB to notify them of any such incidents and act upon advice given

**Causes 7-13** – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*



# 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 as part of your emergency planning and make sure your staff are aware of these plans.

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

### 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

### 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

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.

#### 3.3 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.

### 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

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. 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).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. 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](#)
- [FAB'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

In the event of widespread sustained national disruption, the 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 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 23 January 2018) <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, 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 have designated **Wednesday 24 June 2020** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-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 local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the highly unlikely event that there is national disruption to a day of examinations in summer 2020, the awarding bodies will liaise with the qualification regulators and the DfE 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 on 24 June 2020. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling 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.

**Centres must therefore remind candidates that they must remain available until Wednesday 24 June 2020 should an awarding body need to invoke its contingency plan.**