



Elmley Dray School

Examinations Contingency Plan 2025/26

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Key staff involved in contingency planning

Role/s	Name(s)
Head of Centre & SENDCo	Emily Hollis MBE
Examinations Officer	Gemma Connolly
Examinations Manager	Hayley Furnell
SEN specialist Teachers	Beth Lanning, Angharad Lanning

Purpose of the contingency plan

This plan examines potential risks and issues that could cause disruption to the exams and assessment processes at Elmley Dray School (which includes the school, tutoring services and adult day services). By outlining the actions and procedures to be implemented in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

This plan also confirms that Elmley Dray School is compliant with the JCQ regulation 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.

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.

Possible causes of 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 (registrations spreadsheet)*
- *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 and examination letters not sent*
- *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

- *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 Examinations Manager will act as 2nd in command and take the place of*

the Examinations Officer should they not be available. The Head of Centre will act as 3rd in command and SEN specialist teachers are 4th in command for management of running the examinations.

- Examinations officer to run invigilator training for all internal and external staff who are used as invigilators.
- Refer to yearly planned examinations spreadsheet on the google drive.
- Subject teachers to ensure all internal assessments are completed and marks / Pass / Fail noted.

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 to mitigate the impact of the disruption

- Exams officer to check that up to date access arrangements are available during the year not just at the summer exam period.

- All information shared on the “Access Arrangements” google drive so the exams team have ongoing access.
- Exams officer to request access arrangements to exam boards for examinations.

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, resulting in 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

- Head of centre to work with examinations officer to ensure registrations document is completed by the set deadline and spreadsheet for exam entries is filled in, liaising with other teaching staff.
- Exams officer to check Awarding Body secure websites for any pre-release material
- Contact awarding bodies regarding any late submission requests

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

Criteria for implementation of the plan

- *Failure to train sufficient invigilators to conduct exams*
- *Invigilator absence on the day of an exam*

Centre actions to mitigate the impact of the disruption

- Complete invigilation training in advance of the Summer exam series.
- Examinations officer to reallocate staff to cover invigilator absence.
- Members of SLT to be used to support during peak times or when there is a lack of staff.

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 to mitigate the impact of the disruption

- Shurland Lodge to be used as main location for examinations.
- Conference Room to be used as overflow room.
- If these rooms are unavailable due to mitigating circumstances, additional main school building rooms to be used.

6. Failure of IT systems

Criteria for implementation of the plan

- Examination log ins for chrome books fails
- School internet fails

Centre actions to mitigate the impact of the disruption

- Ensure I.T support is available at time of exams
- Examining bodies to be contacted and rescheduling of exams to be planned, with parents/carers, staff and learners being informed.

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

Criteria for implementation of the plan

- Whole centre evacuation 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

- Examinations officer to apply to exam board for special considerations
- Ensure compliance with health and safety policies
- Return and complete exam when and if it is safe to do so.

8. 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

- Advise candidates and parents/carers that they may need to sit exams in the next available session.
- Prioritise candidates in the exam, e.g leavers.
- Find an alternative venue if all areas of the centre are available if learners are able to cope with this change.
- Teaching material to be delivered online using google classroom and google meets.

9. 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

Centre actions to mitigate the impact of the disruption

- Offer candidates opportunity to sit missed exams in next available series
- Apply for Special Consideration if candidates have completed a minimum of 25% of the assessment and the circumstances are valid.

10. *Centre 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 unable to open as normal for scheduled examinations*

Centre actions to mitigate the impact of the disruption

- Offer candidates opportunity to sit missed exams in next available series
- Apply for Special Consideration
- Keep parents and candidates informed

11. *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

- Contact awarding bodies to request electronic papers via secure websites
- Organise candidates to sit an exam in the next window if possible if the above option is not available.

12. *Disruption to the transportation of completed examination 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

- Contact Parcelforce Exams helpline to arrange additional collection
- Keep papers in secure storage until collected
- Contact awarding bodies and arrange alternative courier collection with their approval
- Take to an approved Parcelforce worldwide post office. Ensure log is signed.

13. *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 to mitigate the impact of the disruption

- Apply for Special Consideration. Awarding bodies to apply mark based on performance in other papers or assessment both external or internal papers
- Offer candidates opportunity to re-sit at next opportunity

14. *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

- SLT to arrange alternative venue in the local vicinity.
- Contact candidates and parents.
- Send results out via postal service.

Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	October 2024	Initial policy approved	Annually
2	Hayley Furnell	August 2025	Annual review Change to staff roles Change to location of exams and overflow location	Annually



Hayley Furnell, Director, Curriculum & examinations officer

Reviewed: August 2025

Next review: August 2026

Appendix 1 - 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
- [Action for FE Colleges](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education
- [Education and childcare: coronavirus](#) from Welsh Government
- [Covid-19 - guidance for school and educational settings](#) from Department of Education in Northern Ireland

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
- [Exceptional closure days](#) from the Department of Education in Northern Ireland
- [Checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [School closures](#) from NI Direct
- [Opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government

- [*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 learner misses an exam or loses their assessment due to an emergency, or other event, outside of*
the learner'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

- 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 learners 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 learners 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 learners' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.*

2. *Advise learners, 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

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.*

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, learners 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 learners, 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 learners. 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 learners miss an exam or are disadvantaged by the disruption

If some of the learners 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 learner 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.

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

(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>

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 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>

Wales

School closures - examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather

gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or

Closure of School www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

School closures www.nidirect.gov.uk/articles/school-closures

National Counter Terrorism Security Office

Procedures for handling bomb threats

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