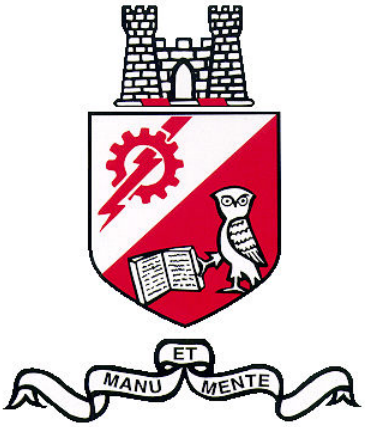
WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Exams Contingency Plan

Policy Reviewed By	N Steadman and D Platman
Policy Date	September 2026
Policy to be reviewed on	September 2027
Signed	

Aims

This plan aims to:

- Examine potential risks and issues that could disrupt the management and administration of exams
- Mitigate the impact of disruptions to exam administration and to candidates by providing actions or procedures to follow

Legislation and guidance

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which requires all exam centres to have a written examination contingency plan/examinations policy.

It's also based on:

- Ofqual's guidance on contingency planning
- JCQ's exam contingency plan guidance

This plan also complies with our funding agreement and articles of association.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at West Hatch High School. By outlining actions/procedures to be invoked 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 (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **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 and the JCQ document **Preparing for disruption to examinations**.

This plan also confirms West Hatch High School's compliance with JCQ's General Regulations for Approved Centres (section 15.3) that the centre has in place:

- 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. 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.

National Centre Number Register and other information requirements

The head of centre will also ensure that West Hatch High School as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

Head of Centre absence at a critical stage of the exam cycle

Where the head of centre may absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Responsibilities

Head of centre

The head of centre is **Mrs Victoria Schaefer** (Headteacher). They are responsible for ensuring that:

- A written examination contingency plan/examinations policy is in place and covers all aspects of exam administration
- Staff are aware of these plans

Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

Monitoring arrangements

This policy will be reviewed by Mrs Natalie Steadman (Deputy Headteacher) and Mrs Debora Platman and Mrs Gill Newton (Examinations Officers) every year in the autumn Term, before each exam series. At every review, the policy will be shared with the governing board.

Links with other policies

This policy is linked to our:

- Exams Policy

Contingency Plan

Possible causes of disruption to the exam process

Exam officer extended absence at a critical stage of the exam 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 identifting essential key tasks, key dates and deadlines*
- *Sufficeint invigilators not recruited*

Entries

- *Awarding bodies not being informed of early/estimated entries which prompts release of early information 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 n ot 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 distribiution of results to candidates*
- *The facilitation of post results services*

Centre Actions to mitigate the impact of the disruption

- **Member of SLT will ensure all tasks are completed correctly and in compliance with JCQ regulations**

SENCO extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administratiuon 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 define 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 candiudate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- **Member of SLT along with SEN administrator and Deputy SENCO will ensure all tasks are completed correctly and in compliance with JCQ regulations**

Teaching staff extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan *Key tasks not undertaken inlcuding:* • *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 disruiption • **Liaise with the SENCo line manager (HT). A Member of SLT along with Exams Officer to ensure that all tasks are completed correctly and in compliance with JCQ regulations**

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 exams days* • *Invigilator absence on the day of the exam*
Centre actions to mitigate the impact of the decision • **All in house invigilators have been trained and updated on JCQ regulations yearly. We would also recruit agency invigilators if short on the day as they have also been fully trained.**

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 • **Make use of additional rooms within the school, prioritising students whose progression would be severely delayed if exams not taken when planned.** • **Identify if the exam can be sat at an alternative venue with agreement from awarding body** • Use alternative venues in agreement with relevant awarding organisations. We have an agreement in place with **Woodbridge High School, St Barnabas Road, Woodford Green, Essex, IG8 7DQ Tel: 020 8504 9618** that this will be our alternative contingency venue and has been agreed by the Head of Centre there.

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
• **Seek advice from relevant awarding organisations and the JCQ** • **Where there is disruption to teaching time and students missing teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. In the case of modular courses, centres may advise candidates to sit examinations in an alternative series. Communicate with parents and students via email to student accounts and parents, messages via text, school website.** • **Communicate with parents, carers and candidates about the potential for disruption to teaching time and plans to address this** • **Have a contingency plan to facilitate alternative methods of learning, alternative venues or both** • **Prioritise candidates who will be facing examinations shortly** • **Advise candidates, where appropriate, to sit examinations in the next available series** • **Communicate any changes to your plans with parents, carers and candidates**

Candidates may not be able to take examinations – centre remains open

Criteria for implementation of the plan
Candidates may not be able to attend the examination centre to take examinations as normal. If Candidates are unable to attend examination centres to take examinations as normal, e.g. due to a sickness bug
Centre Actions to mitigate the impact of the disruption
• **Communicate with relevant awarding organisations at the outset to make them aware of the issue** • **Liaise with these candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations** • **Communicate with parents, carers and candidates regarding solutions to the issue** • **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** • **Take advice from awarding body, discuss alternative arrangements if can be taken at other centre and ensure correct JCQ procedures for exporting secure materials, communicate with students and parents on the changes of exams via emails, texts, school website**

Centre may not be able 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 may not be able to open as normal for scheduled examinations
Centre Actions to mitigate the impact of the disruption
• **Take advice from local authority on if centre can open, contact exam boards and follow guidance on if the exams can go ahead, communicate with students and**

parents, where accommodation is limited, prioritise students whose progression will be severely delayed if unable to take their exam when planned.

- **Inform relevant awarding organisations as soon as possible**
- **Refer to emergency plans and/or health and safety policy, where appropriate**
- **Head of centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies. Consider whether to open for examinations and examination candidates only, if possible**
- Use alternative venues in agreement with relevant awarding organisations. We have an agreement in place with **Woodbridge High School, St Barnabas Road, Woodford Green, Essex, IG8 7DQ Tel: 020 8504 9618** that this will be our alternative contingency venue and has been agreed by the Head of Centre there.
- **Communicate any changes to plans with parents, carers and candidates**
- **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 series, if possible**

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 e.g. If there is a delay in normal collection arrangements for completed examination scripts*

Centre actions to mitigate the impact of the disruption

- **Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies**
- **If the above isn't possible, organise receipt of electronic access to papers via a secure external network**
- **Have plans in place to ensure the school is able to receive, make and store papers under secure conditions**
- **Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action.**
- **Awarding organisations would provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date**

Disruption to transporting 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

- **If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection**
- **Only make alternative arrangements after approval from the awarding organisation**
- **Ensure secure storage of completed examination papers until collection**

If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the JCQ's instructions for conducting examinations

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 e.g. fire or flood at centre that destroys completed examination scripts *Completed examination scripts/assessment evidence does not reach awarding organization*
Centre actions to mitigate the impact of the disruption
• **Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers** • **Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement** • **Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series**

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 service
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 make arrangements to coordinate access to post results services from an alternative site, centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation. **centre to make arrangements to make post results requests at an alternative location or via school website and implemented by exams staff remotely centres to contact the relevant awarding organisation if electronic post results requests are not possible.** • **Contact awarding organisations about alternative options (if digital communications aren't available, make contact by other means, e.g. phone call)** • **Make arrangements to access results at an alternative site. We have an agreement in place with Woodbridge High School, St Barnabas Road, Woodford Green, Essex, IG8 7DQ Tel: 020 8504 9618 that this will be our alternative contingency venue and has been agreed by the Head of Centre there to use to facilitate the distribution of results and post results services** • **Share facilities with other schools/colleges if possible** • **Co-ordinate access to post-results services from an alternative site** **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

Cyber crime and cyber security: a guide for education providers

DfE Cyber Security Guidance – February 2026

Ofqual

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

This document was updated to in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC),

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

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). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

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 your 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.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

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 (see Appendix 1)
6. Communicate with students, parents and carers 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 to the relevant awarding organisation 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

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 are able to 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.

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, depending on their specific policies. See also JCQ's guidance on special consideration

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 DfE in England, the DfE 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

As education is devolved, in the event of any widespread sustained national disruption to examinations orassessments, 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 September 2023, Ofqual and the DfE published joint consultation decisions on long-term resilience arrangements. As in 2023, Ofqual has provided guidance on collecting evidence of student performance to ensure resilience in the qualifications system for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published guidance for contingency assessment arrangements for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE 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 must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

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

General contingency guidance

- Emergency planning and response for education, childcare and children's social care settings from the DfE in England
- handling strike action in schools from the DfE in England
- School organisation: local-authority-maintained schools from the DfE in England
- Reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC from the DfE in England
- police guidance from National Counter Terrorism Security Office and partners on preparing for threats
- cyber security guidance for schools and colleges from the National Cyber Security Centre

(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 7 May 2024) https://www.gov.uk/government/publications/exam-system-contingency-plan-england-walesand-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 All centres must have 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency. All relevant centre staff must be familiar with the examination contingency 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 sessions' 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/exam-system-contingency-plan-england-wales-and-northern-ireland

15.6 The designation of 'contingency sessions' 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.

15.7 In the event of national disruption to a day of examinations in a summer series, 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.

15.8 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.

(JCQ guidance above taken directly from **Instructions for conducting examinations 2026-2027** 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

JCQ Preparing for disruption to examinations 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/

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

Guidance for centres on cyber security (Effective from November 2023) www.jcq.org.uk/exams-office/general-regulations/

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments

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

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

National Cyber Security Centre

The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security 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. Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK
2. Mitigating malware and ransomware attacks
3. Offline backups in an online world
4. Backing up your data
5. Practical resources to help schools improve their cyber security
6. Building Resilience: Ransomware, the risk to schools and ways to prevent it
7. School staff offered training to help shore up cyber defences - NCSC.GOV.UK

Appendix 1: JCQ's emergency Centre Evacuation procedure

West Hatch High School

Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document -

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

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.