



Clovelly House School  
Stay safe, respect, achieve

# Exam Contingency Plan

**January 2022**



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## Examinations Contingency Plans

### 1. Introduction

The school is bound by the regulations as laid down by the JCQ for the Administration of Examinations. At all times, if the school has to consider implementing contingency plans during exams, the relevant examinations awarding bodies will be consulted. Clovelly House School believes that every child has the right to participate in the examinations process without undue disruption or threat. In this regard the school has made plans for the smooth running of examinations at the school. As part of this, the management have made contingency plans in case of disruption. The school expects the examinations process to continue in spite of potential threats.

### 2. Potential Threats to the smooth running of examinations

Although the school has planned carefully, the management team have considered that there may be potential threats to the smooth running of examinations. This may include natural disaster, causing damage to the building so that it cannot be safely used, or arson or criminal damage to the building which would prohibit the use of the building. Another threat may include the failure of the examination paper to arrive, or an incorrect paper to be delivered. Additional threats may be caused by pupils in the school disrupting the exams process and/or pupils writing the exams disrupting the exams process. Further threats may be posed by difficulties experienced by day scholars to obtain transport to come to school to write exams, and/or staff members who are scheduled to invigilate, not being able to obtain transport to school.

### 3. Roles and Responsibilities of those Dealing with Disruptions in the Examinations Process

#### Principal

The role of the Principal is to ensure the integrity of the examinations process is not breached. The responsibility of the Principal is to oversee the examinations process and to delegate responsibility to suitable personnel. The Principal is responsible for publishing and monitoring the policies and procedures relating to administering of examinations. The Principal shall also ensure that sufficient resources are in place to cover costs arising from the contingency plan.

#### Examinations Officer

The role of the Examinations Officer is to follow policies and procedures and to support the Principal in ensuring that the examinations process is not breached. The Examinations Officer must draw the attention of the Principal to anything which might compromise the exams process. The responsibility of the Examinations Officer is to make the awarding body aware of any threats to the examinations process and to take guidance from them concerning any contingency plans the school wishes to implement. The role of the Examinations Officer is to implement any contingency plans that need to be put in place in an emergency.

### 4. Contingency Plan to continue with examinations in an emergency

Threat	Strategies	Responsibility	Time-scale	Resources	Success Criteria
1. Natural disaster	* Ensure all pupils are safe	Examination Officer	As required	Funding for resources for	Exams are undertaken



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affecting the building	<ul style="list-style-type: none"> <li>* Inform the awarding body</li> <li>* Arrange for the examinations to take place in alternative approved venue</li> </ul>			access	successfully in an alternative venue
2. Arson or criminal damage affecting the building	<ul style="list-style-type: none"> <li>* Ensure all pupils are safe</li> <li>* Inform the awarding body</li> <li>* Arrange for the examinations to take place in alternative approved venue</li> </ul>	Examinations Officer	As required	Funding for hire of alternative venue	Examinations are undertaken successfully in an alternative venue
3. Examination paper not delivered on time, or incorrect examination paper	<ul style="list-style-type: none"> <li>* To contact the awarding body to have a copy of the paper sent to the school.</li> <li>* To download and print copies of the paper for pupils to write the exam</li> </ul>	Examinations Officer	As required	Access to good quality printer and paper	Examinations papers are made available for exams to take place
4. Disruption of exams by pupils and/or their peers	<ul style="list-style-type: none"> <li>* To plan ahead and take disruptive pupils off-site during exams</li> <li>* Quickly remove pupils who disrupt the process from the outside</li> <li>* Re-assure the pupil and try to get him/her to settle back to write the exam</li> <li>* Report any concerns to the awarding body.</li> </ul>	Examinations Officer	On-going	Funding for additional staffing	Disruptions are kept to a minimum and the exams process is not compromised
5. Transport difficulties	<ul style="list-style-type: none"> <li>* If staff are unable to get in to school due to transport difficulties, alternative cover is to be arranged</li> <li>* If children are unable to get into school due to transportation difficulties, staff will offer to go out and collect them if possible</li> </ul>	Examinations Officer	On-going	Vehicle to collect pupils if necessary	All pupils have the opportunity to attend and write examinations
6. Outbreak of Infection	<ul style="list-style-type: none"> <li>* isolate all staff and pupils who have been in contact with someone who has been tested positive for infection or who are showing symptoms of infection</li> <li>* Disinfect areas, wear PPE and continue with the</li> </ul>	Examinations Officer	On-going	Vehicle to transport pupils if necessary	All pupils who are well, have the opportunities to attend and write examinations



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	<p>examinations * Arrange with the awarding body to continue the examinations at an alternative venue</p>				
7. Examination Officer Absent	<p>* Assistant Examination Officer and Head of centre to over-see all responsibilities of the Examination Officer</p>	<p>Assistant Examination Officer and Head of centre</p>	<p>As Required/ from 8:15 if Examination Officer has not confirmed attendance.</p>	<p>Access to Exam folders, keys, and paperwork. See examination officer, Head of centre or the deputy examination officer. See appendix 1A for exam day checklist And the Exam Manual located in the exam room for all polices and guidance to support new examination officer with all examination duties</p>	<p>Disruptions are kept to a minimum and the exams process is not compromised</p>

. **See also:** Clovelly House School Equalities Act Action Plan  
Clovelly House Inclusion and Anti-Discrimination Policies and Procedures



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### Appendix 1A Exam day checklist

Preparing for the exam session	<input checked="" type="checkbox"/>
Check e-mail (or mail, for any last-minute erratum notices from awarding bodies for the day's exams)	
(in the secure room) identify the question papers for each exam in the session (and any erratum notices) <b>NB</b> Sealed packets must not be removed from the secure storage facility until the permitted time	
Add other required resources (e.g. additional answer sheets/supplementary answer booklets if appropriate) Check clean copies of any formula/data booklets etc. added (if required by the subject)	
Add the attendance register for each exam paper	
Add the seating plan (and incident log) for each exam room (if used, add desk ID cards)	
Confirm a member of staff (additional to the person removing the papers from secure storage) checks the day, date, session (time), subject, unit/component (and tier of entry if applicable) immediately before a question paper packet is opened and that this check is recorded	
(within the permitted time) Prepare any paper(s) required to facilitate an access arrangement Add any required ordered modified papers Add any required cover sheets	
Brief invigilators on all the arrangements for the exam session they need to be aware of, including: <ul style="list-style-type: none"> <li>the exam(s) in their room and the duration(s)</li> <li>the required question papers, other exam materials, exam stationery, any erratum notice(s)</li> <li>the attendance register(s)</li> <li>the seating plan; the arrangements for any private/external, transferred candidate(s) etc. (if applicable)</li> <li>being informed of any candidate(s) with an access arrangement(s) and made aware of the access arrangement(s) awarded (where applicable)</li> <li>the supervision arrangements for any timetable clash candidates between exam papers taking place within the same session (if applicable)</li> <li>the supervision arrangements for any timetable clash candidates between exam papers taking place within a different session (where applicable)</li> <li>instructions for completing the exam room checklist and the exam room incident log</li> <li>the contents of their exam room box (where provided)</li> </ul> Brief any roving invigilator(s) on the room(s) to be entered and the arrangement(s) to be observed	
After the exam session	<input checked="" type="checkbox"/>
(in the secure room) Merge scripts for candidates under separate invigilation/in separate rooms etc. with those of the main cohort	
Final check of completed attendance register and scripts for each exam are in register order	
Pack and seal in relevant awarding body script dispatch envelope(s)	
Check e-mail (or mail, for notification of any last-minute changes to examiner details)	
Affix examiner address label; complete dispatch log (where relevant to the yellow label service)	
Store package(s) in secure storage facility until dispatch	
Complete and submit to timescale any required follow-up reporting to the awarding body (including any very late arrival report using CAP, actual or suspected malpractice report, special consideration application)	
Preparing for the next exam session/day	<input checked="" type="checkbox"/>
Final check in the secure storage facility that correct and sufficient sealed question papers are	



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available for each exam	
Final check and collation of any other required resources and answer booklets, if needed (check through sealed question paper packet window or refer to awarding body stationery/materials list)	
Check e-mail (or mail, for any erratum or other urgent notices from awarding bodies)	
Access arrangements – check arrangements in place/will be in place Check ordered modified papers available in secure storage facility (where applicable) Prepare any required cover sheets (where applicable)	
Check/restock exam room box(es) (where applicable)	

### What to do in the event of... checklist

A candidate requiring an emergency access arrangement(s) at the time of an exam	<input checked="" type="checkbox"/>
Keep the candidate calm and comfortable and under centre supervision from the required time while appropriate arrangements are put in place (from 9.30am for morning session / 2pm for afternoon session)	
Consider if supervised rest breaks would be appropriate to ease the candidate's indisposition	
Consider if an application for 25% extra time is warranted (where the candidate may not be conversant with the proposed arrangement(s) being put in place, for example the use of a scribe)	
Allocate a separate exam room (where/if relevant)	
Ensure you have an appropriately trained member of staff available to facilitate the access arrangement (for example a practical assistant, scribe etc.)	
Apply for approval through Access Arrangements Online (AAO) (where the arrangement requires this and first gain a signed <u>Personal data consent</u> , <u>Privacy Notice (AAO)</u> and <u>Data Protection confirmation</u> ) from the candidate); print and file the approval, the supporting evidence (where required) and the signed confirmation	
Record any relevant information on the exam room incident log (include any judgement on how the candidate's indisposition may have affected performance in the exam)	
Where appropriate and the candidate is eligible, gain a supporting evidence statement and instigate the special consideration process to timescale (Candidate present for the assessment but disadvantaged)	

A candidate arriving for an exam who is clearly unwell or extremely distressed	<input checked="" type="checkbox"/>
Keep the candidate calm and comfortable and under centre supervision from the required time if alternative seating, rooming or access arrangements need to be put in place (also see above)	
Make any change that may be required to the seating plan (that may be conducive to ease the candidate's indisposition - seat by the door, at back of room, separate room etc.)	
Inform invigilator(s) if the candidate may need to leave the room temporarily under supervision	
Record any relevant information on the exam room incident log (include any judgement on how the candidate's condition may have affected performance in the exam)	
Where appropriate and the candidate is eligible, gain supporting evidence statement and instigate the special consideration process to timescale (Candidate present for the assessment but disadvantaged)	

A candidate absent from an exam	<input checked="" type="checkbox"/>
Follow your centre policy for dealing with candidate absence (if this includes making every effort to determine the whereabouts of a candidate, inform appropriate centre staff to instigate this)	
If an absent candidate subsequently arrives late or very late, follow process(es) below	
When a candidate is confirmed as absent record the absence on the attendance register (annotating the seating plan would also be useful to back up confirmed absence)	



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Where appropriate and the candidate is eligible, gain supporting evidence statement and instigate the special consideration process for authorised absence (Candidate absent for acceptable reason)	<input type="checkbox"/>
A candidate arriving late for an exam	<input checked="" type="checkbox"/>
Where a candidate arrives after 9.30am for a morning exam and after 2pm for an afternoon exam, follow your centre policy for dealing with late arrivals	
If permitted to sit the exam, first brief the candidate on the regulations (including the possession of any unauthorised items) and any erratum notice(s)	
If permitted to sit the exam, allow the candidate the full time for the exam	
If permitted to sit the exam, mark the candidate present on the attendance register	
A candidate arriving very late for an exam	<input checked="" type="checkbox"/>
Where a candidate arrives more than one hour after the awarding body's published starting time for an exam which lasts one hour or more (after 10am for a morning exam and after 2.30pm for an afternoon exam), follow your centre policy for dealing with a very late arrival (for an exam of 1 hour or less a candidate is considered very late if they arrive after the awarding body's published finishing time)	
If permitted to sit the exam, and where notified of a possible very late arrival by a parent/carer of the candidate inform of the required supervision arrangements (so they are prepared to sign a statement that the required supervision was in place to support the centre in providing assurance to the awarding body that the candidate did not access the paper's content prior to sitting the exam)	
If permitted to sit the exam, record the time the candidate came under centre supervision; brief the candidate on the regulations (including the possession of any unauthorised items), any erratum notice(s) and warn the candidate the awarding body may not accept their script for marking	
If permitted to sit the exam, allow the candidate the full time for the exam	
If permitted to sit the exam, mark the candidate present on the attendance register	
Submit <u>Form JCQ/VLA (Report on candidate admitted very late to examination room)</u> using CAP to the awarding body to the required timescale	
A candidate suspected of or committing actual malpractice in the exam room	<input checked="" type="checkbox"/>
In any event, disruption to other candidates should be kept to a minimum (this includes disturbance that may be caused by the actions of invigilators)	
In the case of disruptive behaviour by a candidate, issue warning of removal from exam room	
Make the candidate aware that they are suspected of malpractice (a look, a quiet word, removal of unauthorised item may be enough during the exam)	
Record the situation and action taken on the exam room incident log (include any judgement on the level of disruption to other candidates – see serious disruption below)	
At the end of the exam quietly instruct the candidate to remain in the exam room; inform the candidate that a report will be made to the awarding body and warn of the possible penalty an awarding body may apply (which could include disqualification)	
Allow the candidate the opportunity to provide a written statement	
Complete and submit <a href="#">Form JCQ/M1</a> (Report of suspected candidate malpractice)	
Notify the candidate of what will happen next (recommended in writing)	
A serious disruption in the exam room (including emergency evacuation)	<input checked="" type="checkbox"/>
Stop the candidates from writing and instruct them to close their answer booklets (remind candidates they are still under formal examination conditions)	





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Record the time of the interruption on the exam room incident log (where appropriate instigate the centre's emergency evacuation procedure)	
Restart the exam as soon as practically possible after the disruption or evacuation (allow candidates the full remaining working time and amend the displayed finish time)	
Record the situation and action taken on the exam room incident log (include any judgement on how the disruption or evacuation affected the subsequent performance of candidates)	
In extreme situations where the exam cannot be restarted, contact the awarding body for guidance	
Where appropriate, gain supporting evidence statement and instigate the special consideration process for all candidates to timescale (Candidates present for the assessment but disadvantaged)	