

Newbridge Learning Community

Exams Contingency Plan 2025-2026

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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 Newbridge Learning Community. 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 scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration.*

This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

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
 - ☐ 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:

- ☐ the exams officer is part of a team of 3 people each of whom have a particular responsibility with regards to the exam process. All members of the team have attended relevant training to ensure that the exam process at Newbridge would be adhered to in the absence of the exam officer.

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 absence of the SENCO would be covered by a Middle Manager who is currently training for that role overseen by the Head Teacher or Assistant Head with responsibility for exams.

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 extended absence of any teaching staff would be covered by the Head of Department/ Second in Department or line manager/ SLT

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:

- ☐ members of staff are used as invigilators at Newbridge. In the event of insufficient staff being available a list of names of appropriate, approved invigilators would be used.

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 exam would take place in the PFP area on the first floor and if necessary some KS3 rooms would be made available by re-locating KS3 pupils.

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:

- ☐ seek advice from IT technician in School. Contact exam board for advice.

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

Centre actions:

- ☐ the school would communicate with parents, carers and students about the potential for disruption to teaching time and plans would be made to educate pupils at home or alternative premises would be sought by liaising with and being advised by the Wigan Local Authority SEND Team/Cath Peeling, Director of Education. (potential venues – St Mary's Primary School or Platt Bridge Community First School, Platt Bridge.

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

Centre actions:

- ☐ 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 below:
- ☐ 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

9. Centre unable to open as normal during the exams period Criteria for implementation of the plan

- ☐ Centre unable to open as normal for scheduled examinations

Centre actions:

- ☐ 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

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

Centre actions:

- ☐ the school would contact the exam board and arrange for the alternative delivery of papers.

11. Disruption to the transportation of completed examination scripts Criteria for implementation of the plan

- ☐ Delay in normal collection arrangements for completed examination scripts

Centre actions:

- ☐ the school would contact the exam board and arrange for the alternative delivery of papers.

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.

Centre actions:

- ☐ the school would communicate immediately with the exam boards and to students and parents/ carers.
- ☐ candidates retake the assessment that has been affected at a subsequent assessment window, if possible

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 service.

Centre actions:

- make arrangements to access results at an alternative site

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

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/dispatch-of-exam-scripts-guide>