**ROSELYN HOUSE SCHOOL** /

**THE RHISE SERVICE**

**Exam Contingency Plan**

2022/2023

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This plan is reviewed annually to ensure compliance with current regulations

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| Approved/reviewed by  |
| Kirsty Willacy  |
| Date of next review  | October 2023  |

**Key staff involved in contingency planning**

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| --- | --- |
| **Role**  | **Name(s)**  |
| Head of centre  | **SHARON DAMERALL**  |
| Exams officer line manager (SLT)  | **KIRSTY WILLACY**  |
| Exams officer  | **KIRSTY WILLACY** |
| ALS lead/SENCo  | **JUNE WILSON**  |
| Senior leader(s)  | **JACK BIRKENHEAD**  |

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**​This Policy should be read in conjunction with Roselyn House School and The RHISE Centre’s Emergency Planning Policy and Procedures.**

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**Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exams process at Roselyn House School/ The RHISE Centre. 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.

**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 notice **Preparing for disruption to examinations** (effective from 11 October 2022)*.*

This plan also confirms Roselyn House School/ The RHISE Centre compliance with JCQ’s **General Regulations for Approved Centres** (section 5.3)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

**Possible causes of disruption to the exam process**

1. **Exam officer extended absence at key points in the exam process (cycle)**

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| 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*

*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*
* *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 * Roselyn House School have 2 exams officers should one be absent so cover is present throughout the year.
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1. **ALS lead/SENCo extended absence at key points in the exam cycle**

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| 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 * Headteacher to take on SENC0 role
* Student’s EHCPs to be referenced
* Whole school assessment conducted throughout the year.
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1. **Teaching staff extended absence at key points in the exam cycle**

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| 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* *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 * The extended absence of any teacher would be monitored by the Head of Department or line manager.
* RHS subject staff to cover RHISE staff absence and vice versa.
* Regular subject staff meetings to discuss student’s progress and estimated entries/ entries.
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1. **Invigilators - lack of appropriately trained invigilators or invigilator absence**

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| 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 to mitigate the impact of the disruption * Invigilators have training prior to examination series
* All invigilators are employed by KS Education Limited and/ or have extensive experience
* RHS to use RHISE invigilating staff and vice versa
* SLT are used to invigilate
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1. **Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

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| 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 * Room plans and seating plans planned for when students are entered for examinations
* Use of RHS building or RHISE building should one not be able to facilitate exams due to unexpected incident
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1. **Failure of IT systems**

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| 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 to mitigate the impact of the disruption * Liaise with network support and IT manager in school.
* Contact exam boards for advice.
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1. **Emergency evacuation of the exam room (or centre lock down)**

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| Criteria for implementation of the plan *Whole centre evacuation (or lock down) 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 * Liaise with JCQ.
* Contact exam boards for advice as soon as possible.
 |

1. **Disruption of teaching time in the weeks before an exam – centre closed for an extended period**

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| 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 * Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. KS Education would use remote learning to continue lessons with students and their subject teachers
* In the case of modular courses, centres may advise candidates to sit examinations in an alternative series
* School would communicate with parents/ carers and students about potential disruption to teaching time and plans below:
* Temporary classrooms hired as necessary,
* Liaise between RHS and The RHISE Centre to share their accommodation provisions
* Use of TEAMS and remote learning
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1. **Candidates at risk of being unable to take examinations – centre remains open**

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| Criteria for implementation of the plan *Candidates at risk of being unable to attend the examination centre to take examinations as normal*  |
| Centre actions to mitigate the impact of the disruption  * School will communicate with exam boards, parents/ carers and candidates at outset where applicable.
* Apply to exam boards for special consideration for candidates
* Send exam boards alternative arrangements for candidates
 |

1. **Centre at risk of being 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)

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| Criteria for implementation of the plan *Centre at risk of being unable to open as normal for scheduled examinations*  |
| Centre actions to mitigate the impact of the disruption * (This must focus on options that enable candidates to take their examinations)
* Use of Roselyn House School and/ or The RHISE Centre
* Apply to exam boards for special consideration.
* Offer candidates opportunity to sit exams missed at next available series, if possible.
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1. **Disruption in the distribution of examination papers**

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| 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 * awarding organisations to provide centres with electronic access to examination papers via a secure external network. 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)
* School contacts exam boards to arrange for alternative delivery of papers (fax; email, courier, etc).
 |

1. **Disruption to transporting completed examination scripts**

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| 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 * where examinations are part of the national ‘yellow label’ service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instructions and should not make their own arrangements for transportation unless told to do so by the awarding body
* for any examinations where centres make their own collection arrangements, centres should investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.
* centres to ensure secure storage of completed examination scripts until collection/ transportation to Parcelforce
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1. **Assessment evidence is not available to be marked**

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| 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 * awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
* where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.
* School communicates immediately with exam boards and to students and parents/ carers
* Candidates retake affected assessment at a subsequent assessment window, if possible
 |

1. **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)

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| 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 Distribution of results: * centre to make arrangements to access its results at Roselyn House School or The RHISE Centre, 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 (as above)

Facilitation of post results services: * centre to make arrangements to make post results requests at an alternative location
* centres to contact the relevant awarding organisation if electronic post results requests are not possible)
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1. **Cyber Security. Where a Cyber- attack may compromise any aspect of delivery or results**

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| Criteria for implementation of the plan *Centre is unable to obtain results to candidates, or to facilitate post-results services*  |
| Centre actions to mitigate the impact of the disruption * Constant review of risks and weak points in security measures Increasing staff awareness of data security through training.

Distribution of results: * Results can be accessed from awarding body websites and printed
* Containment may include isolating/closing a compromised section of the network
* Attempt to recover any losses and limit the damage
* Identify any affected data and notify organisations as appropriate
* Back up data base as per schedule
* Keep network security up to date
* Ensure the Exams & ICT Manager has access to awarding body sites from home.
* centre to make arrangements to make post results requests at an alternative location
* centre to contact the relevant awarding organisation if electronic post results requests are not possible)

If subject to a cyber-attack, centres should: • Enact your incident management plan • Report to the NCSC: https://report.ncsc.gov.uk/ • Contact your local law enforcement and Action Fraud: https://www.actionfraud.police.uk/ • Inform the DfE by emailing: sector.securityenquiries@education.gov.uk Facilitation of post results services:  |

**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.

**2. Disruption to assessments or exams**

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

* the exam or assessment cannot take place
* a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student’s control

See also the [JCQ Joint Contingency Plan for the Examination System](https://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/) 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.

**3.2In 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](https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/centre-emergency-evacuation-procedure).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

**3.3 After the exam**

1. Consider whether any students’ ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

**4.  Steps the awarding organisation should take**

**4.1 Exam planning**

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**

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

**4.3 After the exam**

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

**5. If any students miss an exam or are disadvantaged by the disruption**

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also [JCQ’s guidance on special considerations](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

**6. Wider communications**

The regulators, [Ofqual](https://www.gov.uk/ofqual) in England, [Qualifications Wales](http://qualificationswales.org/) in Wales and [CCEA Regulation](http://ccea.org.uk/) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](https://www.gov.uk/government/organisations/department-for-education) in England, the [Department of Education](https://www.education-ni.gov.uk/) in Northern Ireland and the [Welsh Government](http://gov.wales/topics/educationandskills/?lang=en) 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](https://www.ucas.com/) (UCAS) and the [Central Applications Office](http://www.cao.ie/) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

**7. Widespread national disruption to the taking of examinations or assessments**

<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, 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/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, Wednesday 28th June 2023 (last day available) . 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.

The awarding bodies have collectively agreed a contingency day for several years now which is always scheduled at the end of the GCSE, GCE AS and A-level exam timetables.

The contingency day is in the event of national or significant local disruption to exams in the United Kingdom, being part of the awarding bodies’ standard contingency planning for exams.

Following the Covid-19 pandemic, further resilience was needed within the exam timetables. A single contingency day was not felt to be sufficient if a national event or incident had a significant effect on the exam timetable. For example, summer exams could be affected by extremely high temperatures.

For the June 2023 exams, the awarding bodies have therefore introduced two additional half-day contingency sessions. These are on **Thursday 8 June 2023** and **Thursday 15 June 2023**. The standard contingency day remains at the end of the timetable being scheduled on **Wednesday 28 June 2023**.

**Candidates should be available until Wednesday 28 June 2023 should examinations need to be rescheduled.**

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the  JCQ website:

[www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/)

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

**Candidates at risk of being unable to take examinations – centres remain open**

Centres’ contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: http://www.jcq.org.uk/exams-office/ice---instructions-for- conducting-examinations

* consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
* being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: https://www.jcq.org.uk/exams-office/access-arrangements-and-special- consideration/regulations-and-guidance

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

**Centres at risk of being unable to open as normal during the examination** period

As above, centres’ contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators’ exam system contingency plan:

[**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**](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)

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

**Disruption to transporting completed examination scripts**

If there is a delay in normal collection arrangements for completed examination scripts:

* where examinations are part of the national ‘yellow label’ service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
* for examinations where centres make their own collection arrangements, they should**investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
* completed scripts **must** be stored securely until they are collected.

**Summary of centre and awarding body responsibilities**

Examination centres are responsible for:

* preparing plans for any disruption to examinations as part of centres’ general emergency planning
* deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
* exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
* judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
* assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

* ensuring centres receive examination materials for scheduled examinations
* advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
* evaluating and declining/approving requests for special consideration.

**Contacting the awarding bodies**

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

**AQA**

0800 197 7162
**eos@aqa.org.uk**

**CCEA**

028 9026 1212, 028 9026 1293, 028 9026 1425
**centresupport@ccea.org.uk**

**OCR**

01223 553998
**support@ocr.org.uk**

**Pearson**

0344 463 2535

**WJEC**

02920 265 077
**exams@wjec.co.uk**

[www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for Conducting Examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

**GOV.UK**

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19) [www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

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](https://gov.wales/school-closures-examinations)

Opening schools in extremely bad weather: guidance for schools [gov.wales/opening-schools-extremely-bad-weather-guidance-schools](https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools)

**Northern Ireland**

Exceptional closure days [www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)

Checklist for Principals when considering Opening or Closure of School - exceptional closure of schools

 [www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools](http://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

School closures [www.nidirect.gov.uk/articles/school-closures](http://www.nidirect.gov.uk/articles/school-closures)

**National Counter Terrorism Security Office**

Checklist for managing bomb threats [www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)

Guidance - Bomb Threats [www.gov.uk/government/publications/crowded-places-guidance/bomb-threats](https://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats)

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