

# Tuition Extra Exam Contingency Plan 2025/26



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**Signed:** Ruth Minhall

**Position:** CEO and Head of Centre

**Next review:** September 2026

This plan is reviewed annually to ensure compliance with current regulations

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## Key staff involved in the plan

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Senior Leaders	Angela Hughes/Lydia Blench/James Pickles
Exams officer	Letitia Etherington
SENDCo	Holly Wilkie
Deputy SENDCo	Emma Sedgwick
IT	Jean Paul Muller

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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination/assessment process at Tuition Extra. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our processes.

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 document **Preparing for disruption to examinations** (Effective from 1 September 2024)

This plan also confirms Tuition Extra's compliance with JCQ's General Regulations for Approved Centres (section 5.3) that the Centre has in place for inspection that must be reviewed and updated annually:

- a written contingency plan which covers all aspects of examination/assessment administration and delivery, including succession arrangements.

## Contingency arrangements

In accordance with the regulations (GR 3.17-19), Tuition Extra **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENDCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

Tuition Extra **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

Tuition Extra **must** ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

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## National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that Tuition Extra responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

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

Where the Head of Centre is absent at a critical stage, the Deputy Head of Centre would assume their roles and responsibilities.

## Possible causes of disruption to the exam process

### 1. 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 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*

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- *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

Head of Centre to appoint a member of administrative staff to take over responsibilities should the absence of the Exams Officer have potential to affect the meeting of a deadline or hire in an experienced Exams Officer to cover the tasks.

#### Planning:

- A template of examination courses is updated at the start of each academic year by the Head of Education and Group Education Partner and a final version saved centrally by the Exams Officer. The information contained in this document is:
  - Subject
  - Specification Number
  - Awarding Body
  - QAN code
  - Unit codes
- An exams calendar is printed, shared with the SLT in charge of Exams, identifying key dates for external exams; internal exam details are then added to this.
- External invigilators on standby should the centre fall short on internally appointed invigilators.

#### Entries

- SLT have access to the awarding bodies' portals to be able to check the entries made for candidates.
- Tutors are informed ahead of deadlines when they will be expected to submit entries. Entries that are required to be made but are still late would be entered and the cost disseminated to the relevant party.

#### Pre-exams

- All invigilators will be trained in advance of exam periods; this may be by an external agency/trainer.
- The Head of Centre is the only other member of staff to have access keys to the secure storage and would be able to ensure that the documents are logged and securely stored.
- Tutors are informed ahead of deadlines when they will be expected and to submit controlled assessments.

#### Exam time

- All invigilators, staff and candidates will be made aware of the conditions required to undertake exams and assessments in advance.
- SLT would be informed and action necessary paperwork required for Very Late Arrivals, malpractice and special consideration.

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- Invigilators will be trained in the packing and dispatch of scripts.

#### Results and Post-results

- Senior Leadership Team will have access to results. Envelopes will be prepared in advance of results day.

## 2. SENDCo 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 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

In addition to the SENDCo, there are several Senior Leaders and a Deputy SENDCo who are trained and capable of stepping in.

#### *Planning*

- Tuition Extra has a SEND policy updated annually to ensure equality is maintained.
- The SEND department have a folder containing all required documents for Access Arrangements, tutors are required to inform the SENDCo of individuals' requirements for testing and procedures in class for Normal Way of Working.

#### *Pre-Exams*

- The Examinations Officer and SEND department implement the applications together to ensure all are required by the deadline.
- Shared documents are created so that all arrangements are accessible by all staff to ensure they are implemented.
- Any modified paper requirements that are late would be directed to the board and their support requested in ensuring the students' receive their adjusted papers.
- Access arrangements are assessed at the beginning of the academic year so that we can ensure sufficient numbers of staff are trained, to allow for any staff absences too.

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#### Exam time

- The SEND department are given access to the exam information and of who is taking which exams. They are also informed which access arrangement rooms are being used for which students. Support is arranged in advance and staff have access to the Access Arrangement schedule.

### 3. Teaching staff extended absence at a critical stage of 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*

*Non-examination assessment (including controlled assessments and coursework) 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

- There are multiple checks throughout the year before the deadlines to ensure the entries are as up to date as possible, after this, subject tutors would be required to make the decisions on entries, which would be checked by the relevant senior leader.
- Any omissions to be referred to the Head of Centre.
- If NEA are required under the specification, the Examinations Officer would have been liaising with teaching staff regularly to ensure all elements of the specification are covered.
- SLT is responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time, by trained professionals, in all circumstance.
- All dates are provided to tutors in advance of the deadline; all marks are required in advance to ensure they entered either by teachers or the exams officer before the Awarding Body deadlines.

### 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*

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Centre actions to mitigate the impact of the disruption

Planning

- In the absence of internally employed invigilators, we train all staff to be invigilators. This means cover can be arranged at short notice, should there be lack of invigilators or last-minute absence.

Exam Time

- School staff are aware of regulations and maybe be asked to step in when required.

**5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

Criteria for implementation of the plan

*Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*

*Insufficient rooms available on peak exam days*

*Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions to mitigate the impact of the disruption

Planning

- The Examinations Officer works closely with the Senior Leadership Team to ensure appropriate rooms are available, if last minute changes are required these would be arranged with the SLT to ensure adequate replacement rooms are used.
- Rooms are booked in advance of the exams to ensure classrooms are cleared and ready for exams. Rooms should be arranged after the Awarding Body amendment deadlines.

Exam Time

- We have other spaces available for exam use if the need arises. We would in the event of an emergency be able to use a space at St Stephen's Infant School, Canterbury or Haven Nook School, Canterbury.
- In the event that these venues are unavailable we would hire an emergency alternative venue.

**6. Cyber-attack**

Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

### Centre actions to mitigate the impact of the disruption

- Head of Centre to be informed.
- The Exams Officer has hard copies for timetabling and resources. Our network is regularly backed up meaning no loss of data over the medium term.
- The Examinations Officer has hard copies of contact details for invigilation staff as well as alternative contact means.
- The Examinations Officer and SENDCo have access to access arrangements and special consideration paperwork printed on file.
- The Examinations Officer can remote access the exam website and manually upload exam results from home.
- Insurers immediately informed of a debilitating cyber-attack who will advise and instruct on required actions.
- Media can be remote downloaded using tethered hotspots onto third party devices for use in exams.
- Where students are unable to access their devices for word processing, alternative devices would be sought. If this is impossible, students would handwrite their answers, and special considerations would be automatically applied for from the exam boards.
- (This will include the required arrangements for cyber security) (GR 3.21) Ensure there are procedures in place to maintain the security of user accounts by:
  - a) providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
  - b) providing training for staff on awareness of all types of social engineering/ phishing attempts
  - c) enabling additional security settings wherever possible
  - d) updating any passwords that may have been exposed
  - e) setting up secure account recovery options
  - f) reviewing and managing connected applications
  - g) monitoring accounts and regularly reviewing account access, including removing access when no longer required
  - h) ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*  
Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
  - i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

## **7. Failure of IT systems**

### Criteria for implementation of the plan

*IT system corruption affecting candidates' work*

*MIS system failure at final entry deadline*

*MIS system failure during exams preparation*

*Power outage immediately prior to or during an on-screen test*

*MIS system failure at results release time*

### Centre actions to mitigate the impact of the disruption

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- Head of Centre to be informed
- Our network is hosted and backed up daily, so essentially should not fail and is accessible through different devices.
- All awarding body details are available as well as printed mark sheet copies.
- Entries can be entered through portals and any issues directed to the Awarding Body for advice if required.
- During exams mark sheets are printed and could be used to make manual seating plans / emailed to exam boards to make entries if required.
- Using the awarding body details, we would contact them to request emailed results or use portals to retrieve result data.
- (GR 3.19) Ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up.
- Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

## **8. Emergency evacuation of the exam room (or centre lockdown)**

### Criteria for implementation of the plan

*Whole centre evacuation (or lockdown) 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

In an emergency such as a fire alarm or a bomb alert, the invigilator must take the following action:

- stop the candidates from writing;
- collect the attendance register (in order to ensure all candidates are present) and 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 must be advised to close their answer booklet;
- ensure the candidates leave the room in silence;
- ensure candidates are supervised as closely as possible while they are out of the examination room so that 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 remainder of the working time set for the examination once it resumes;
- 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.

## **9. 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

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- Head of Centre responsible for finding alternative venues/methods of learning.
- Priority given to exam cohort
- Examinations Officer to contact awarding bodies for advice regarding special consideration
- Parents/Carers and candidates to be informed.

## **10. Candidates 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 because of a crisis.*

### Centre actions to mitigate the impact of the disruption

- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required
- Inform parents/carers and candidates of the situation causing candidates to be unable to attend to take their examinations.
- Arrange an alternative venue / advise on next opportunity to sit examination(s)
- Wherever possible, it is always in the best interest for candidates to sit the examination. However, special consideration is an option where a candidate is unable to sit the examination (see Chapter 4 of the JCQ document *A guide to the special consideration process*)
- Consider moving the starting time of the examination for all candidates (see section 6.2 of the JCQ document *Instructions for conducting examinations*)
- Be aware of the rules for very late arrivals (see section 21 of the JCQ document *Instructions for conducting examinations*)

## **11. 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

- Open for candidates only if possible.
- The decision on 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.
- Special consideration is an option if all other avenues have been exhausted and candidates meet the published criteria
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required
- Use alternative venue – St Stephen's Infant School or Haven Nook School in agreement with awarding body
- Offer candidates the opportunity to the exams in the next exam series.

## 12. Disruption in the distribution of examination papers

### Criteria for implementation of the plan

*Disruption to the distribution of examination papers to the centre in advance of examinations*

### Centre actions to mitigate the impact of the disruption

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network. We would need to ensure that copies are received, made and stored under secure conditions and 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

## 13. Delay in collection arrangements for 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

- 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 any examinations where we make our own arrangements for transportation, we will investigate alternative options that comply with the requirements detailed in the JCQ document Instructions for Conducting Examinations.
- We will ensure secure storage of completed examination papers until as close to the collection time as possible.

## 14. Assessment evidence is not available to be marked

### Criteria for implementation of the plan

*Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked*

*Completed examination scripts/assessment evidence does not reach awarding organisations*

### Centre actions to mitigate the impact of the disruption

- 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.
- The Head of Centre is responsible for immediately informing the awarding organisation(s) and subsequently the candidates and their parents/carers.
- Candidates offered the opportunity to retake in subsequent series.

### **15. Centre unable to distribute results as normal or facilitate post results services**

(Including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

#### Criteria for implementation of the plan

*Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services*

#### Centre actions to mitigate the impact of the disruption

- Head of Centre to assess alternative arrangements for issuing results with the regulators
- Head of Centre to inform transition schools, students and parents about delay as soon as possible.
- Use of our alternative centres, St Stephen's Infant School or Haven Nook School as a location to distribute results.

## 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

Ofqual

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

This document was updated 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 A6). 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.

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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.
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, invigilators 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**

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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 Department of Education in Northern Ireland, and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding 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 or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for 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.

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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
- exceptional closure days: Northern Ireland from the Department of Education in Northern Ireland
- checklist - exceptional closure of schools from the Department of Education in Northern Ireland
- school terms and school closures from NI Direct
- opening schools, childcare and play settings in extreme bad weather and extreme hot weather - guidance for schools from the Welsh Government
- emergency planning and response guidance for education and childcare settings- guidance for schools and education settings from the Welsh Government
- protective security and preparedness for education settings from the DfE
- 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-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

## **JCQ**

### **15. CONTINGENCY PLANNING**

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

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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 centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies 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, summer 2025. This is consistent with the qualification regulators' document *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 summer 2025, 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** 2024-2025 <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](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

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)

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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)

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

5 tips to get exam ready and stay cyber safe! [www.jcq.org.uk/exams-office/blogs/](http://www.jcq.org.uk/exams-office/blogs/)

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/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024 [www.jcq.org.uk/exams-office/non-examination-assessments/](http://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](http://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](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## **Wales**

School closures: examinations [gov.wales/school-closures-examinations](http://gov.wales/school-closures-examinations)

Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather: [www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather](http://www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather)

## **Northern Ireland**

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

Checklist - 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)

## **National Cyber Security Centre**

Cyber Security for Schools <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>