

Policy name: Exam Contingency Plan/Policy

Reviewer: Examinations Manager

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## EXAMS CONTINGENCY PLAN/POLICY



**Governing Body Approval:**

Policy approved by:

**Name:** J Livesey

**Signature:**



**Governor Position:** Foundation Governor

**Date:** 27/01/26

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## **Escalation Process:**

### **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exam process. 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 at Blessed Trinity Roman Catholic College. 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'. This plan details how Blessed Trinity Roman Catholic College complies with the JCQ's 'General Regulations for Approved Centres' (section 5.3, Centre management) by having 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. Exams officer absence at key points in the exam process (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
- 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 post-results services

### **Centre actions to mitigate the impact of the disruption listed above**

The centre will:

- undertake the necessary tasks by the head teacher and the senior leadership team (SLT)
- appoint Marie Geoghegan to cover a role or task
- approach the examination officer of another school, initially within the Romero Trust to provide assistance if cover for the role of examination officer is unavailable
- endeavour to brief all candidates on exam timetables and the relevant awarding body's information
- undertake the annual data collection exercises to collate information on qualifications
- document all assessment related procedures and tasks undertaken in the absence of the examination officer, in order to ensure that all information held by the examination officer is kept up-to-date
- facilitate working from home where appropriate and possible

## 2. ALS lead/SENCo extended absence at key points in the exam process (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 listed above**

The centre will:

- facilitate working from home where appropriate and possible
- appoint a deputy by the SLT to cover a task or role where necessary

## 3. Teaching staff extended absence at key points in the exam process (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 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 listed above**

The centre will:

- during the extended absence of teaching staff at key points in the exam cycle, provide the examination officer with details and final entries for exams
- in the absence of the necessary teaching staff, will provide the examination officer with estimated grades and coursework marks, as well as ensuring that coursework samples are transmitted to moderators
- communicate with parents, carers and pupils about the potential for disruption to teaching time and Blessed Trinity RC College's plans to address this problem
- prioritise the teaching provision for pupils who will be facing examinations shortly
- where appropriate, advise pupils to sit examinations in the next available series
- during major disruption, strive to continue teaching all pupils, either through an alternative method of learning or at a different venue.

#### 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 to mitigate the impact of the disruption listed above**

The centre will:

- ensure that all invigilators who are being used are appropriately trained and suitable for the job
- endeavour to confirm the full attendance of invigilators prior to the examination date
- maintain a panel of suitable invigilators which can be called upon in the event of a shortfall
- use provisional timetables and estimated entry information to determine the number of invigilators required
- where there is a shortage of invigilators, will cover any absences with the examination officer and SLT team (ensuring that they do not teach the subject being examined)
- conduct a review of available invigilators prior to the examination period, in which invigilators' availability for the next exam series will be confirmed, allowing time for any amendments or training

## 5. Exam rooms - lack of appropriate rooms or main venue(s) 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 listed above**

The centre will:

- where possible, make use of other available rooms within the centre (where main exam venue(s) is unavailable due to an unexpected incident at exam time)
- prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- move to an alternative venue where possible (when the main exam venue(s) is unavailable due to an unexpected incident at exam time), prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Alternative venue details:

- in the event of an emergency, the theatre will be utilised for examination purposes.
- where necessary, pupils will be moved from normal classrooms to allow candidates to sit examinations in accordance with the timetable.
- in the event that the school building cannot be used, an alternative will be sought, for example sharing facilities with another school.

## 6. Failure of IT systems

### **Criteria for implementation of the plan**

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time
- IT system failure immediately before or during onscreen examination.

### **Centre actions to mitigate the impact of the disruption listed above**

The centre will:

- ensure that during the exam cycle there will be an ICT team on standby in order to repair systems in the event of failure or damage

- in the event that IT systems fail during peak examination periods, inform the relevant awarding bodies immediately
- if systems fail at the final entry deadline, inform the relevant awarding bodies and an extension to the deadline will be requested
- where a failure of IT systems results in serious disruption of the examination, will apply for special consideration where appropriate
- in the event of IT systems failing during the distribution of candidate results, advise of alternative sites where results can be obtained

#### 7. 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 listed above**

The centre will:

- refer to and invoke its emergency evacuation procedure in line with JCQ's 'Centre emergency evacuation procedure' (see Emergency Evacuation for Exams Policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- after the exam, consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

#### 8. 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 listed above**

The centre will:

- recognise it remains the responsibility of the centre to prepare pupils, as usual, for examinations
- facilitate alternative methods of learning, e.g. class charts, Teams
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

#### 9. 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 to mitigate the impact of the disruption listed above**

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration
- utilise the school's own transport facilities in order to transport candidates who would otherwise be unable to attend the examination
- provide the pupils involved with the opportunity to sit any examinations missed at the next available series

10. Centre 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)

**Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations

**Centre actions to mitigate the impact of the disruption listed above**

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration
- when considering whether the school will open as normal, the Headteacher will take advice, or follow instructions, from relevant local and national agencies
- in the event that the school is unable to open and where possible, will open for examinations and examination candidates only



- where possible, offer candidates an opportunity to sit any examination missed at the next available exam series

#### 11. 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 listed above**

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

#### 12. Disruption to the transportation of 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 listed above**

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's '[Instructions for Conducting Examinations](#)'
- ensure the secure storage of completed examination scripts until collection

#### 13. 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 listed above**

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body

- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series
- discuss the possible courses of action with the pupil involved and their parent/carer
- where appropriate, provide the candidate with the opportunity to retake the assessment that has been affected at a subsequent assessment window

14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

**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 listed above**

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to distribute results by alternative means, e.g. email
- make arrangements to coordinate access to post results services from an alternative venue
- make arrangements to make post results requests at an alternative location
- contact the relevant awarding body if electronic post results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

15. Cyber attacks

**Criteria for implementation of the plan**

Where a cyberattack may compromise the integrity or compromise any aspect of delivery of exams.

**Centre actions to mitigate the impact of disruption listed above**

The centre will:

- Ensure network manager/It department have back up of data
- Ensure systems for restoring services and recovering data from back-ups are tested and reliable
- In the event of an attack the Academy will enact the 'Incident management plan'
- Identify any affected data and notify organisations as appropriate
- Ensure exam officer has access to awarding sites from home
- Contact the national Cyber security Centre
- Contact police and action fraud
- Inform the DfE by emailing [securityenquiries@education.gov.uk](mailto:securityenquiries@education.gov.uk)

## 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.

When drafting contingency plans, you should consider the following guidance:

##### **1.1 Covid specific guidance:**

- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Action for FE Colleges](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education
- [Education and childcare: coronavirus](#) from Welsh Government
- [Covid-19 - guidance for school and educational settings](#) from Department of Education in Northern Ireland

##### **1.2 General contingency guidance**

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Exceptional closure days](#) from the Department of Education in Northern Ireland
- [Checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [School closures](#) from NI Direct
- [Opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

##### **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:

- [JCQ Joint Contingency Plan for the Examination System 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.

##### **3.2 In the event of disruption**

1. Contact the relevant awarding organisation and follow its instructions.

2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
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**

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- 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).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- 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](#)

## 6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) 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.

## 7. Widespread national disruption to the taking of examinations / assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2023/24 with schools remaining open and that examinations and assessments will go ahead in both autumn 2023 and summer 2024.

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 exam timetables.

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

(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 (updated 01 October 2023) <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, JCQ 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, summer 2024. 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.

In the event of national disruption to a day of examinations in summer 2024, 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 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.

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 this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2023-2024 <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)

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

[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)

Opening and closing local-authority-maintained

schools [www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)

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>

## **National Counter Terrorism Security Office**

Procedures for handling 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)