



Priory School

Exams Contingency Plan

2020 - 2021

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Priory School. 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 in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan also confirms Priory School is compliant with Jcq general regulation (section 5.3 General Regulations for Approved Centres 2020 – 2021) 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.

Causes of potential disruption to the exam process

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

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - Invigilators not trained or updated on changes to instructions for conducting examinations
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions to mitigate the impact of the disruption:

General (applicable as actions throughout the contingency plan).

- Comprehensive instruction manual to be stored in the Exams Office, so that tasks can be completed in the event of the EO being absent.
- The local EO network group and leader may be contacted for advice.
- The EO has been provided with comprehensive off-site access to all of the examination computer programs.
- The relevant awarding body will be contacted where necessary and relevant to seek advice, and their instructions will be followed (overseen by SLT).
- At least one Invigilator trained to run exams in case the EO is not available including: access to the contact details of other invigilators in case of absences, briefing the team of invigilators before the exam, dealing with queries, opening exam paper packets in the secure room and using the 'second pair of eyes' form, completing and checking attendance registers, posting completed scripts

Planning

- Data Manager and SLT to support the data collection exercise in the absence of the Exams Officer.
- Exams Officer to create Annual Exams Plan, noting key dates and tasks. Information to be available to SLT in the absence of the Exams Officer.
- Exams Officer to review invigilator numbers annually and undertake recruitment as necessary.
- Invigilator training (comprehensive training for new invigilators and refresher/update training for existing invigilators) to be provided at the start of the academic year. Quarterly invigilator team meetings/'brief bites' training sessions will also be arranged.

Entries

- Teaching staff to be prompted by EO at start of academic year regarding early/estimated entries.
- Internal deadlines for entries and related processes will be set sufficiently in advance of the awarding body deadlines to ensure that staff, candidates and parents/carers have time to check entries and changes/amendments to be made prior to the awarding body deadlines.

Pre-exams

- Exam timetabling, rooming allocation and invigilation schedules to be prepared well in advance of required dates (prior to Easter holidays).
- Provision of statements of entry, individual candidate timetables and awarding body information to be scheduled into the annual exams plan to ensure the information is provided to students in a timely manner.
- Generic exam timetable and awarding body information to be made available on the school website, which can be accessed by all.
- Internal assessment and coursework submission dates to be built into the annual exams plan. Curriculum Leaders to oversee.

Exam Time

- EO, SLT and invigilators to have comprehensive understanding of required examination conditions prescribed by the awarding bodies. Copies of the 'ICE' document to be made available in every exam room (main and satellite rooms) for reference.
- EO to inform candidates of the requirements placed upon them by the awarding bodies in assembly and in writing (letter) and information to be made available on the school website prior to the start of the exam series.
- Copies of relevant report/request forms to be provided for each exam to the lead invigilator and followed up by the lead invigilator and EO immediately after each exam and submitted with the examination scripts. (Two person check).
- EO and assistant must know how to dispatch exam scripts via Parcel Force service.

- In the event of the Parcel Force service not arriving to collect the scripts, they will be stored securely until the EO has contacted the awarding body for instruction or has delivered the scripts to the appropriate sorting office/collection point as advised.

Results and post-results

- Remote/offsite access to examination computer programs has been arranged for the EO in order that results can be accessed.
- In the event of MIS failure, the awarding body will be contacted and access to the results via the awarding body website will be processed in order to be able to provide results to candidates.
- The EO, members of SLT, departmental staff, college/careers advisor to be onsite and available to speak with candidates on results day to advise about the post results service.
- A letter regarding the post results service will be provided to candidates at the appropriate stage of the exam cycle.
- Instructions for the post results service process to be included within the instruction manual that will be kept in the Exams Office.
- Awarding body to be contacted and instructions implemented.

2. ALS Lead/ SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - 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 disruption:

- Applications for access arrangements to be scheduled into the annual exams plan.
- Applications for modified papers to be scheduled into the annual exams plan.
- Annual training provided to all learning support and hearing support staff. (Training program approved by JCQ).
- Learning Support team is sufficiently staffed to provide reserve staff in the event of absence of the timetabled member of staff.
- Access arrangements are organised by the EO and SENCO sufficiently in advance of the examinations to ensure that support provision is in place. (Checked by two people).

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:

- candidates not being entered for exams/assessments or being entered late
- late or other penalty fees being charged by awarding bodies
- 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 submission deadlines

Centre actions to mitigate the impact of the disruption:

- All departments to have a 'second' and contingency plan to be fully aware of how to provide entry information to the EO.
- All internal deadlines to be set sufficiently in advance of the awarding body deadlines to allow time for processing and checks to be made.
- Deadlines and workload to be scheduled into annual exams plan.
- Comprehensive instructions to be included within the exams manual.

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:

- Quarterly review and annual check on staffing levels of invigilating team with recruitment drive when needed.
- Annual training for all invigilators, TAs and relevant support staff.
- Trained support staff and school governors to be utilised as invigilators.

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:

- As a fallback plan, the school will use the following rooms: track room, D1, SLT offices, music practice rooms.
- Within the local EO network group, neighbouring centres have agreed that help will be provided where possible.
- Liaise with awarding body and neighbouring examination centres.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions to mitigate the impact of the disruption:

- Internal deadlines to be set sufficiently in advance of the awarding body deadlines and scheduled in the annual exams plan to allow for time to resolve MIS issues.
- EO to contact awarding bodies and follow instructions. (This could include making entries directly onto the awarding body websites).

- Results to be accessed directly from the awarding body websites if MIS system fails at results release time.
- The school has full year ICT support on site to resolve MIS system failure.
- The school has subscription to full year SIMS support from local authority to assist with any difficulties.

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 able to start, proceed with or complete their exams.

Centre actions to mitigate the impact of the disruption:

- Invigilation team trained in how to deal with emergency evacuation
- Emergency evacuation procedure in each exam room folder
- Exam room evacuation procedures are part of Priory's Evacuation Procedure
- Candidates will be given the opportunity to sit the examination for its published duration

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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions to mitigate the impact of the disruption:

- School to contact the local authority and follow procedures.
- Mobile classrooms to be used.
- The site has a number of separate buildings. In the event of some of the site remaining open, priority would be given to the teaching of GCSE courses.
- Alternative methods of learning have been developed and include regular contact between teachers and students through school email addresses, student work posted on Edulink, and the use of Teams.
- Students with no computer access will be posted work
- House Assistants in regular contact with students who are not engaging with learning.

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- EO to contact the relevant awarding organisations and follow instructions.
- School to contact parents/carers and candidates to inform them of outcome.

10. Centre unable to open as normal during the examination period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- The school has a number of separate buildings. If part of the centre was to remain open, the younger year groups could be sent home to allow rooms to accommodate examinations.
- EO to contact the relevant awarding organisations and follow instructions.
- Neighbouring centres and the local EO Network group have agreed to support each other where possible to accommodate examinations and examination papers (with agreement of awarding organisation).

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- EO to contact the relevant awarding organisation and follow instructions. 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 day.
- Awarding organisations would provide centres with electronic access to examination papers via a secure external network.
- Exam papers would be received, made and stored under secure conditions

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

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- EO to contact the relevant awarding organisations and follow instructions.
- Where examinations are part of the national yellow-label service or where awarding organisations arrange collections, the EO will seek advice from awarding organisations and will not make own arrangements for transportation unless told to do so by the awarding organisation.
- For any examinations where centres make their own arrangements for transportation, EO will investigate alternative dispatch options that comply with the requirements of the JCQ Instructions for Conducting Examinations.
- In the event of the Parcel Force service not arriving to collect the scripts, they will be stored securely until the EO has contacted the awarding body for instruction or has delivered the scripts to the appropriate sorting office/collection point as advised.

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Systems in place to ensure that completed scripts are stored securely until collection. Storage meets JCQ requirements and is fireproof.
- EO to contact awarding organisations and follow instructions.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations. EO to follow awarding organisation on how to facilitate this.
- Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series. EO to communicate with candidates and parents.
- Completed examination scripts always sent using the yellow label service. Assessment evidence always sent using a trackable postal service

14. Centre unable to distribute results as normal 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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Remote ICT access is set up for EO and SLT to enable offsite access for both results and post-results services.
- EO to contact awarding organisations and follow instructions.
- Results to be accessed directly from the awarding body websites if MIS system fails at results release time in order to prepare for distribution to students.

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

Further guidance to inform 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 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

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.

(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 2020) <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 2021. 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 2021, 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 2020-2021 <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

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations 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

GOV.UK

Emergency planning and response: Severe weather; Exam disruption 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

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