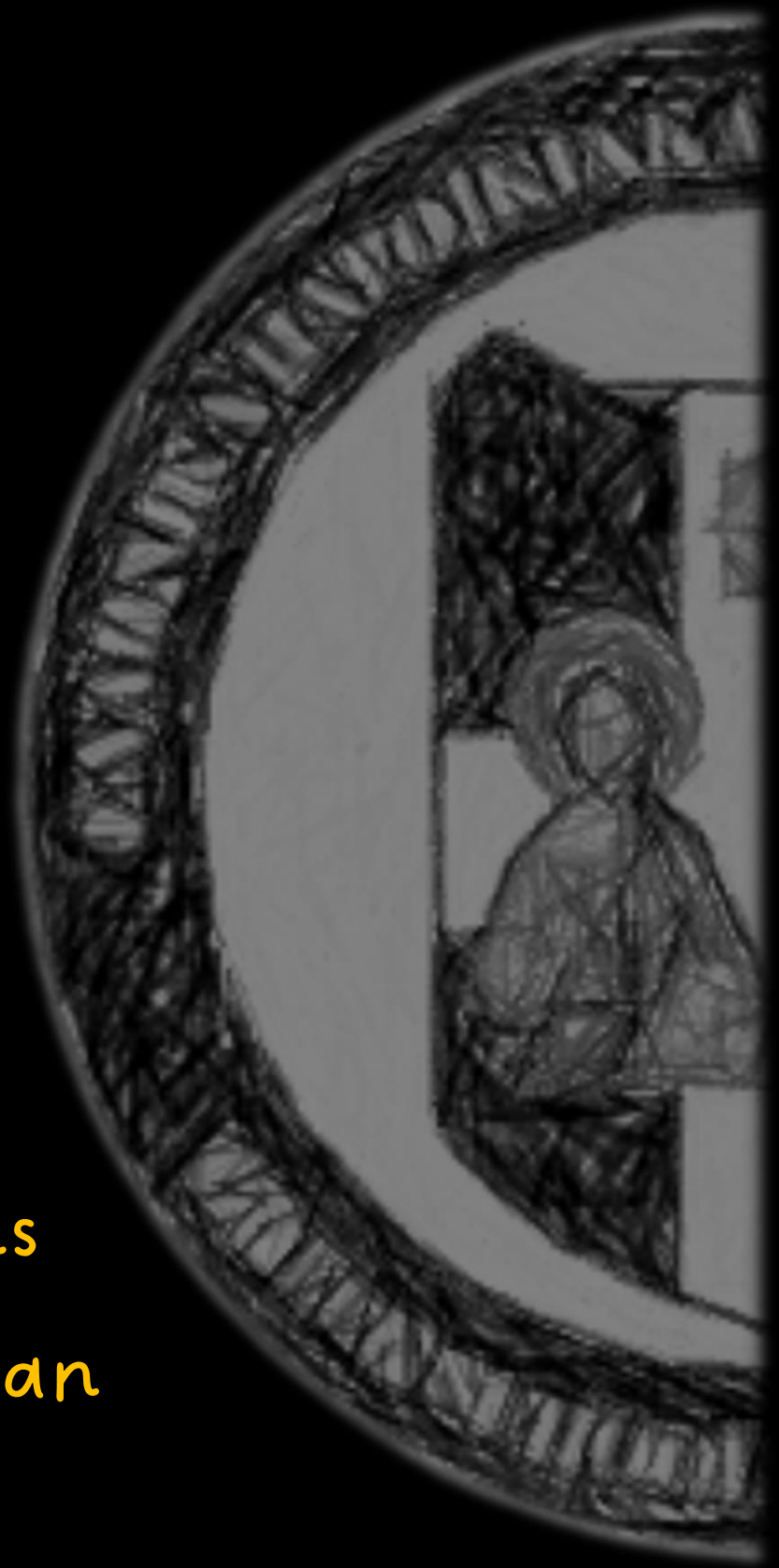


**Greek School
of
Ayia Triada
Birmingham**

**Examinations
Contingency Plan**



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1. Monitoring and Review

Monitoring and review of this policy will occur annually as a standard practice. Additionally, any significant changes to legislation, guidance, or local procedures will prompt immediate review and updates to the policy as necessary. This Staff Performance Management Policy will be reviewed annually to ensure its effectiveness and relevance to the evolving needs of the school and its staff members.

Date of Review: April 2024

Next Review: April 2025

2. Introduction

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 Carrington School. 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 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. This plan details how GSATcomplies with the JCQ's General Regulations for Approved Centres (section 5.3, Centre management) by having in place a written exam 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. The potential impact of a cyber-attack should be considered

3. Risk Assessment and Preparedness

a. **Risk Identification:** Identify potential risks and threats that could disrupt the examination process, such as adverse weather conditions, power outages, technological failures, medical emergencies, or security breaches.

b. **Risk Evaluation:** Assess the likelihood and potential impact of each identified risk on the examination process and the safety of candidates, staff, and invigilators.

c. **Preparedness Measures:** Implement proactive measures to mitigate identified risks, including regular equipment maintenance, staff training in emergency procedures, and contingency planning drills.

e. **Absences and Cover:** A plan is agreed and shared with teaching and support staff for the time of the examinations. The plan is communicated and all members of staff, senior or junior are made aware of the potential cover of:

1. Head of Centre/ Headteacher absence and cover member of staff to cover. (full time trained member of staff)
2. Examinations Officer: in case of absence there are members available to cover.

4. Communication Protocols

In the event of local disruption Communication to teachers and students will take place through the Examination officer following agreement with the Head of Centre. In the event of major disruption, details of specific contingencies agreed across Organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public. The organisations involved in this Joint Contingency Plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

Also note the following:

- a. **Internal Communication:** Establish clear lines of communication among examination staff, invigilators, administrative personnel, and senior management to ensure prompt dissemination of information and instructions during emergencies.

- b. **External Communication:** Maintain communication channels with external stakeholders, such as examination boards, regulatory authorities, emergency services, and affected candidates or their representatives.

5. Emergency Response Procedures

- a. **Immediate Actions:** In the event of an emergency, prioritize the safety and well-being of individuals present at the examination center. Take immediate action to evacuate the premises or implement appropriate safety measures as necessary.

- b. **Incident Management:** Activate the designated Incident Management Team (IMT) to coordinate response efforts, assess the situation, and make decisions regarding the continuation, postponement, or cancellation of examinations.

- c. **Alternative Arrangements:** Identify alternative venues, resources, or assessment methods that may be utilized to ensure the continuity of examinations if the primary examination centre becomes unavailable.

6. Examination Disruption Protocols

- a. **Temporary Disruptions:** In cases of temporary disruptions, such as minor technical issues or environmental disturbances, implement remedial measures to minimize the impact on candidates and resume examinations as soon as possible.
- b. **Extended Disruptions:** If disruptions persist or escalate, consult with examination boards and regulatory authorities to determine the appropriate course of action, which may include rescheduling examinations, applying for special consideration, or adopting alternative assessment methods.

Cases

6.1 Disruption of teaching time – School closed for an extended period

Criteria for implementing the plan:

If the Greek School of Ayia Triada Birmingham is 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. It is the responsibility of the School to prepare students, as usual, for examinations.

Centre actions to mitigate the impact of disruption listed above

- In the case of modular courses, candidates should sit the examinations in the next available series
 - The college should plans to facilitate teaching and learning by an alternative method or alternative location.
- Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website: <http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>

6.2 Disruption in the distribution of examination papers

Criteria for implementing the plan:

If the distribution of examination papers to centres in advance of Examinations is disrupted

Centre actions to mitigate the impact of disruption listed above

- The awarding organisations to source alternative couriers for delivery of hardcopies.
- The awarding organisations would provide the college with electronic access to examination papers via a secure external network. Awarding organisations would fax examination papers to centres if electronic transfer is not possible. The Examinations Officer must ensure that copies are received, made and stored under secure conditions.

6.3 Candidates unable to take examinations because of a crisis - centres remain open

Criteria for implementing the plan:

If candidates are unable to attend examination to take examinations as normal. Due to the nature of the Greek School of Ayia Triada Birmingham as a supplementary school it is unlikely the centre would not be available as an examination centre.

This contingency applies if the Greek School of Ayia Triada becomes closed due to extreme issues on the school site e.g. Fire.

- The School can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website - <http://www.jcq.org.uk/exams-office/ice--instructions-forconducting-examinations/instructions-for-conducting-examinations-2013-2014>
- The School can offer candidates an opportunity to sit any examinations missed at the next available series
- The School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. JCQ guidance on special consideration can be accessed through the JCQ website: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

6.4 Centres are unable to open as normal during the examination period

Criteria for implementing the plan:

Centre unable to open as normal for the scheduled examinations

If the Greek School of Ayia Triada is unable to open as normal for scheduled examinations it must inform each awarding organisation with which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for the school to open lies with the Head of Centre. The Head of Centre is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.

Centre actions to mitigate the impact of disruption listed above

- The School should open for examinations and examination candidates only if possible.
- The School should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- The school may offer candidates an opportunity to sit any examinations missed at the next available series
- The college can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

6.5 Disruption to the transportation of completed examination Scripts

Criteria for implementing the plan:

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

Centre actions to mitigate the impact of disruption listed above

- The Greek School of Ayia Triada will seek advice from awarding organisations and normal collection agency regarding collection. The School must not make arrangements for transportation without approval from awarding organisations.
- The School must ensure secure storage of completed examination scripts until collection.

6.6 Assessment evidence is not available to be marked

Criteria for implementing the plan:

If due to large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.

- The candidates should retake affected assessment at subsequent assessment window.

6.7 Disruption to the scanning process – where completed examination scripts are being scanned in preparation for onscreen marking

Criteria for implementing the plan:

If the examination boards scanning process is disrupted, resulting in a risk to the delivery of results by scheduled dates.

Centre actions to mitigate the impact of disruption listed above

- The awarding organisations should implement their existing contingency plans for disruption to onscreen marking process
- The awarding organisations should revert to traditional form of marking
- The awarding organisations should recruit, train or re-standardise qualified new markers.

6.8 Markers unable to mark examination scripts according to marking schedules

Criteria for implementing the plan:

If the examination board markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates.

Centre actions to mitigate the impact of disruption listed above

- The awarding organisations should re-allocate scripts to available markers
- The awarding organisations to recruit, train or re-standardise qualified new markers and prioritisation of marking to be based on results dates.

6.9 Difficulty in meeting results schedule and to issue results as planned

Criteria for implementing the plan:

Inability of awarding organisations (including the case of a single awarding organisation) to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure.

Centre actions to mitigate the impact of disruption listed above

If the awarding organisation(s) face delay in meeting the planned schedule for issuing results:

- the awarding body should establish priorities for processing results,
- implement existing contingency plans for disruption to the schedule for issuing results.

If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure:

- in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure
- Awarding body and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.

6.10 Awarding organisations unable to issue accurate results

Criteria for implementing the plan:

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.

Centre actions to mitigate the impact of disruption listed above

- The candidates, college and stakeholders will be informed of any incorrect results
- re-validation results
- re-issue results, via alternative format if necessary.

6.11 Centres are unable to distribute results as normal

Criteria for implementing the plan:

If the Greek School of Ayia Triada 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 disruption listed above

The Greek School of Ayia Triada should contact the awarding organisations about alternative options:

- The School will make arrangements to access its results at an alternative site.
- The School will make arrangements to coordinate access to post results services from an alternative site.

- The School will share facilities with other centres where possible

7. Further Potential Disruptions

Guidelines for Managing Disruptions to the Exam Process at the Greek School of Ayia Triada Birmingham

7.1 Exams officer absence at key points in the exam process (exam cycle)

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, room allocation; invigilation schedules not prepared
- Candidates not being 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 disruption listed above

- Nominated members of SLT to cover a role/task with ongoing support from other SLT members
- Seek support and guidance from other exams officers within the trust
- Use resources from membership with The Exams Office
- MIS Exams module training undertaken by members of SLT

7.2 SENCo extended absence at key points in the exam process (exam cycle)

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 listed above

- Teaching assistants, exams officer and Learning Support Administrator to work with the Exams SLT line manager and SENCo SLT line manager to identify candidates where applications for access arrangements may be required.
- Seek support from other SENCos within the trust as appropriate

- The employment of outside agencies/professionals may be required

7.3 Teaching Staff extended absence at key points in the exam process (exam cycle)

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 disruption listed above

- Other subject staff to assume marking workload and prioritising of assessments for external award, directed by Head
- Exams Officer to liaise with Heads. Where this is not possible, Exams Officer will liaise with the relevant Awarding Body and act upon advice received

7.4 Invigilators-Lack of appropriately trained invigilators or invigilator absence

- 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

- Exams Officer and HR & Cover Administrator will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion
- Exams Officer and HR & Cover Administrator to be aware of trained Support Staff who will be available to invigilate at short notice
- The employment of outside agencies/professionals may be required during external exam seasons

7.5 Exam Rooms- lack of appropriate room (s) or

venues unavailable at short notice

- Unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venue unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption listed above

- (Where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising 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
- (Where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
 - SLT will work with the Exams Officer to source an alternative venue

If alternative venue is required, GSAT will:

- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue
- Communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

The Head of Centre will email parents and carers and post on social media and the school website. Time allowing year group assemblies will take place to ensure all students are aware of changes and to explain the logistics and procedures. A letter detailing information regarding the changes will be distributed to students via assemblies or tutor groups.

- 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

7.6 Failure of IT Systems

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

Centre actions to mitigate the impact of the disruption listed above

- The Exams Officer, in consultation with SLT, will make entries from another venue direct to Awarding Bodies.
- Results may also be accessed directly from the Awarding Body
- At all times during system failure, the Exams Officer will liaise with the

- Awarding Body to minimise disruption and costs incurred.
- SLT will support in conjunction with ICT technician.
-

7.7 Emergency Evacuation of the exam room or centre lockdown

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 (see separate policy on Emergency Lockdown-National Lockdown)

Centre actions to mitigate the impact of the disruption listed above

GSAT School will:

- Refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (and or exams lockdown 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

The Head of Centre will communicate information and solutions to parents, carers and candidates.

7.8 Disruption of teaching time in the weeks before an exam-centre closed for an extended period

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

GSAT will:

- Recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- Facilitate alternative methods of learning-i.e. online learning
- 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
- to take their exam or assessment at a later date

The Head of Centre will email parents and carers and post on social media and the school website. Time allowing year group assemblies will take place to ensure all students are aware of changes and to explain the logistics and procedures. A letter detailing information regarding the changes will be distributed to students via assemblies or tutor groups.

7.8 Candidates at risk of being unable to take examinations – centre remains open

- Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption listed above

GSAT School 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

The Head of Centre will email parents and carers and post on social media and the school website. Time allowing year group assemblies will take place to ensure all students are aware of changes and to explain the logistics and procedures. A letter detailing information regarding the changes will be distributed to students via assemblies or tutor groups.

- **Centre at risk of being unable to open as normal for scheduled examinations**

Centre actions to mitigate the impact of the disruption listed above

GSAT School 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

The Head of Centre will email parents and carers and post on social media and the school website. Time allowing year group assemblies will take place to ensure all students are aware of changes and to explain the logistics and procedures. A letter detailing information regarding the changes will be distributed to students via assemblies or tutor groups.

7.9 Disruption in the distribution of examination papers

- 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

GSAT School 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

7.10 Disruption in the distribution of examination papers

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption listed above

GSAT will:

- Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, contact the relevant awarding bodies for advice and instructions 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 collection arrangements, investigate alternative options that comply with the requirements detailed in the JCQ publication 'Instructions for Conducting Examinations'
- Ensure the secure storage of completed examination scripts until collection

7.11 Assessment evidence is not available to be marked

- 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

GSAT 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

The Head of Centre will inform students, parents and carers by email.

7.12 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

- 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

GSAT will:

- Make arrangements to coordinate access to post results services from an alternative venue
- 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
- 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

SLT will work with the Exams Officer to source an alternative venue.

The Head of Centre will email parents and carers and post on social media and the school website. Time allowing year group assemblies will take place to ensure all students are aware of changes and to explain the logistics and procedures. A letter detailing information regarding the changes will be distributed to students via assemblies or tutor groups.

8. Documentation and Reporting

a. **Documentation:** Maintain detailed records of all incidents, actions taken, and communications exchanged during the execution of the contingency plan.

b. **Reporting:** Submit timely reports to relevant authorities, examination boards, and regulatory bodies regarding any incidents that occur, the impact on examinations, and the measures implemented to address them.

9. Review and Evaluation

Post-Incident Evaluation: Conduct a comprehensive review of each incident and the effectiveness of the response measures employed to identify lessons learned and areas for improvement.

Plan Review: Regularly review and update the Examinations Contingency Plan based on feedback, emerging risks, changes in regulations, and advancements in best practices.

10. Conclusion

By adhering to the protocols outlined in this Examinations Contingency Plan, our center is committed to safeguarding the integrity of examinations while ensuring the safety and welfare of all stakeholders. Through proactive risk management, effective communication, and decisive action, we aim to minimize disruptions and uphold the standards set forth by the Joint Council for Qualifications.