

EXAMINATION CONTINGENCY POLICY

Approved by: Fortis Academy Council

Date: September 2020

Review date: September 2021

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams

Responsibility: Head of Centre

Chris Czepukojc

For the academic year 2020/21 we reserve the right to adapt our policies and contingency arrangements in line with government guidance:

<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams>

1. Introduction and Aims

Fortis Academy is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies regulation (section 5.3, General Regulations for Approved Centres 2020-21)

2. Purpose of the Policy

- This plan examines potential risks and issues that could cause disruption to the exams process at Fortis Academy. 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 Fortis Academy is compliant with the JCQ 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. Internal governance arrangements d) has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent; e) has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

3. Monitoring and Review

The head of centre is responsible for ensuring that this policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2020-2021](#) and [Instructions for Conducting Examinations 2020-2021](#) publications

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Possible causes of disruption to the exam process

1. Exam Manager 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*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*

- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- The Academy will make reference to roles, responsibilities and processes as detailed in the centre's Exams policy where the exams manager or exams officer role or other vital role may need to be covered by another person (and make reference to other resources to support processes, for example the use of an Exams Officer Handbook, Exams Calendar, annual exams plan, procedures manual(s), Invigilator checklist etc.)
- SLT to nominate a 'deputy' to cover a role/task and arrange upskilling as appropriate
- SLT to provide robust direction and monitor key deadlines/ support as necessary in Exam Manager's absence
- SLT to attend Exam Management course to upskill and increase knowledge of exam cycle
- The Academy will encourage multi skilling by:
 - Work shadowing; job rotation; staff development sessions; briefing sessions
 - Buddying up; networking with staff from a local centre; sharing expertise with a local centre or within the Academy Trust

The SLT lead is Jo Garvey

The Exam Manager is Mandy Johnson

The Exam Officer is Carol Payton

2. 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*
- *SIMS not updated with approved arrangements*
- *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

- The Academy has two SENDCo's –Sarah Minshull (maternity leave from January 2021, thereafter Beth Hooper) and Alex Hough. Furthermore Chris Randle is also a qualified SENDco – in the absence of one priority tasks will be allocated to ensure completion
- SLT to nominate a 'deputy' to cover a role/task
- SLT to provide robust direction and monitor key deadlines/ support as necessary
- The Academy will encourage multi skilling by:
 - Work shadowing; job rotation; staff development sessions; briefing sessions

- Buddying up; networking with staff from a local centre; sharing expertise with a local centre or within the Academy Trust

The SLT Lead is Jo Garvey

The SENDCo's are Sarah Minshull (Beth Hooper from January 2021) and Alex Hough

Inclusion Support is Fran Morris

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 awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- SLT and DOS to nominate a 'deputy' to cover a role/task
- The Academy will encourage multi skilling by:
 - Work shadowing; job rotation; staff development sessions; briefing sessions
 - Buddying up; networking with staff from a local centre; sharing expertise with a local centre or within the Academy Trust

SLT and Director of Subject per individual department management structure

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

- The Academy will ensure that centre administrative staff are trained to cover as appropriate by work shadowing; job rotation; staff development sessions; briefing sessions
- Exam Manager to seek cover via Agencies, ensuring they are trained to the appropriate level in line with JCQ guidelines

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

- SLT to direct the Site Manager to prioritise the set up of alternative venues for exams:
 - Alternative on site venues include: LS Gym 1, Great Hall, Central Hall or Boys Gym 1 and 2.
 - For side rooms classrooms could be utilised
- The Exam Manager to direct the Cover Secretary to prioritise any re-rooming
- The Exam Officer to direct Invigilators to the alternative venues and support
- The Exam Officer to ensure there are sufficient exam folders and cases available to use in alternative venues

The SLT lead is Joanna Garvey

The Exam Manager is Mandy Johnson

The Site Manager is Andrew Godfrey

The Exam Officer is Carol Payton

The Cover Secretary is Caroline Vale

6. Failure of IT systems

Criteria for implementation of the plan

SIMs system failure at final entry deadline

SIMs system failure during exams preparation

SIMs system failure at results release time

Centre actions to mitigate the impact of the disruption

- SLT to direct IT Manager to prioritise the resolution of these issues
- Exam Manager to seek guidance from the relevant awarding bodies
- If there is a delay in releasing results, the Academy will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils

The SLT lead is Joanna Garvey

The Exam Manager is Mandy Johnson

The IT Manager is Glyn Jones

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- The Exam Manager to ensure that each Exam Room has a copy of 'Emergency Evacuation Procedures' and seating plan to ensure consistent process is followed and all pupils are safely accounted for
- Where exams are interrupted pupils should close their scripts and the exam room should be secured by the Lead Invigilator. He/she should make notes of the time the disruption started and ended and any incidents, if appropriate
- Pupils must be instructed to remain silent and that they remain under exam conditions at all times
- The Exam Manager should seek/follow awarding body guidance/instructions
- Invoking actions as detailed in statutory guidance
- SLT should take advice/instructions from relevant local or national agencies

- The Academy will communicate with parents/carers and students and keeping them informed regarding solutions to the disruption via the school's website and by text if appropriate
- If it is deemed safe to continue the exam then pupils will be given the opportunity to complete the exam for the appropriate length of time
- Applying for special consideration for candidates
- Entering candidates for the next available exam series (where available and if appropriate)

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

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the school to prepare students, as usual, for examinations and for pupils to work at home or an alternative site as directed
- The Exam Manager will seek/follow awarding body guidance/instructions
- SLT will invoke actions as detailed in statutory guidance
- SLT will take advice/instructions from relevant local or national agencies
- The Head of Centre will provide staff with regular updates via staff briefing, email or text
- The Academy will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils
- in the case of modular courses, we may advise candidates to sit examinations in an alternative series.
- alternative methods of learning may mean that students are given packs of work to complete, complete tasks on line or via Microsoft Teams

The Head of Centre is Chris Czepukojc

The SLT lead is Joanna Garvey

The Exam Manager is Mandy Johnson

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

- The Academy will take all possible action to enable candidates to take their exam and/or make the necessary applications to the exam boards to ensure any mitigating circumstances are considered. Actions may include:
 - Applying for special consideration for candidates
 - Applying for alternative site arrangements – for example to facilitate a candidate taking their exam at home
 - Entering candidates for the next available exam series (where available and appropriate)
- Candidates will be asked to provide evidence to support any applications made to the exam board.
- If the candidate doesn't attend due to illness then medical evidence would be required.

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

- The Exam Manager will seek/follow awarding body guidance/instructions
- SLT will invoke actions as detailed in statutory guidance
- SLT will take advice/instructions from relevant local or national agencies
- The Head of Centre will provide staff with regular updates via staff briefing, email or text
- The Academy will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils
- The Academy will seek to utilise alternative venues/facilities
 - Apply for alternative site arrangements
- Apply for special consideration for candidates
- Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned
- Enter candidates for the next available exam series (where available and if appropriate)
- Keep confidential question papers and exam materials secure
- Keep scripts secure

The Head of Centre is Chris Czepukojc

The SLT lead is Joanna Garvey

The Exam Manager is Mandy Johnson

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

- The Exam Manager will seek/follow awarding body guidance/instructions which would ordinarily mean
 - awarding organisations to provide centres with electronic access to examination papers via a secure external network.
 - The Exam Manager would ensure that copies are received, made and stored under secure conditions..
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date
- Apply for special consideration for candidates

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

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, the Academy will seek advice from awarding organisations and will not make their own arrangements for transportation unless told to do so by the awarding organisation.
- for any examinations where the Academy make their own arrangements for transportation, we will investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.

- We will ensure secure storage of completed examination papers 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

- awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

14. Centre unable to distribute results as normal or facilitate post results services

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Distribution of results:
 - The Academy will make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation
 - The Academy will make arrangements to coordinate access to post results services from an alternative site
 - The Academy will share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Facilitation of post results services:
 - The Academy will make arrangements to make post results requests at an alternative location
 - The Academy will contact the relevant awarding organisation if electronic post results requests are not possible

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.

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
<https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan>

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

Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.

Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.

3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

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

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

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

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

See also:

- [JCQ's guidance on special considerations](#)

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 was that 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. However, increased levels of Covid 19 infections meant that January exams could only be held if it was considered safe by the school and Summer exams have been cancelled.

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 are awaiting final communication about how pupils will be assessed and graded for the Summer 21 series.

[Ofqual guidance extract 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 1 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 that there is 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 was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling 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 JCQ *Instructions for Conducting Examinations 2020-21*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, (section 15, Contingency planning)

JCQ Joint Contingency Plan <http://www.jcq.org.uk/exams-office/other-documents>

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

Guidance notes on *alternative site* arrangements <http://www.jcq.org.uk/exams-office/online-forms>

Guidance notes concerning *transferred candidates* <http://www.jcq.org.uk/exams-office/online-forms>

Instructions for Conducting Examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process <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 <https://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>

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Checklist for Principals when considering Opening or Closure of School <https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

School closures <https://www.nidirect.gov.uk/articles/school-closures>

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats