



**YSGOL  
LLANFYLLIN**

# Exam Contingency Plan Policy

Senior Leader: -	Mrs Ann Roberts
Chair of Governors: -	Mr Graeme Hunter

Date Adopted: -	September 2025	Review Date: -	September 2026
-----------------	----------------	----------------	----------------

## **CONTENTS**

1.	Aims of the plan
2.	Legislation and Guidance
3.	Responsibilities
4.	Communication
5	Causes of potential disruption to examination process 5.1 Exam officer extended absence at key points in the exam cycle 5.2 SEND-coordinator extended absence at key points in the exam cycle 5.3 Curriculum Leaders' extended absence at key points in the exam cycle 5.4 Invigilators – lack of appropriately trained invigilators or invigilator absence Page 5.5 Exam rooms – lack of appropriate rooms / main venue unavailable at short notice 5.6 Disruption of teaching time – centre closed for an extended period 5.7 Candidates unable to take examination because of a crisis – centre remains open 5.8 Disruption in the distribution of examination papers 5.9 Disruption to the transportation of completed examination scripts 5.10 Assessment evidence is not available to be marked 5.11 Disruption to the scanning process 5.12 Failure of IT systems 5.13 Awarding organisations unable to fulfil their role 5.14 Centre unable to distribute results as normal
6.	Summary of school responsibilities
i.	Plan for severe disruption / evacuation
ii.	Plan for lockdown during examination process
iii.	Exam room incident log
iv.	Exam room fire evacuation sheet
v.	Further guidance to inform and implement contingency planning

## **1. AIMS OF THE EXAM CONTINGENCY PLAN**

The aims of this plan are:

- To examine potential risks and issues that could cause disruption to the management and administration of exams.
- To mitigate the impact of disruptions by providing actions or procedures to follow.
- To safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. The Examination Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Ysgol Llanfyllin.

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

## **2. LEGISLATION AND GUIDANCE**

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for

Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/generalregulations-for-approved-centres-2023-24>), which require all exam centres to have a written examination contingency plan/examinations policy. This plan also complies with our funding agreement and articles of association.

## **3. RESPONSIBILITIES**

### **3.1 Headteacher**

Dewi Owen will ensure that a written examination contingency plan is in place that covers all aspects of examination administration.

### **3.2 SLT (examinations) and Jan Jones**

The SLT (examinations) and Wendy Beckerleg will ensure arrangements are in place for the dynamic execution of the Examinations Contingency Plan.

### **3.3 Staff and invigilators**

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

## **4. COMMUNICATIONS**

In the event of local disruption, communication to teachers and students will take place through Wendy Beckerleg following agreement with the Dewi Owen.

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.

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 any messages to the public are clear and accurate.

## **5. CAUSES OF POTENTIAL DISRUPTION TO EXAM PROCESS**

### **5.1 Exam officer (Wendy Beckerleg) 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 exam cycle are not undertaken. These may include:

#### **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;**

- 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;
- 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 service.

#### **Centre actions:**

- Data manager to follow procedures and practices within Wendy Beckerleg's remit.
- Wendy Beckerleg to ensure essential information is available to SLT (examinations).
- Wendy Beckerleg to ensure exam policies and procedures are up to date at all times.

## **5.2 SEND-coordinator 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. These may include:

Planning;

- candidates not tested/assessed to identify potential access arrangement requirements;
- 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;
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline;
- staff providing support to access arrangement candidates not allocated and trained;

Exam time;

- access arrangement candidate support not arranged for exam rooms.

Centre actions:

- TA (responsible for adjustments for candidates with disabilities and learning difficulties) will ensure essential information is available to Jan Jones and SLT (examinations).
- Wendy Beckerleg to ensure exam cycle, policies and procedures are up to date at all times.

## **5.3 Curriculum Leaders' extended absence at key points in the exam cycle**

### Criteria for implementation of the plan

Key tasks not undertaken. These may include:

- information not provided to the exams officer on time resulting in pre-release or NEA 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;
- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Centre actions:

- SLT (examinations) to ensure departmental continuity by requesting an alternative member of the takes responsibility for the actions above.

## **5.4 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:

- WB to maintain a short list of suitable candidates.
- WB to ensure that capacity is never exceeded on any one day.

- SLT (examinations) / WB to review training procedures regularly and put in place additional training as required.
- WB to ensure a specific Emergency Evacuation Plan is in place (Appendix i).
- WB to ensure an Incident Log is in place (Appendix iii).

### **5.5 Exam rooms – lack of appropriate rooms or centre unable to open at short notice**

#### Criteria for implementation of the plan

- WB 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:

- Pre-planning at all stages is essential.
- SLT (examinations) and WB to continually review all stages of the process.
- Gym to be first option as alternative venue for emergency accommodation. Alternatively, the school should use venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building).
- WB to inform each awarding organisation with which examinations are due to be taken as soon as possible.
- Dewi Owen to decide whether it is safe for the school to open for examinations.
- Dewi Owen responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether the centre is able to open.
- Emergency Evacuation plan should be in place (Appendix 1).
- WB to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

### **5.6 Disruption of teaching time – 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:

- SLT (examinations) to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- WB to advise the Examination Boards as appropriate.
- The school should plan to facilitate teaching and learning by an alternative method or alternative location.

### **5.7 Candidates unable to take examinations because of 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:

- WB to communicate with relevant awarding organisations at the outset to make them aware of the issue and arrange to sit exams at a different venue in extremis.

- SLT (examinations and / or pastoral) to communicate with parents, carers and candidates regarding solutions to the issue.
- Should a significant number of candidates need to be isolated due to sickness request a first-aid trained colleague to be on hand.
- If a small number (<5) are affected, isolate students in a classroom with separate invigilation.
- WB to apply for Special Consideration for those affected.
- 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.

### **5.8 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:

- WB to communicate with awarding organisations to organise alternative delivery of papers.
- Arrange with exam boards for alternative means of receiving papers either electronically or alternative courier.
- WB to ensure papers are kept securely until needed.
- Awarding organisations provide electronic access to examination papers via a secure external network, or fax examination papers to centres if electronic transfer is not possible.

### **5.9 Disruption to the transportation of completed examination scripts**

#### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

#### Centre actions:

- WB to communicate with relevant Exam Boards at the outset to resolve the issue.
- Alternative transport should only be used with the agreement of the relevant Exam Boards.
- Scripts must be stored securely until such time transport is confirmed.

### **5.10 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

#### Centre actions:

- SLT (examinations) communicates this immediately to awarding organization(s) and subsequently to students and their parents / carers.
- Exam boards may generate candidate marks for affected assessment based on other evidence, as defined by the exam boards and the regulators.
- It may be necessary for the candidate to retake the assessment at the next available opportunity

### **5.11 Disruption to the scanning process - where completed scripts are scanned for onscreen marking**

#### Criteria for implementation of the plan

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

#### Centre actions:

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

### **5.12 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:

- SLT (examinations) to contact in-house IT department.
- WB to contact all Examination Boards for alternative route for dissemination of results.

### **5.13 Awarding organisations unable to fulfil their role**

#### Criteria for implementation of the plan

- Awarding organisation unable to mark examination scripts to schedule.
- Awarding organisation unable to issue results to schedule.
- Awarding organisation unable to issue accurate results.

#### Centre actions:

- SLT (examinations) to inform candidates and parents/carers
- WB to contact awarding bodies ascertain their contingency measures and work with awarding bodies to implement these at school-level.

### **5.14 Centre unable to distribute results as normal**

#### Criteria for implementation of the plan

- The school is unable to access or manage the distribution of results to candidates, or to facilitate a postal results services

#### Centre actions:

- WB to contact awarding bodies ascertain their contingency measures and work with awarding bodies to implement these at school-level.
- SLT (examinations) and WB to make arrangements to access its results at an alternative site.
- SLT (examinations) and Jan Jones to coordinate access to post result services from an alternative site.
- The school will share facilities with other centres where possible.

## **6. SUMMARY OF SCHOOL RESPONSIBILITIES IN THE EVENT OF DISRUPTION TO EXAMINATIONS**

- Preparing plans for any disruption to exams as part of centres' general emergency planning
- Preparing candidates for examinations.
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.
- Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.
- Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.
- Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.
- Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

## **PROCEDURE FOR SEVERE DISRUPTION / EVACUATION DURING EXTERNAL EXAMINATIONS**

### **POSSIBLE CAUSES**

1. Unreasonable noise disruption
2. Fire/Bomb/Flood Alert during an Examination

#### **1. Unreasonable noise disruption**

In the event of a severe disruption in an externally set examination, invigilators are advised to stop the examination, tell the candidates to close their answer books, make a note of the time and summon help (WB/SLT (examinations)/Fire Officer/Main Office) to resolve the problem. Exam room conditions must be maintained.

When the disruption has been resolved the candidates can resume their examination and the time taken to resolve the issue added on at the end of the examinations. The candidates must be supervised at all times and thus the break in the examination can be regarded as 'a supervised rest break'.

An incident log (Appendix iii) must be completed with the times of the disruptions noted.

WB to make Examining Bodies aware of the disruption if necessary.


#### **2. Fire/Bomb/Flood Alert during an Examination**

##### Procedure for Emergency Evacuation from an Examination

- WB will proceed to the Exam venue.
- The ALNCo will proceed to the rooms housing the candidates with Access Arrangements.
- The lead invigilator will mark the time of the interruption on the whiteboard and Evacuation Sheet, and stop the exam in each room. The lead invigilators will be responsible for taking a copy of the attendance lists to the evacuation point.
- All students must remain in the exam room, seated in silence until the member of staff arrives.
- In the event of an alarm the candidates will be asked to stand behind their desks and, leaving their exam papers and belongings behind (including mobile devices that were handed in prior to the start of the examination), will file out one row at a time to the assembly point. They will be accompanied by the invigilators and the member of SLT, WB and ALNCo. The exam room(s) will be locked.
- Students must line up at the Assembly Point at the opposite side to the main body of the school population. A register will be taken from the attendance list to establish that all candidates are present.
- When it is safe to return to the building, the candidates will be led back to their examination room and as soon as all candidates are seated and settled the examination will be resumed. The candidates will be entitled to the full time for the examination.
- The candidates must remain under examination conditions during emergency evacuation procedures and must not attempt to contact another candidate or any other member of the school community.

- WB will contact the Examination Board in accordance with JCQ regulations.  
[http://www.jcq.org.uk/exams-office/ice--- instructions forconductingexaminations/instructions-for-conducting-examinations-2015-2016](http://www.jcq.org.uk/exams-office/ice---instructionsforconductingexaminations/instructions-for-conducting-examinations-2015-2016)
- If a candidate is present who may need assistance in the event of an emergency evacuation, a named invigilator will be asked to take responsibility for escorting/aiding this candidate to the evacuation point.
- In the event of an emergency requiring candidates to evacuate buildings during an examination the following areas should be used but the candidates must be kept at a distance and in silence from the main body of pupils who will be mustering at the same emergency evacuation point (3G).

**The ASSEMBLY POINTS are as follows:**

 Assembly Point 1 –Football Pitch 1

Useful telephone numbers:

Reception – 01691648391

At all times invigilators must act in accordance with section 16 of the ‘Instructions for conducting examination’ booklet. They should also summon assistance immediately an emergency arises. Silence should be maintained during the time the candidates are outside the examination room.

<https://www.jcq.org.uk/exams-office/ice---instructions-forconducting-examinations>

### **EMERGENCY EVACUATION PROCEDURE (STUDENTS)**

What to do if there is an emergency during your exam:-

- Listen carefully to the instructions the invigilators give you.
- Leave the exam room calmly and stay with the members of staff at all times.
- Do not talk to other students, either from the exam or from outside – remember that you are still under exam conditions and have to follow the exam regulations.
- Staff will take you out of the building and you will wait outside until the emergency is over
- You will not lose any time from your exam. When it is possible to return to your exam room, any time lost will be added onto the end of your exam time.
- If you break any of the exam regulations during the evacuation procedure, this will be dealt with in exactly the same way as if it had happened in the exam room

On the sound of the fire alarm (continuous ring): Students must follow the instructions given by the exam invigilator(s). Exam conditions continue to apply so talking or gesturing to the other candidates is not allowed.

### **EMERGENCY EVACUATION PROCEDURE (INVIGILATORS)**

What to do if there is an emergency during an exam:-

- Stop the exam noting the time on the whiteboard and the “Fire Evacuation” sheet.
- Ask the candidates to stop writing, put their pens down and turn over their exam paper.
- Advise the candidates to stay calm and that the exam room will be evacuated.
- The Exams Officer will make their way to the exam venue.
- Remind the candidates that they are still under exam conditions and that talking or gesturing to the other candidates is not allowed.

- Students must leave the exam paper on the desk along with their equipment. They will not be allowed to collect their belongings.
- Evacuate the students in the exam room row by row (where appropriate). The senior invigilator will assign invigilators to accompany and supervise the students as they leave the room. Each invigilator should supervise no more than 30 students and remain with them at all times
- Students will be directed to the appropriate assembly point where they will wait in the same order as in the Exam Room. Students should remain in silence and do as instructed by any member of staff.
- Do not allow students to run.
- WB and SLT will provide assistance with the supervision of candidates
- Once all candidates are evacuated Jan Jones checks that there are no students remaining in the exam room and closes the fire doors. Other access points to the room must be locked
- The roll call will then be completed in accordance with the candidate entry list and seating plan
- WB will liaise with a member of the Senior Leadership Team to ascertain the status of the fire evacuation. If the fire evacuation is a drill or false alarm the candidates will be escorted back to the examination room for the exam to be re-started in accordance with the JCQ regulations.

## **EXAMINATIONS LOCKDOWN PROCEDURES**

### **1. PURPOSE OF THESE PROCEDURES**

This policy details the measures taken at Brine Leas School in the event of a centre lockdown during the conducting of examinations.

Examples of when a lockdown may be required is shown below:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Ysgol Llanfyllin has devised lockdown procedures for different times of the day.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (Run, Hide, Tell)

### **2. ROLES AND RESPONSIBILITIES**

#### **Head of Centre**

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates.
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities.
- To arrange appropriate training for all exams-related staff in lockdown procedures.
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down.
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe.
- To provide written lockdown procedures for exam room/invigilator use.
- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates.

### **SLT (examinations)**

- To have accountability for all exams staff and candidates taking examinations during a lockdown.
- To have a presence around exam room areas prior to the start of each exam session.
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown.
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for.

### **Exams Officer**

- To train invigilators in the centre's lockdown procedure.
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown.
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations.

### **Invigilators**

- To be aware of the centre's lockdown procedure.
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown.
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room.

### **LOCKDOWN PROCEDURE**

#### **3. BEFORE AN EXAMINATION**

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas.
- Candidates will be instructed to enter the exam room immediately.
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door.
- Where safe/possible, the SLT member will communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode).
- WB will collate the information from all exam rooms and forward this to the head of centre immediately.
- Invigilators will: lock all windows and close all curtains/blinds; switch off all lights; lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room;
- take an attendance register/head count if possible; (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.

#### **4. DURING AN EXAMINATION**

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

##### **Invigilators will:**

- tell candidates to stop writing immediately and turn their papers over.
- collect the attendance register;
- make a note of time when the examination was suspended;
- instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desks;
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode);
- lock all windows and close all curtains/blinds;
- switch off all lights;
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room;
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.
- Dewi Owen will make informed decisions on alerting parents/carers, awarding bodies and emergency services.
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure.
- WB will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies.

#### **5. AFTER AN EXAMINATION**

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

##### **Invigilators will:**

- stop dismissing candidates from the exam room;
- instruct candidates who have left the room to re-enter the exam room;
- instruct candidates to remain silent and hide under examination tables;
- where safe/possible, communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode);
- lock all windows and close all curtains/blinds;
- switch off all lights;
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room;
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room;

- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

## **6. ENDING A LOCKDOWN**

The lockdown will be ended by either:

- the sound of a defined alarm, or
- remaining, the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room.
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine.
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT.
- Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time candidates may restart their examination.

Invigilators will then:

- ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period;
- recalculate the revised finish time(s) to allow for the full exam time ;
- tell the candidates to turn their papers over and re-start their exam;
- amend the revised finish time(s) on display to candidates;
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log).

The exams officer will:

- provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies);
- safely/securely store all collected exam papers and materials pending awarding body advice/guidance.
- Where applicable/possible/available, SLT/exams officer will:
- negotiate any alternative exam sittings with the awarding bodies;
- offer, arrange and provide support services to staff and candidates.
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.
- If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

**Exam Room Incident Log**

<b><u>Problem(s) Arising</u></b>
<b><u>Signature of Invigilator</u></b>

**Late Arrivals**

Candidate Number	Reason for Lateness	Start Time	Finish Time

**EXAM ROOM FIRE EVACUATION SHEET**

**Exam title:**

**Exam board:**

**Exam Room:**

**Length of exam:**

**Start time:**

**Exam stopped at:**

**Time remaining:**

**Exam restarted at:**

Please ensure that this sheet is collected in the event of a fire evacuation Exam Room Fire Evacuation Procedures are attached to this document.

- Inform the students of the new finish time both verbally and by adjusting the start/finish times on the whiteboards
- At the end of the exam reassure the students that the incident will be reported to the examination board and a request will be made for special consideration, to take into account of the disturbance caused to them

**Emergency evacuation procedures during examinations**

- Remain calm and follow instructions from invigilators.
- Leave papers and scripts in the exam room.
- Assemble in silence at the evacuation point.
- Candidates will remain separate to rest of cohort.
- Remain under examination conditions.
- Do not attempt to communicate with anyone.
- Full working time will be allowed for the examination.
- Awarding Bodies will be notified of any disturbance which may qualify for special consideration.

Appendix v

**Further guidance to inform and implement contingency planning**

AQA <http://www.aqa.org.uk/>

JCQ [www.jcq.org.uk](http://www.jcq.org.uk)

Ofqual <https://www.gov.uk/government/organisations/ofqual>

DfE [www.education.gov.uk](http://www.education.gov.uk)

Edexcel <https://qualifications.pearson.com/en/about-us/qualification-brands/edexcel.html>

DfE – Exams Delivery Support

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/examsadmin>

EDI <https://qualifications.pearson.com/en/about-us/qualification-brands/edi.html>

OCR [www.ocr.org.uk](http://www.ocr.org.uk)

UCAS [www.ucas.ac.uk](http://www.ucas.ac.uk)

WJEC [www.wjec.co.uk](http://www.wjec.co.uk)

JCQ A guide to the special consideration process <https://www.jcq.org.uk/exams-office/accessarrangements-and-special-consideration/regulations-and-guidance/>

JCQ Instructions for conducting examinations <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/instructions-for-conducting-examinations-2019-2020>

DfE guidance on dealing with disruption to teaching and learning

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-yearssettings>

DENI guidance on dealing with disruption to teaching and learning

[http://www.deni.gov.uk/exceptional\\_closures\\_checklist.pdf](http://www.deni.gov.uk/exceptional_closures_checklist.pdf)

[www.deni.gov.uk/index/85-schools/5-school-management/exceptional-closure-ofschools-toadverse-weather.htm](http://www.deni.gov.uk/index/85-schools/5-school-management/exceptional-closure-ofschools-toadverse-weather.htm)

<http://www.nidirect.gov.uk/school-closures>