Thorpe St Andrew School and Sixth Form Examinations Contingency Plan

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Key staff involved in contingency planning

Role	Name(s)
Head of centre	**Penny Bignell**
Exams officer line manager (Senior Leader)	**Phil Hookway**
Exams officer	**Ally Cromack**
ALS lead/SENCo	**Pedro Salgado**
Senior leader(s)	**Pete Lambert**
	Brigitte Bernard
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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Thorpe St Andrew School and Sixth Form. 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 Thorpe St Andrew School and Sixth Form is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan *Key tasks required in the management and administration of the exam cycle not undertaken including:* *Planning* ● *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered* ● *annual exams plan not produced identifying essential key tasks, key dates and deadlines* ● *sufficient invigilators not recruited* *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

- A member of the Administration Team who is trained as an Examinations Administrator can be called to take over, currently Claire Bailey and Lisa Bale. They will work under the direction of Assistant Principal, Phil Hookway.
- The Senior Leadership Team should nominate a "Deputy" to cover a role or task.
- Training and Work Shadowing is ongoing to ensure this is kept up to date
- All procedures should be documented. There are products available via:
    - The Key Tasks section of The Examinations Office website
    - The Examinations Administration section of the DFE website
    - Examination Board helplines
    - The Examinations Office section of the Joint Council for Qualifications website.

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

Criteria for implementation of the plan

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

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- *approval for access arrangements not applied for to the awarding body*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- Senior Leadership – Phil Hookway to oversee until SENCo returns.
- SENCo assistant to identify any candidates not yet approved by Awarding Bodies and complete.
- Examinations Officer to identify any shortfalls in invigilation requirements and ensure that gaps are filled.
- Once gaps are filled, Examinations Officer to arrange suitable rooms and SENCo assistant to provide training.

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

- Curriculum Leader or Senior Leadership Team member to provide Examinations Officer with details of estimated/final entries.
- Curriculum Leader or Senior Leadership Team member to ensure Examinations Officer is provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators.

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

- Examinations Officer to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall
- Conduct a review of available invigilators and their availability for the next examination series
- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- Identify where there may be a shortfall of invigilators
- Request permission to recruit additional invigilators
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice
- Staff agencies to be contacted if none of the above is successful

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

- Identify, working with responsible Senior Leadership Team members, a short-list of suitable rooms including reserves.
- Move students from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident.
- On-line submission if the centre intends to conduct an examination for any candidates to an address other than the centre's registered address.
- Contact exam boards/JCQ for advice to ensure rules and regulations are followed.

6. Failure of IT systems or Cyber Attack

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

Cyber Attack which results in failure of MIS or school network

Centre actions to mitigate the impact of the disruption

- Awarding bodies to be informed of the disruption and an extension to the deadline should be requested.
- MIS contractor and ICT team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption.
- Results can be obtained at an alternative site.
- In the event of a Cyber attack exam and results information is not stored on site or within the school network. Access can be provided from home computers if the school network is affected.
- MIS Provider will be contacted to request information required for results to ensure students can still receive them.
- If MIS provider has failed due to a cyber attack, results information can also be accessed via the Awarding Bodies' secure sites. Results can be downloaded for students to receive.

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

Lockdown:

- Should the need arise; a long continuous bell will ring.
- All students and staff must remain in classrooms.
- Locking the classroom door or putting a barrier (such as a desk) against the door is advised.
- Students should be encouraged to sit on the floor under the desks (do not take time to rearrange desks; just sit under them if possible).
- Students outside in PE lessons should move quickly back into the changing rooms, with staff remaining with them at all times.
- The clock will be stopped and all candidates asked to stop working. Scripts left in room.
- The Awarding body would be notified following the disruption. Special consideration applied for if advised to do so.

The situation should be maintained, until direct verbal dismissal by a member of the Senior Emergency Management Team, giving the all clear to each individual class.

Evacuation:

- Fire alarm will signal need to evacuate, if fire or flood arises in the exam room invigilator to evacuate students pulling alarm if required.
- The exam time will be stopped. Invigilators make a note of the time to ensure students get the full exam time if the exam is able to continue. All candidates asked to stop working. Scripts and material are left in room.
- Candidates evacuated row by row in silence to the designated evacuation area. Invigilators supervise students to ensure they're not talking.
- The Awarding body would be notified following the disruption. Special consideration applied for if advised to do so.

The situation should be maintained, until direct verbal dismissal by a member of the Senior Emergency Management Team, giving the all clear to each row of students.

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

- Centre to liaise with the JCQ, Examination Boards and other local centres to find suitable alternative venues.
- Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Plan potential alternative accommodation for the duration of the incident.
- On-line submission if centre intends to conduct an examination for any candidates to an address other than the centre's registered address
- Contact exam boards/JCQ for advice to ensure rules and regulations are followed

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

- Centre to liaise with parents/candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to 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 a medical certificate or have been advised by their centre not to attend an examination.
- If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website.
- Plan alternative accommodation for the duration of the incident.
- On-line submission if centre intends to conduct an examination for any candidates to an address other than the centre's registered address
- Contact exam boards/JCQ for advice to ensure rules and regulations are followed

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

- It remains the responsibility of centres to prepare students, as usual, for examinations.
- 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.
- The centres to open for examinations and examination candidates only, if possible.
- Alternative centres should be considered in the event that candidates cannot come to school.
- Centres may advise candidates to sit examinations in an alternative series.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.
- An examination result can be generated by the Awarding Body, based on factors such as a child's performance on other assessments in the same subject.

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 ● In the first instance centres to seek advice from awarding organisations ● Awarding Body to provide centres with electronic access to examination papers via a secure external network. ● The Examinations Officer would need to ensure that copies are received, made and stored under secure conditions. ● Source alternative couriers for delivery of hardcopies.

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 ● In the first instance centres to seek advice from awarding organisations and normal collection agencies regarding collection. Centres are not to make their own arrangements for transportation without approval from Awarding Bodies. ● Centres to 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 Bodies to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the Awarding Bodies. ● Candidates to retake affected assessment at subsequent assessment windows.

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 ● Centre to make arrangements to access its results at an alternative site. ● Centre to make arrangements to coordinate access to post result services from an alternative site. ● Centre to share facilities with other centres if this is possible. ● Centre to initiate an electronic post results service to its candidates. ● If electronic post results are not possible, centre will contact the awarding organisation for advice.

15. Disruption to Public Transport preventing students from reaching the Examination Centre

Criteria for implementation of the plan ● Candidates unable to take examinations due to planned lack of public transport. ● Candidates unable to take examinations due to sudden disruption to public transport. ● Candidates arrive late due to public transport problems.

Centre actions to mitigate the impact of the disruption

- Monitor news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to arrange own bus facilities to transport candidates to centre.
- Centre to liaise with parents/candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding Body.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to the Awarding Body for special consideration for candidates where they have met the minimum requirements.
- Latecomers are permitted to take their examinations provided they are within the JCQ regulations.

16. T Level and BTEC Specific contingency

Criteria for implementation of the plan

- Disruption to the delivery of programmes
- Disruption to assessment of programmes
- Disruption to the certification of programmes
- Centre unable to offer the T Level's anymore/the centre closed

Centres actions to mitigate the impact of the disruption

- Promote a culture of contingency planning in all processes.
- Ensure contingencies that may affect learners are determined.
- Ensure arrangements are in place to deal with such contingencies.
- Ensure centre staff are aware of contingency arrangements so that their response is consistent.
- Evaluate the appropriateness of such arrangements.
- Update contingency arrangements.
- Report to Pearson/NCFE CACHE any serious disruptions which may impact safe certification.
- Notify Pearson/NCFE CACHE of any issues which put at risk the centre's ability to meet centre approval criteria.
- Take all steps to protect learners' interest in case of withdrawal of centre approval.
- Supporting students in applying to another provider offering the T Level Digital. (Currently this would be CCN as they are the only other provider locally)
- Informing cohorts and parents as soon as we can.
- Liaising with the new provider with regards grades and the teaching content covered

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

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

1.1 Covid specific guidance:

- Guidance for schools Covid-19 from the Department for Education in England (subject to frequent updates as the situation changes)
- Responsibility for autumn GCSE, AS and A level exam series from the Department for Education in England
- Action for FE Colleges from the Department for Education in England

- Public health guidance to support autumn exams from the Department for Education
- Education and childcare: coronavirus from Welsh Government
- Covid-19 - guidance for school and educational settings from Department of Education in Northern Ireland

1.2 General contingency guidance

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

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

- JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).

- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

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

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

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.
See also:

- JCQ's guidance on special considerations

6. Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.
The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.
Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.
Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

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

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

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

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (updated 01 October 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, awarding bodies 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 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and*

Northern Ireland: https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from **Instructions for Conducting Examination**s 2021-2022 http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

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

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

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

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

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19) www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing 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

Wales

School closures: examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather: guidance for schools gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

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

School closures www.nidirect.gov.uk/articles/school-closures

National Counter Terrorism Security Office

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