

Highworth Warneford School

Contingency Plan



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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Highworth Warneford School.

Alongside internal processes this plan is informed by the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2024).

Contingency Arrangements

This plan details how Highworth Warneford School complies with the JCQ's General Regulations for Approved Centres (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration

All centres must have an up to date written contingency plan. The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo/ALNCo, examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle;
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable;
- potential issues with the centre's IT systems. As part of their contingency plan centres must identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

The following guidance provides a framework for senior leaders to build and shape a plan/policy in light of their local circumstances:

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

<https://www.jcq.org.uk/exams-office/other-documents/preparing-for-disruption-to-examinations/>

Preparing for disruption to examinations

HWS must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer

holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

HWS must ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up.

HWS must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks

National Centre Number Register and other information requirements

The head of centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.(GR 5.3)

Possible causes of potential disruption to the exam process

Exam officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - *confidential* exam/assessment materials or candidates' work not stored under secure conditions
 - internal assessment marks and samples of work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies

- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions to mitigate the impact of the disruption:

- The Exams Officer will complete key tasks in a timely manner and communicate with the Exams Assistant and Head of Centre regarding progress on a regular basis.
- Planning and entry information for each exam season will be stored in specific exam series files.
- The Exams Assistant, Office Manager and Head of Centre will assist in the management and administration of exams, as appropriate, in the absence of the Exams Officer.
- All revised JCQ regulations will be circulated to SLT on receipt.

SENCo extended absence at a critical stage of 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
 - 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 (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 SENCo will work with Exams Officer to submit new applications for access arrangements
- The Exams Officer will update the Access Arrangement master list and ensure it is distributed to the SENCo, the exams information file on the staff drive and on the staff room noticeboard.
- The SENCo will update the Exams Officer with the progress of assessments for new access arrangement applications at regular intervals.
- Applications for access arrangements will be made in advance of external deadlines.
- The SENCo's deputies will arrange exam room support.
- A member of the school leadership team will meet the JCQ inspector in the absence of the SENCo.

- The school will liaise with neighbouring schools and/or buy in the services of a specialist assessor as and when necessary.
- Staff training for access arrangements will take place at same time as invigilator training on an annual basis. The SENCo and/or Exams Officer will provide ad hoc training as required.

Teaching staff extended absence at a critical stage of 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*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*
- *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*

Centre actions to mitigate the impact of the disruption:

- Heads of Department will work with their deputies to compile and submit exam entry information. The deputy Head of Department will submit entry details in the Head of Department's absence.
- The Exams Officer will work closely with Heads of Department to ensure that all entry information is collected in advance of entry deadlines (exam entries for the following academic year will be collected at the end of the summer term).

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:

- Invigilator vacancies will be advertised widely using local publications and the internet.
- The availability and number of invigilators will be reviewed by the Exams Officer and the Assistant Business Manager at the start of each academic year.
- New invigilators will be recruited in March/April, when required, and receive annual training.
- Where possible, an extra invigilator will be timetabled for each exam session.

- In the case of invigilator absence (30 minutes before the exam commences), the Exams Officer will liaise with the Cover Supervisor to arrange immediate cover from trained staff in school and contact local invigilators to check their immediate availability.

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:

- The Exams Officer will use the School Booking System to book ICT Rooms to provide or identify empty classrooms.
- The Exams Officer will identify classes which can be collapsed (due to students sitting an examination) thus providing an empty classroom.
- If the hall and/or Gym become unavailable, other classrooms or the Sports Hall will be used for exams.
- Alternative venues will be sought, following consultation with awarding bodies, when no rooms available in school. Highworth Recreation Centre will be used if no rooms are available in school.
- Candidates who will be facing examinations shortly will be prioritised.
- The centre will communicate with parents, carers and students about the potential for disruption to teaching time and it will outline the plans to address this.

Failure of IT systems

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption:

- The ICT supervisor will be contacted immediately and advice will be sought.
- The MIS provider will be contacted immediately and advice will be sought.
- The awarding organisations will be contacted immediately and advice will be sought regarding entry submission of result retrieval using the exam board secure sites.

Emergency evacuation of the exam room

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 centre will communicate with relevant awarding organisations at the outset to make them aware of the issue and follow their instructions.
- The centre will identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding body.
- The centre will communicate with parents, carers and candidates regarding solutions to the issue.
- The centre will advise students, where appropriate, to sit the exam at the next available series
- Special consideration will be applied for if candidates have met the minimum requirements.

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 to mitigate the impact of the disruption:

- The centre will communicate with parents, carers and students about the potential for disruption to teaching time and outline the plans to address this, describing alternative methods of learning, alternative venues or both.
- Extra teaching and revision sessions may be timetabled when normal teaching resumes.
- Special consideration will be applied for, where applicable.
- Candidates who will be facing examinations shortly will be prioritised.
- Candidates, where appropriate, will be advised to sit examinations in the next available series.
- A JCQ Alternative Site Form will be completed and submitted, as required.

Candidates unable to take examinations – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as may not be able to take examinations- normal.

Centre actions to mitigate the impact of the disruption:

- The centre will communicate with relevant awarding organisations at the outset to make them aware of the issue.
- The centre will communicate with parents, carers and candidates regarding solutions to the issue.
- The centre will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- The centre will offer candidates an opportunity to sit any examinations missed at the next available series, where appropriate.
- Special consideration will be applied for if candidates have met the minimum requirements.

Centre unable to open as normal during the exams 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 centre will inform each awarding organisation with which examinations are due to be taken as soon as is possible.
- The centre will open for examinations and examination candidates only, if possible.
- The centre will use Highworth Recreation Centre as an alternative venue following liaison with the relevant awarding organisations.
- Where candidates have met the minimum requirements, the centre will apply to awarding organisations for special consideration.
- The head of centre will be responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether the centre is able to open.

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 centre will communicate with awarding organisations to organise alternative delivery of papers.

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 to mitigate the impact of the disruption:

- The centre will communicate with relevant awarding organisations at the outset to resolve the issue.
- The centre will liaise with Parcelforce Worldwide, where applicable.
- Secure storage of completed examination scripts, in line with JCQ guidance, will be ensured by the centre until collection is made.
- The centre will ensure that scripts are delivered to awarding organisations with the minimum of delay.

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 to mitigate the impact of the disruption:

- The head of centre will communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.
- Candidate marks will be generated (if possible) for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators.
- Where necessary and possible, candidates will retake the assessment that has been affected at a subsequent assessment window.

Centre unable to distribute results as normal (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:

- The centres will contact awarding organisations about alternative options.
- The centre will, if possible, make arrangements to access results at an alternative site or share facilities with other schools and colleges.
- The centre will endeavour to ensure that candidates receive their results in a timely way.

Reviewed annually by the Exams Officer and the Headteacher

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges - [Cyber security standards for schools and colleges](#)

Ofqual

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** 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

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

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

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps HWS should take

Exam planning

Review your 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. Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- 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.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to [JCQ's Centre emergency evacuation procedure](#)
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- 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.

Steps the awarding organisation should take

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.

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 are able to 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.

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.

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, depending on their specific policies.

See also [JCQ's guidance on special consideration](#)

Wider communications

The regulators, [Ofqual in England](#), [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [DfE 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.

Widespread national disruption to the taking of examinations or assessments

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 examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information. In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

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

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools, childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre"

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:

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

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 All centres must have 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency 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 centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies 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 'contingency sessions' for examinations, summer 2025. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.6 The designation of 'contingency sessions' 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.

15.7 In the event that there is national disruption to a day of examinations in summer 2025, 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 last 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.

15.8 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 the contingency arrangements so that they may take them 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."

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#)

[Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process](#)

[Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024](#)

GOV.UK

[Emergency planning and response: Exam and assessment disruption](#)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

National Cyber Security Centre

Cyber Security for Schools

Cyber security training for school staff