



**PRESTON MUSLIM GIRLS**  
— HIGH SCHOOL —

Education with Patience Modesty Gratitude Humility Sincerity

# Contingency Plan and Resilience Arrangement Policy 2024/25

**Approved by:** Headteacher/Governing Board **Date:** 17 December 2024

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## Key staff involved in the plan

Role	Name(s)
Head of centre	<b>Rehan Patel</b>
Senior leader(s)	<b>Yaseen Patel, Venkat Nallamilli</b>
Exams officer	<b>Hajra Akubat</b>
SENCo (or equivalent role)	<b>Mariyam Bangee, Venkat Nallamilli, Ikram Adam</b>



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## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination/assessment process at Preston Muslim Girls High School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our processes.

**Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) 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)*.**

This plan also confirms Preston Muslim Girls High School compliance with JCQ's **General Regulations for Approved Centres** (GR 5.3) that the centre has in place for inspection that must be reviewed and updated annually:

- a written contingency plan which covers all aspects of examination/assessment administration and delivery

## Contingency arrangements

In accordance with the regulations (GR 3.17-19), **PMGHS 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 (or equivalent role), 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 the contingency plan the centre **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.

**PMGHS 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.

**PMGHS 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. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

## National Centre Number Register and other information requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that **PMGHS** 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.

## Head of centre absence at a critical stage of the exam cycle

Where the head of centre may absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

## Possible causes of disruption to the exam process

### 1. 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*

#### *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

- Head of centre to liaise with Data Manager over entries
- Head of centre to liaise with Data Manager over pre-exam administration
- Head of centre to liaise with Data Manager regarding exam time issues and results
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### 2. SENCo (or equivalent role) 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
- 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

- 2 members of staff to work on planning – Senco and Assistant Senco
- Senco to have access to Centre Admin Portal in addition to the Exams Officer
- All staff trained as reader and scribes – training material to be kept in shared area for use at late notice if required

#### Exam time

- Exams staff advised of requirements early – discussed and implemented for mocks
- Additional member of staff available to support any arrangements

### **3. 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*

*Non-examination assessment (including controlled assessments and coursework) tasks not set/issued/taken by candidates as scheduled*

*Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*

*Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

#### Centre actions to mitigate the impact of the disruption

- SLT to ensure departmental continuity by requesting an alternative member of the faculty takes responsibility for the actions above
- Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by the Head of Faculty
- The Examination Officer to liaise with Head of Faculty and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the Examination Officer will liaise with the relevant Awarding Body and act upon advice received

#### 4. Invigilators - lack of appropriately trained invigilators or invigilator absence

##### Criteria for implementation of the plan

*Failure to recruit and train sufficient invigilators to conduct exams*

*Invigilator shortage on peak exam days*

*Invigilator absence on the day of an exam*

##### Centre actions to mitigate the impact of the disruption

- The Examination Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained well in advance
- The Examination Officer will be aware of the school staff available for invigilation duties at short notice and peak exam days
- Examination Officer/Data Manager/Senior Invigilator to cover absences or shortages
- Examination Officer to ensure that capacity is never exceeded on any one day
- Assistant Head/Examinations Officer to review training procedures regularly and put in place additional training as required
- Examination Officer to ensure a specific Emergency Evacuation Plan is in place (Appendix 1)
- Examination Officer to ensure an Incident Log is in place (Appendix 2)

#### 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

- In an emergency the Fatima-Al-Fihri or QIM building could be utilised for examination purposes

#### 6. Cyber-attack

##### Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

##### Centre actions to mitigate the impact of the disruption

- Constant review of risks and weak points in security measures Increasing staff awareness of data security through training. Results can be accessed from awarding body websites and printed
- Containment may include isolating/closing a compromised section of the network
- Attempt to recover any losses and limit the damage
- Identify any affected data and notify organisations as appropriate Back up SIMS data base as per schedule Keep network security up to date Ensure the Exams & Data Manager has access to awarding body sites from home.
- (GR 3.21) Ensure there are procedures in place to maintain the security of user accounts by:
  - a) providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
  - b) providing training for staff on awareness of all types of social engineering/ phishing attempts
  - c) enabling additional security settings wherever possible
  - d) updating any passwords that may have been exposed
  - e) setting up secure account recovery options
  - f) reviewing and managing connected applications

- g) monitoring accounts and regularly reviewing account access, including removing access when no longer required
- h) ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*

Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.

- i) reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

## 7. Failure of IT systems

### Criteria for implementation of the plan

*IT system corruption affecting candidates' work*

*MIS system failure at final entry deadline*

*MIS system failure during exams preparation*

*Power outage immediately prior to or during an on-screen test*

*MIS system failure at results release time*

### Centre actions to mitigate the impact of the disruption

- (This will include the security arrangements put in place which protect candidates' work)  
(GR 3.19) 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. Implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.
- The Examination Officer, in consultation with the Headteacher/Data Manager will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Examination Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

## 8. Emergency evacuation of the exam room (or centre lockdown)

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption

- If the fire alarm sounds the Examination Officer will immediately enter the main exam room (Hall) and note the time of the alarm. The Head of Centre will liaise with the Examination Officer regarding the necessity for stopping the exam and evacuating the building. If the need arises for an evacuation, the normal school Fire Evacuation Procedures for examinations will apply:

### **A) THE SCHOOL HALL**

1. Candidates will stop writing, place their papers face down on the desk
2. The Examination Officer will remind the candidates of the need to remain in silence and not communicate with any other candidate
3. Candidates will evacuate the hall one row at a time via the fire exit door from the hall
4. One invigilator will go with the first group of pupils and the second will go with the second group of pupils. The first invigilator will take the internal attendance register
5. The Examination Officer will be the last to leave the hall, having secured the evacuation of all candidates and the room



6. Candidates will proceed to the FIRE ASSEMBLY POINT in the main playground in a quiet and orderly manner and line up in candidate order, leaving adequate space between rows and columns to maintain the security of the exam
7. The first invigilator will take the register and remind candidates not to communicate with each other and the rest of the school
8. The Examination Officer will report to the Head of Centre when all pupils are accounted for returning to the exam hall
9. Candidates will return to the exam hall in candidate order. The Examination Officer will go with the first group of pupils and the first invigilator will go with the second group and the second invigilator with the last group of candidates
10. In assessing whether or not to continue the exam the Examination Officer will liaise with the Head of Centre as to whether or not the session will continue. The Head of Centre will take the following factors into consideration:
  - The length of time that has passed since the official start time
  - Whether the minimum time for remaining the examination has passed to maintain the integrity of the exam
  - The amount of time left to complete the exam(s)
  - Whether there is sufficient time to complete the exam before another session starts
  - Whether continuing the exam will take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time. If the Head of Centre is satisfied that the above conditions have not been breached, he will ask the Examination Officer to continue the exam
11. The Examination Officer will ask all candidates to mark their work with an Asterisk (star) so that the exam board can identify where the candidates' concentration was disturbed.
12. The candidates will continue with the exam and be given the full allocated amount of time (including stoppage) for the completion of the exam
13. Scripts will be submitted to the exam board in the usual manner at the end of the exam.
14. The Examination Officer will apply for special consideration for all affected candidates.
15. If the above conditions cannot be met the Examination Officer will liaise with the Head of Centre regarding a decision to abandon the session. If the session is to be abandoned, this will be either:
  - Because of consideration of the criteria above
  - Because re-entry to the premises cannot be secured
  - Because the risk of communication between candidates, the validation of the exam cannot be guaranteed
16. The Examination Officer will contact the Exam Board at the first opportunity and then apply for Special Consideration of all affected candidates
17. Partially completed papers will be sent to the exam board by the usual means if requested. If Evacuation is unnecessary: The Examination Officer will apply procedures (11) – (15) above providing the conditions in (10) above can be guaranteed

#### **B) ALL OTHER EXAM ROOMS IN USE AT THE SAME TIME AS THE HALL**

18. The Invigilator in charge of the room will follow procedures (1) – (7) above, immediately evacuating the room and accompanying the candidates to the FIRE ASSEMBLY POINT in the main playground.
19. The Invigilator will wait for further instruction from the Examination Officer who will communicate with the Invigilator at the earliest opportunity
20. The Examination Officer will apply procedures (8) and (10) – (17) above

#### **C) EXAMS TAKING PLACE IN OTHER EXAM ROOMS WHEN THE HALL IS NOT IN USE** (including on-line exams in the ICT Room)

Procedures (1) – (14) above will apply, providing the conditions in (10) above can be guaranteed

If the lockdown bell sounds, the full policy will be adhered to and pupils will be kept in the exam hall or room, away from doors and windows. A note of the time will be taken, and the exam board will be notified as soon as it is safe to do.

## 9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

### Criteria for implementation of the plan

*Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning*

### Centre actions to mitigate the impact of the disruption

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of PMGHS to prepare students, as usual, for examinations.
- In the case of modular courses, centre may advise candidates to sit examinations in an alternative series.
- Centre should have plans in place to facilitate alternative methods of learning.
- Centre to communicate with parents, carers, pupils and the Local Authority about the disruption to teaching time and provide appropriate work via the school intranet. Arrangements will be made for pupils to be taught at an alternative site.

## 10. Candidates may not be able to take examinations - centre remains open

### Criteria for implementation of the plan

*Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis*

- Candidates do not turn up for an exam
- Candidates turn up for an exam that they are not entered for
- Candidates are entered for the wrong paper
- Candidates are taken ill during an exam
- Awarding Body communications systems fail – online exams

### Centre actions to mitigate the impact of the disruption

#### **Candidates do not turn up for an exam**

Message to reception to ring home. Candidates can be admitted into the exams room up to 1 hour after published start of exam when the exam is over 1 hr duration. If they cannot attend the exam, pupils can be given the opportunity to sit the exam at the next available series and/or special consideration can be applied if the adverse circumstances are beyond their control and if the pupil has met the minimum requirements.

#### **Candidates turn up who are not entered**

Check with Head of Faculty and Subject teacher. Find a paper, seat them, amend attendance list and make entry. Charge late fee to department. If recurring problem, see SLT.

#### **Candidates are entered for the wrong paper**

Head of Faculty and Subject teacher contacted to confirm error. Contact Awarding Body for copy of paper if necessary. Provide exam paper, seat and amend entry.

#### **Candidates taken ill during exam**

Invigilator to contact Examination Officer/ring reception to contact first aider. Apply for Special Consideration.

#### **Awarding Body communications systems fail – online exams**

Contact awarding body immediately.

- Consider moving the starting time of the examination for all candidates (see section 6.2 of the JCQ document *Instructions for conducting examinations*)
- Be aware of the rules for very late arrivals (see section 21 of the JCQ document *Instructions for conducting examinations*)
- Wherever possible, it is always in the best interest for candidates to sit the examination. However, special consideration is an option where a candidate is unable to sit the

examination (see Chapter 4 of the JCQ document *A guide to the special consideration process*)

- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required

### **11. Centre may not be able 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 may not be able to open as normal for scheduled examinations*

#### Centre actions to mitigate the impact of the disruption

To implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP.)

- The decision on whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies
- Special consideration is an option if all other avenues have been exhausted and candidates meet the published criteria
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required

Alternative site(s) details: **to use the Fatima Al-Fihri Building / Quwwatul Education Centre**

***\*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.***

- Examination Officer to liaise with Head of Centre and to inform awarding bodies. Head of Centre and Examination Officer to explore alternative local venues.

If there are timetabled examinations scheduled on a day when the Head of Centre decides that the school should be closed to staff and pupils, the following procedures will be implemented:

- The school has a team of staff who, should conditions allow, are able to come to school to ensure that timetabled exams may go ahead. In such an eventuality, the school as an examination centre will only open to candidates sitting timetabled GCSE written examinations. In order that the school can ensure the correct administration of exams, the team has to include the Examination Officer or a suitably trained member of leadership team. If these members of staff are not able to get into school the scheduled exam(s) will not run. In line with JCQ (Joint Council for Qualifications) guidance, the school will endeavour to be open and, where conditions allow, timetabled examinations will go ahead. If the start of the exam is delayed candidates will be isolated and the exam board will be notified. Special consideration may be applied.

Advice and recommendations from the JCQ state:

*"Wherever possible, the examinations should be conducted according to the centre's published examination timetable" and "it is important to note that rescheduling the examinations is not an option due to the consequences that it would have across the system"*

In the event that weather is adverse, and the school is closed on a day of a scheduled public examination the Head of Centre will assess the possibility of key staff being able to attend. If he is confident that key staff are able to be in attendance and that the exam will run. The school website will be updated to show timetabled examinations are still going ahead and advising of any revised start times. SMS/email will also be sent to parents via Bromcom. Start times may be delayed for morning exams if several candidates are late (permission will be sought from relevant awarding bodies). All candidates are expected to make the effort

to come in and sit their examination. The decisions regarding travelling to school for an exam rest with individual families taking consideration of the weather and road conditions locally to them. If a candidate is unable to get into school on an exam day as a result of inclement weather, it is imperative that families contact the school as soon as possible to explain that this has occurred. If the Head of Centre were to take a decision that the school must close, as it is unsafe to open, we would notify the exam board that we had been unable to run the exams that were scheduled for that day.

In the event of the centre having to partially close they will:

- Consider opening the school for examinations and examination candidates only
- Use alternative venues in agreement with relevant awarding organisations (e.g., share facilities with other centres or use other public buildings if possible)
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible.

## **12. 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

- awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

The centre will contact the relevant awarding bodies for advice and instructions and should not make their own arrangements for transportation unless told to do so by the awarding body

- for any examinations where centres make their own collection arrangements, centres should investigate alternative options that comply with the requirements detailed in the JCQ publication *Instructions for conducting examinations*.
- Centres to ensure secure storage of completed examination scripts until collection.
- Source alternative couriers for delivery of hard copies
- Awarding organisers to provide centres with electronic access to examination papers via a secure external network
- Centres would need to ensure that copies are received and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date)

The Examinations Officer would ensure that copies are received, checked and stored under secure conditions.

## **13. Delay in collection arrangements for completed examination scripts**

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should contact the relevant awarding bodies for advice and instruction
- for examinations where centres make their own collection arrangements, they should investigate alternative options that comply with the JCQ document *Instructions for conducting examinations*
- centres to ensure secure storage of completed examination scripts until as close to the collection time as possible)

#### 14. Assessment evidence is not available to be marked

##### Criteria for implementation of the plan

*Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked*

*Completed examination scripts/assessment evidence does not reach awarding organisations*

##### Centre actions to mitigate the impact of the disruption

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

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

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

##### Criteria for implementation of the plan

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

##### Centre actions to mitigate the impact of the disruption

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

Alternative site(s) details: **Fatima Al-Fihri Building / Quwwatul Education Centre** could be utilised for distributing results.

#### **Resilience Arrangements for use in the unlikely event that the government determines that GCSE and A Level examinations and assessments will not go ahead as planned.**

In the extremely unlikely event that the government determines that GCSE and A Level examinations and assessments will not go ahead as planned, these resilience arrangements set out how evidence of performance will be gathered. Throughout this process, the expert opinions of Heads of Department and teachers together with academic oversight by the Head of Curriculum and Assessment and the Head of Teaching will form the basis for well-informed grades. The evidence provided by these resilience arrangements will ensure that there is sufficient evidence of candidate performance to enable alternative methods of awarding grades, such as Teacher Assessed Grades (TAGs), to be determined.

#### **Scope of Assessments**

Preston Muslim Girls High School will plan assessment opportunities to gather evidence of candidate performance in line with their usual assessment approaches. Evidence gathered will be sufficient so the School feels confident that, taken together, the evidence is an appropriate assessment of the knowledge, understanding and skills of the candidate.

***Heads of Department and teachers will plan so that the evidence gathered for candidates assesses them on a wide range of content, similar to that which they will expect in their summer exams, and across the assessment objectives for the qualification.***

Candidates will normally only be assessed on content they have been taught so far, at the point in the year when their teachers would usually assess them. Heads of Department and teachers will plan both the assessment opportunities, and when they take place, in ways they judge will best support their candidates in preparing for their exams. For the most part, credible grades will be collected from exam-condition mock examinations that take place in December and January of the final year of study for GCSE candidates.

The total assessment time will not exceed the total time candidates would spend taking exams for the relevant qualification, plus any time spent on non-exam assessment. Heads of Department and teachers will guard against over-assessment and will not spend longer on these assessments than they would on their existing assessment arrangements. As such, by following the existing internal mock assessment arrangements, the School will have sufficient evidence.

The School will not look to introduce additional assessments for the purpose of gathering evidence of student performance, as this will be counter to supporting candidates as they prepare for their exams. Ideally candidates will benefit from the opportunities they are given to prepare for their exams, and will not be adversely affected by taking too many assessments. Providing mock exams are completed in this way, one set should be sufficient for the purposes of gathering evidence. Heads of Department and teachers may also choose to carry out other internal assessments across the year that are not for the purpose of evidence collection.

### **The conditions under which candidates are assessed**

The School will assess candidates to provide them with opportunities to demonstrate their knowledge and understanding in ways that cover the assessment objectives for the qualification. Candidates taking GCSEs will be assessed under exam-like conditions wherever possible. For example, candidates will:

- not know the questions in the assessment beforehand
- work independently and without assistance (other than as required for a reasonable adjustment)
- not have access to books or revision notes
- be supervised during the assessment
- be assessed under timed conditions equivalent to those under which they would expect to complete the assessment (or part of an assessment) during their final exam These measures will both help to ensure that the work is authentic and, given that this reflects the conditions under which formal exams would have been taken, will prepare candidates for exams in the summer.

### **The assessment materials**

The mock GCSE will be similar to full or parts of the exam papers that candidates are preparing to take and will be based on exam board materials as far as possible.

### **Student Awareness**

Candidates will be made aware that any assessment evidence collected and retained under these arrangements will be used to determine grades only in the unlikely situation that exams and formal

assessments cannot go ahead. Students will also be told, where possible, before taking any assessment, whether their performance in the assessment would be used as part of the evidence to determine a grade for them if exams cannot go ahead as planned. In exceptional circumstances, it might be necessary for assessments that were not taken in line with this guidance to be used as evidence to inform a grade should exams not go ahead as planned. This could be, for example, where a student misses the mock examinations because of serious illness. In such cases, the student might not have been told in advance of taking the assessment that their performance might be used as evidence. The School will expect to receive guidance on how to take this into account when determining TAGs once notified by the government that the exams cannot proceed as expected.

## **Marking**

Teachers will mark the assessments in line with published exam board mark schemes and guidance where appropriate. As these arrangements are intended to support the existing internal assessment process, candidates will be given feedback, which could include marks or comments. Students will not, however, repeat assessments with the same questions following such feedback for the purpose of evidence collection. Teachers will tell the student the grade at which their performance in the assessment indicates they have performed. As teachers prepare candidates to take their qualifications, including through mock exams, those papers taken in and before 2019 and from 2023 onwards will be most useful when considering the standard of work expected at each grade. This will also support teachers where the assessment undertaken also informs decisions on predicted grades, be that for use internally or for external use

Teachers will take into account that approaches to grading were exceptional in autumn 2020 and 2021 and summer 2022. There was greater leniency in grade boundaries that is not normally applied in exams. The School will therefore ensure they do not consider grade boundaries from these years when providing an indicative grade for candidates. Teachers will make it clear to their candidates that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence. It will not be possible for a teacher to determine a final qualification grade unless Ofqual sets specific guidance on this, which Ofqual will do only if exams do not go ahead

## **Retention of work**

Student work, either the original or a copy, will always be retained either digitally or physically by the School. Students may be given copies, or the original work, where this would support their study.

## **Non-examined assessment**

Where a GCSE, AS or A Level includes a non-exam assessment (NEA), teachers will support their candidates, wherever possible, to complete that assessment in line with the timescales set by exam boards. Should exams be cancelled, teachers will take a student's NEA into account when determining a TAG.

## **GCSE Art and Design Qualifications**

Students taking GCSE qualifications in subjects such as Art and Design do not take exams in any year. Teachers do not, therefore, need to carry out any additional assessments.

## **Reasonable adjustments for disabled candidates**



The same reasonable adjustments that will be made for disabled candidates taking exams in the summer will, where possible, be applied to the assessments. Records should be made of the adjustments and the reasons for them. The School will record the reason why any reasonable adjustment was not made.

If a student's need for a reasonable adjustment is only identified after an assessment has taken place, their teacher will record the reason for this late identification and where possible allow the student to take a different, but equivalent, assessment with the reasonable adjustment in place.

**Special considerations for candidates whose performance is affected by an event outside their control**

If a teacher is satisfied that a student's performance in one or more of the assessments was affected by an event that was outside of the student's control at the time of, or immediately before, the assessment, such as illness or family bereavement, the teacher will mark the assessment as normal but record the issues so that these could be taken into account when determining a grade, should that be necessary.

The School will ensure candidates know they need to tell their teachers before, or immediately after, the assessment of any events outside of their control that might have affected their performance in an assessment.

<b>Approved by:</b>	<b>Senior Leader Team</b>
<b>Review cycle</b>	<b>Annual</b>
<b>Last reviewed</b>	<b>Sept 2024</b>
<b>Date of next review</b>	<b>Sept 2025</b>





## 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

### What schools and colleges and other centres 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 you 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

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 students, parents and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

##### 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 to the relevant awarding organisation 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.

## **Steps the awarding organisation should take**

### **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.

### **In the event of disruption**

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### **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 [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.

### **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

(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** (last updated 7 May 2024) <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. CONTINGENCY PLANNING

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>

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](#).

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 of 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 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.

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.

(JCQ guidance above taken directly from **Instructions for conducting examinations** 2024-2025 <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](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

Guidance for centres on cyber security (Effective from November 2023) [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

5 tips to get exam ready and stay cyber safe! [www.jcq.org.uk/exams-office/blogs/](http://www.jcq.org.uk/exams-office/blogs/)

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process [www.jcq.org.uk/exams-office/non-examination-assessments/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024 [www.jcq.org.uk/exams-office/non-examination-assessments/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

## GOV.UK

Emergency planning and response: Exam and assessment disruption

[www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

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

[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## **Wales**

School closures: examinations [gov.wales/school-closures-examinations](https://gov.wales/school-closures-examinations)

Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather: [www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather](https://www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather)

## **Northern Ireland**

Exceptional closure days – Northern Ireland [www.education-ni.gov.uk/articles/exceptional-closure-days](https://www.education-ni.gov.uk/articles/exceptional-closure-days)  
Checklist - exceptional closure of schools [www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools](https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

## **National Cyber Security Centre**

Cyber Security for Schools <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>



# Examination Emergency Evacuation Procedure/Policy

On hearing a fire alarm **before an examination**:

- Please proceed as you normally would for a fire alarm.
- Go to the assembly points and stand in your form groups.

On hearing a fire alarm **during an examination**:

1. Stop writing, do not stop to pick-up anything.
2. Listen to the instructions given by the invigilators. Stay with your group and leave immediately via the NEAREST FIRE EXIT and in **SILENCE**.
3. It is important that you **leave in SILENCE** and remain in **SILENCE** as you are still under exam conditions and **can still be disqualified from the exam**.
4. Proceed to the FIRE ASSEMBLY POINT in the main playground in a quiet and orderly manner.
5. Line up and wait in SILENCE with the invigilators. Invigilators will have to do a register so line up as neatly as possible.
6. Do not re-enter the building until you are advised to do so by the invigilators.
7. When told to re-enter the examination hall please walk slowly and go directly back to your allocated seat number in SILENCE.
8. The exam will continue as normal with the correct amount of time for the exam.



