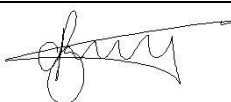
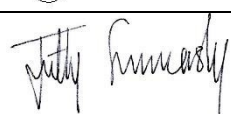


Exam Contingency Plan



**THE LADDER
SCHOOL**
Redefining alternative provision



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| Date of Creation (first edition) | November 2019 |
| Date for Review | October 2021 |
| Date posted on website | December 2020 |
| Policy updates and amendments | November 2020 |
| Member of staff responsible for the policy | Helen Brass |
| Date adopted by the Local Governing Body | December 2020 |
| Signed by Principal |  |
| Signed by Chair of Governing Body |  |



Version Control

| Version | Author | Date | Changes Made |
|---------|--------|---------------|--------------------------|
| 1.0 | HB | Nov 2019 | First Edition |
| 1.1 | RW | May 2020 | Changes to present tense |
| 1.2 | LA | November 2020 | Second Edition |

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



High Standards



Daring Dream

to



Traditional Values



Success



Personalised Support



High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.



This plan is reviewed and updated annually to ensure that exam contingency planning is applicable and is managed in accordance with current requirements and regulations

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at The Ladder School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the 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.

This plan also confirms The Ladder School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2019-2020) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

Possible causes of disruption to the exam process

1. Exams officer absence at key points in the exam process (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 the 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:

- Associate Principal to assume responsibility for the above tasks with the support of other members of the Senior Leadership Team (SLT)
- Contact schools within the Multi-Academy Trust to request support from their Examinations Officers where appropriate

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

Criteria for implementation of the plan

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support the 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 the external deadline
- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre Actions:

- Associate Head Teacher and Examinations Officer to work with the Leadership Team to identify students where applications for access arrangements may be required.
- Assistant of SENCo from another Multi-Academy Trust school.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received



- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre Actions:

- The Examinations Officer to liaise with Cluster Leads and/or SLT to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant awarding organisations 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:

- The full staffing team including SLT to be trained as invigilators and on stand-by for invigilation duties.

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:

- Exam room planning would be made a priority and if there was an issue with the use of the main auditorium for large examinations, Head of Centre would make a decision to ensure other classrooms in the school were made available to meet exam room criteria
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned



6. Failure of IT systems

Criteria for implementation of the plan

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

Centre Actions:

- The Examinations Officer, in consultation with the SLT, will make entries from another venue directly to the awarding organisations. Results may also be accessed directly from the awarding organisations.
- At all times during the system failure, the Exams Officer will liaise with the awarding organisations to minimise disruption and costs incurred.

7. 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:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

8. 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:

- Should the centre have to close for an extended period of time the Head of Centre would make arrangements for students to attend another facility within the Vines Sixth Form Centre or another school within the Multi-Academy Trust.
- Parents/carers and students would be contacted via text messages, letters and information on the school website.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre Actions:



- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

10. 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:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre Actions:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue



12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- (updated 2020/21) Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre Actions:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not
- make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the
- requirements detailed in the JCQ's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- (updated 2020/21) Completed examination scripts/assessment evidence does not reach awarding organisations
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Centre Actions:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Centre Actions:

- The Head of Centre would make arrangements for use of an alternative venue and to advise the awarding organisations of the situation. Using either the facilities within the Vines Sixth Form Centre or another school within the Multi-Academy Trust.
- Inform staff, pupils and parents as soon as possible of the change in the distribution of results.

Further guidance to inform procedures and implement contingency planning

Please see Ofqual Official Guidance (1 October 2020)

