

Haggerston School

Aspiration Creativity Character

Exams Contingency Policy 2022/23

Approved by	Date:
Headteacher	September 2022
Monitored and Reviewed by:	Full Review Due:
AHT Achievement & Exams Officer	September 2023

Role	Name(s)
Head of centre	Ciara Emmerson
Exams officer line manager (Senior Leader)	Thomas Larini
Exams officer	Kelly Hardy
SENCo	Martina Honorio
SLT member(s)	All Members of SLT

Aims:	This plan examines potential risks and issues that could cause disruption to the exams process at Haggerston 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.
Targets/ Outcomes:	To ensure that examinations and timetabled assessments are consistently delivered: in keeping with JCQ guidance; within published exam board deadlines; with clear, managed and communicated processes, including any contingencies due to changed circumstances; so that students are able to complete examinations through a fair, supportive and appropriate process.
Definitions	JCQ (Joint Council for Qualifications) Ofqual (Office of Qualifications and Examinations Regulation) NEA (Non-Examination Assessments)
Other Documents	This policy should be read in conjunction with the following documents: <ul style="list-style-type: none"> • Assessment Policy • NEA Policy
Roles and Responsibilities:	
Students will:	Adhere to systems and instructions from staff to ensure that they are compliant with the effective delivery of examinations, including knowing their examination timetable, seat number and relevant deadlines for the submission of work.
Teaching Staff will:	Ensure that they are informed of the relevant guidance about expectations and systems for the delivery of examinations, including: JCQ guidance, relevant locations, deadlines and examination board requirements.
Subject Leaders will:	Ensure that staff in the areas they line manage are clear in relation to relevant guidance about expectations and systems for the delivery of examinations, including: JCQ guidance, relevant locations, deadlines and examination board requirements.
SENCO will:	Ensure that the SLT Lead, Exams Officer(s) and Subject Leaders are informed about additional arrangements which are necessary and that these are in place to meet the needs of SEND students in line with JCQ guidance and examination board requirements.
Tutors will:	Ensure that students in their tutor groups are clear about the systems and instructions for the effective delivery of examinations, including communicating/distributing examination timetables, seat numbers and relevant deadlines for the submission of work.

Heads of Year will:	Ensure that staff in the areas they line manage are clear in relation to relevant guidance about expectations and systems for the delivery of examinations, including: JCQ guidance, relevant locations, deadlines and examination board requirements. Support with the effective delivery of examinations by supervising the operations for examinations where required.
SLT will:	Provide oversight of the Exams Officer(s), quality assuring the systems and information in place. Ensure that staff in the areas they line manage are clear in relation to relevant guidance about expectations and systems for the delivery of examinations, including: JCQ guidance, relevant locations, deadlines and examination board requirements. Support with the effective delivery of examinations by supervising the operations for examinations where required.
Parents will:	Ensure their child is clear about systems and instructions and complies with them for the effective delivery of examinations, including knowing examination timetables, seat numbers and relevant deadlines for the submission of work.
Governors will:	Monitor and review the effectiveness of the exams policies and practice in conjunction with SLT Lead.

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 release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment and/or 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 to Awarding Bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- The facilitation of Post Results Services services

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption outlined above

The centre will:

- Data Manager to cover any specific duties if Exams Officer is unable to work
- SLT to appoint Agency Exams Officer in the event of long term absence

2. ALS lead/SENCo extended 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 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the dimiption listed above

The centre will:

- Exams Officer trained on all aspects of Access Arrangements for Exam Students
- Inclusion Manager in place at school to cover in the absence of the SENCo

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- SLT will nominate a Deputy to cover a specific role or task if necessary
- Heads of Faculty have a Deputy in place to assist where needed

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Exams Officer to provide training to all members of the Invigilation team to ensure they are all appropriately trained.
- Exams Officer to ensure enough Invigilators are employed by the school to ensure full coverage of Exam rooms
- Agency Invigilators to be used as a back up if we have a major shortage at any given time

5. Exam rooms - lack of appropriate rooms or main venue(s) 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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- 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

Alternative venue details:

To be Confirmed

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- Text Message sent to all parents
- Email sent to all parents
- ensure the secure transportation of question papers or assessment materials to the alternative venue (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

Other centre actions:

- Exams Officer to liaise with SLT lead to source alternative venues and facilities
- Data Manager to assist with room bookings if necessary

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
- Cyber Attack - Where a cyber attack may compromise any aspect of exam delivery

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Internal deadlines for entries to be set before (the final entry deadline to allow for any IT failure
- All exams to be prepped in advance so that any IT failures on exam days will not affect the running of the exam
- Results can be requested in an alternative format on a separate computer not attached to the school network
- Liaise closely with IT department

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

Other centre actions:

- No other actions identified

8. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

- Information provided via the school website
- Information provided by letter to all parents/carers/students
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who has not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

- No other actions identified

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

Communication details:

- Information to be communicated to students via the school website, DPR and letters to parents
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- No other actions identified

10. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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
- Alternative venue to be confirmed

Communication details:

- Information to be communicated to students 'via the school website, DPR and letters to parents
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- No other actions identified

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

Other centre actions:

- No other actions identified

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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 JCO's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

- Not Applicable

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- 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

Other centre actions:

- No other actions identified

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

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

Other criteria:

- No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post results services from an alternative venue

Alternative venue details: To be confirmed

- make arrangements to make post results requests at an alternative location
- contact the relevant awarding body if electronic post results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post results services

Communication details:

- Parents will be updated in the school website/text message sent home with link

Other centre actions:

- No other actions identified

15. Any other cause of disruption to the exam process

Cause of disruption

No further causes identified

Central actions to mitigate the impact of the disruption listed above

Not applicable

Upon review in September 2022, no centre-specific updates or changes were applicable to this document.

Further guidance to inform procedures and implement contingency planning

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

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans. When drafting contingency plans, you should consider the following guidance:

1. General contingency guidance

- **Emergency planning and response**
(www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings) from the Department for Education in England
- **Opening and closing local-authority-maintained schools**
(www.gov.uk/government/publications/school-organisation-maintained-schools) from the Department for Education in England
- **Exceptional closure days** (www.education-ni.gov.uk/articles/exceptional-closure-days) from the Department of Education in Northern Ireland
- **Checklist - exceptional closure of schools**
(www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools) from the Department of Education in Northern Ireland
- **School closures** (<https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>) from NI Direct
- **Opening schools in extremely bad weather**
(<https://gov.wales/opening-schools-extremely-bad-weather-guidance-schools>) - guidance for schools from the Welsh Government
- **Procedures for handling bomb threats**
(www.gov.uk/government/publications/bomb-threats-guidance) from the National Counter Terrorism Security Office.

2. Disruption to assessments or exams

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

YoJ should discuss alternative arrangements with your awarding organisation if:

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

See also:

- JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland (www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/)

3. Steps you should take

3.1 Exam planning

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

3.2 In the event of disruption

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

3.3 After the exam

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

4. Steps the awarding organisation should take

4.1 Exam planning

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

4.2 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 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.

4.3 After the exam

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

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

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

See also:

- JCQ's guidance on special considerations (www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

6. Wider communications

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

The Department for Education in England. The Department of Education in Northern Ireland and the Welsh Government will inform 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 relevant professional bodies or employer groups if the impact of disruption particularly affects them.

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

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

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

JCQ

JCO guidance taken directly from **Instructions for Conducting Examinations 2021-2022** (www.jcq.org.uk/exams-office/ice-instructions-for-conducting-examinations/) section 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:

www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *exam system contingency plan.* *England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

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

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer.

However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

Links to other JCQ documentation

JCO Joint Contingency Plan - [jqc.org.uk/exams-office/other-documents](https://www.jcq.org.uk/exams-office/other-documents)

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

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

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

Instructions for Conducting Examinations - [jqc.org.uk/exams-office/instructions-for-conducting-examinations](https://www.jcq.org.uk/exams-office/instructions-for-conducting-examinations)

A guide to the special consideration process -

[jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

GOV.UK

(updated 2021/22) Emergency planning and response: Severe weather, Exam disruption; Coronavirus (COVID-19) - [gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

Opening and closing maintained schools -

[gov.uk/government/publications/school-organisation-maintained-schools](https://www.gov.uk/government/publications/school-organisation-maintained-schools)

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

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

Wales

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

Opening schools in extremely bad weather: guidance for schools -

[gov.wales/opening-schools-extremely-bad-weather-guidance-schools](https://www.gov.wales/opening-schools-extremely-bad-weather-guidance-schools)

Northern Ireland

(updated 2021/22) Exceptional closure days - [education-ni.gov.uk/articles/exceptional-closure-days](https://www.education-ni.gov.uk/articles/exceptional-closure-days)

Checklist for Principals when considering Opening or Closure of School -

[education-ni.gov.uk/publications/checklist-exceptional-closure-schools](https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools)

National Counter Terrorism Security Office

Checklist for managing bomb threats -

[gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)