

Examination Contingency Plan 2020-2021

1. Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Kingstone High School. By outlining actions/procedures to be followed 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 information contained in the Joint contingency plan for the examination system in England, Wales and Northern Ireland.

It is the responsibility of the head of centre to ensure that Kingstone High School has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising the risk to examination administration, should the examination officer be absent at a crucial stage of the examination cycle.

Causes of potential disruption to the Exam process:

1. Examination Officer extended absence at key points in the exam process (cycle)
2. SENCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators – lack of appropriately trained invigilators or invigilator absence
5. Exam rooms – lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Emergency Evacuation of the examination room (or Centre lock down)
8. Disruption of teaching time – centre closed for an extended period
9. Candidates unable to take examinations because of a crisis – centre remains open
10. Centre unable to open as normal during the exams period
11. Disruption in the distribution of the examination papers
12. Disruption to the transportation of completed examination scripts
13. Assessment evidence is not available to be marked
14. Centre unable to distribute results as normal

1 EXAMINATION OFFICER EXTENDED ABSENCE AT KEY POINTS IN THE EXAM PROCESS (CYCLE)

Criteria for implementation of the plan:

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

Planning

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines
- Sufficient invigilators not recruited and trained

Entries

- Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- Candidates not being entered with awarding bodies for external exams/assessment
- Awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- Exam timetabling, rooming allocation and invigilation schedules not prepared
- Candidates not briefed on exam timetables and awarding body information for candidates
- 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 e.g. very late arrival, suspected malpractice, special consideration
- Candidates' scripts not despatched as required to awarding bodies

Results and post-results

- Access to examination results affecting the distribution of results to candidates
- The facilitation of the post-results services

Centre actions:

- Head of Centre to appoint Examination Assistant to take over responsibility should absence of EO have the potential to affect the meeting of deadline (firstly Lee Butler)
- Staff member to work closely with EO to ensure they are up to date with the exam cycle and responsibilities at each point in time. This will be done under the supervision of the Deputy Head and Head of Centre

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
- Evidence of need and evidence to support normal was of working not collated

Pre-exams

- Approval for access arrangements not applied for to the awarding body
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- Staff providing support to access arrangement candidates not allocated and trained

Exam time

- Access arrangement candidate support not arranged for exam rooms

Centre actions:

- Head of Centre responsible for ensuring position is filled should absence have the potential to disrupt exam preparation
- EO to ensure access arrangements are in place by the Spring Term of Year 10 for all students where possible
- EO to plan access arrangements for exam days in advance of the Summer series, in consultation with SENCo

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
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- EO responsible for ensuring all deadlines are met for estimated entries. Any omissions to be referred to Head of Centre
- Head of Centre responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time, by trained professionals, in all circumstances

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 day of exam

Centre actions:

- EO responsible for recruitment of invigilators in the autumn term of the summer series. Advance planning required to ensure enough are available for the sittings
- Head of Centre to be informed if recruitment is necessary
- Cover supervisor, Teaching assistants and Administration staff to also receive updated exam invigilator training to ensure back up is available in case of invigilator absence

5 EXAM ROOMS – LACK OF APPROPRIATE ROOMS OR MAIN VENUES UNAVAILABLE AT SHORT NOTICE

Criteria for implementation of the plan:

- EO unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venue unavailable due to an unexpected incident at exam time

Centre actions:

- EO responsible for ensuring planning of rooms is completed by the end of the Spring term to identify potential rooming issues
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident
- Head of Centre to liaise with EO to ensure no disruption due to room shortages

6 FAILURE OF IT SYSTEMS

Criteria for implementation of the plan:

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

Centre actions:

- EO to contact awarding bodies directly to arrange alternative methods of information exchange
- Head of Centre to be informed

7 EMERGENCY EVACUATION OF THE EXAM ROOM (OR CENTRE LOCK DOWN)

Criteria for implementation of the plan:

- Whole Centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions:

- If exam has started Lead Invigilator to ask candidates to stop writing
- Registers to be collected by Lead Invigilator
- If requested by EO, exam room to be evacuated as per the emergency evacuation procedure
- If prior to exam, EO to liaise with Head of Centre and awarding organisations to offer an alternative venue for sitting the exam

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 closed interrupting the normal teaching and learning

Centre actions:

- Head of Centre responsible for finding alternative venues/methods of learning
- Priority given to exam cohort
- Centre to communicate with parents and students
- For further advice please see Scenario 1 at the rear of this document

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:

- Procedures for absence outlined to students in examination booklet information given each year.
- EO to liaise with awarding organisations immediately to make them aware
- EO to liaise with students and parents to find alternative venue / advise on next opportunity to sit the examination / apply for special consideration as required
- For further advice please see Scenario 2 at the rear of this document

10 CENTRE UNABLE TO OPEN AS NORMAL DURING THE EXAM PERIOD

Criteria for implementation of the plan:

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

Centre actions:

- Open for candidates only if possible
- Use alternative venue, in agreement with awarding body organisations
- Offer students the opportunity to sit the next series
- For further advice please see Scenario 5 at the rear of this document

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:

EO to communicate with awarding organisations to organise alternative delivery of examination papers

- For further advice please see Scenario 3 at the rear of this document

12 DISRUPTION TO THE TRANSPORTATION OF COMPLETED EXAMINATION SCRIPTS

Criteria for implementation of the plan:

- Delay in normal collection arrangement for completed examination scripts

Centre actions:

- EO to communicate with awarding bodies for approval of alternative delivery arrangements
- For further advice please see Scenario 4 at the rear of this document

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

Centre actions:

- EO to communicate with Head of Centre and awarding bodies immediately
- Students and their parent/carer to be made aware
- Student marks to be submitted based on appropriate evidence
- Candidates offered the opportunity to retake in subsequent series
- For further advice please see Scenario 6 at the rear of the document

14 CENTRE UNABLE TO DISTRIBUTE RESULTS AS NORMAL 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

Centre actions:

- EO and Head of Centre to assess alternative arrangements for issuing results with the regulators
- Head of Centre to inform transition schools, students and parents about delay as soon as possible
- For further advice please see Scenario 11 at the rear of this document
- EO and Head of Centre to assess alternative arrangements to make post-results requests at alternative location

Causes 8-14 – all scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

Examinations Officer:

Mrs S Townsend

Head of Centre:

Mr S Fisher

Date of Next Review: March 2021

Scenario 1 – Disruption of teaching time – a significant number of centres are closed for an extended period

Type of scenario	Disruption to candidates
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Example of scenario	Severe flooding closes a significant number of centres in a region
Recommended actions	<p>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual</p> <p>It is recommended that centres:</p> <ul style="list-style-type: none"> - have contingency plans in place to facilitate alternative methods of learning, alternative venues or both - prioritise candidates who will be facing examinations shortly - advise candidates, where appropriate, to sit examinations in the next available series
Specific communication	The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue
Further advice and information	<p>Guidance on emergency planning, with advice on severe weather, is available from the Department for Education</p> <p>There is also statutory guidance on school closures</p>

Scenario 2 – Candidates unable to take examinations because of a crisis – centres remain open

Type of scenario	Disruption to candidates
Impact on	School and college staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend examination centres to take examinations as normal.
Example of scenario	A sickness bug means that a number of candidates are not able to attend a centre to take an examination.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> - liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations - offer candidates an opportunity to sit any examinations missed at the next available series - apply to awarding organisations for special consideration for candidates where they have met the minimum requirements <p>Please note: candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply</p>
Specific communication	The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them.
Further advice and information	JCQ's guidance on special consideration and alternative site arrangements can be accessed through the JCQ website.

Scenario 3 – Disruption in the distribution of examination papers

Type of scenario	Transport or delivery
Impact on	Awarding organisation staff, teachers, candidates
When to implement the plan	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations
Example of scenario	A courier delivers a wrong set of examination papers to a centre
Recommended actions	<p>It is recommended that awarding organisations:</p> <ul style="list-style-type: none"> - source alternative couriers for delivery of hard copies - provide centres with electronic access to examination papers via a secure external network - fax examination papers to centres if electronic transfer is not possible. <p>Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions</p>
Specific communication	The centre to communicate with awarding organisations to organise alternative delivery of papers
Success criteria	Students are able to proceed with taking examinations without having to reschedule examinations
Further advice and information	not applicable

Scenario 4 – Disruption to the transportation of completed examination scripts

Type of scenario	Transport or delivery
Impact on	Courier staff, centre staff, awarding organisation staff
When to implement the plan	In the event that there is a delay in normal collection arrangements for completed examination scripts
Example of scenario	A courier contacts a centre to report a problem about picking up scripts on time
Recommended actions	It is recommended that centres: <ul style="list-style-type: none"> - in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection - do not make their own arrangements for transportation without approval from awarding organisations - ensure secure storage of completed examination scripts until collection
Specific communication	The centre to communicate with relevant awarding organisations at the outset to resolve the issue
Success criteria	Scripts are stored 'securely' in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay
Further advice and information	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under Instructions for Conducting Examinations 2014-2015 Guidance on the 'Life of a script' is also available on the JCQ website

Scenario 5 – Centres are unable to open as normal during the examination period

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, centre staff, parents, carers and awarding organisation staff
When to implement the plan	In the event that centres are unable to open as normal for scheduled examinations
Example of scenario	A fire at the centre means that it is closed when examinations are due to take place
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> - open for examinations and examination candidates only, if possible - 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 (see Scenario 3) - offer candidates an opportunity to sit any examinations missed at the next available series, if possible
Specific communication	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible
Success criteria	Students are able to take examinations in alternative venues in a timely way
Further advice and information	<p>Centres should cover the impact on examinations as part of their general planning for emergencies</p> <p>The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open.</p> <p>DfE guidance on school closures is available on the GOV.UK website</p>

Scenario 6 – Assessment evidence is not available to be marked

Type of scenario	Marking
Impact on	Candidates, teachers, school and college staff, parents, carers and awarding organisation staff
When to implement the plan	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked
Example of scenario	A fire at the centre destroys completed examination scripts
Recommended actions	It is recommended that: <ul style="list-style-type: none"> - awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators - candidates retake the assessment that has been affected at a subsequent assessment window, if possible
Specific communication	It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
Success criteria	Candidate marks are able to be generated (if possible) from existing assessment materials
Further advice and information	To be sought from the relevant awarding organisation

Scenario 7 – Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking

Type of scenario	Marking
Impact on	Scanning centre staff, awarding organisation staff
When to implement the plan	In the event that there is disruption to the scanning process
Example of scenario	A scanning centre reports technical problems with scanning machines leading to delays
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - awarding implement their existing contingency plans for disruption to on-screen marking process - revert to traditional forms of marking, recruit, train or re-standardise qualified new markers
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	To be sought from the relevant awarding organisation

Scenario 8 – Markers unable to mark examination scripts according to marking schedules

Type of scenario	Marking
Impact on	Awarding organisation staff
When to implement the plan	In the event that a significant number of markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates
Example of scenario	Significant numbers of markers withdraw from a specific qualification at short notice
Recommended actions	<p>It is recommended that awarding organisations:</p> <ul style="list-style-type: none"> - reallocate scripts to available markers - recruit, train or re-standardise qualified new markers - contact each other to 'share' markers for specific qualifications - prioritise marking based on results dates, UCAS deadlines, qualifications that require further study (eg maths and English)
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	not applicable

Scenario 9 – Difficulty in meeting planned schedule or unable to issue results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, candidates, parents and carers
When to implement the plan	In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure
Example of scenario	A process failure delays both the preparation and issuing of results
Recommended actions	<p>If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they:</p> <ul style="list-style-type: none"> - establish priorities for processing results in line with UCAS and Central Applications Office 2 (CAO) deadlines - implement existing contingency plans for disruption to the schedule for issuing results - in consultation with regulators, assess the level of disruption and consider alternative options for issuing results, dependent upon the nature of the issue - in consultation with regulators, liaise with relevant organisations (eg UCAS, CAO) regarding candidate progression to further and higher education
Specific communication	Awarding organisation(s) to brief schools and colleges about potential delays to issuing results
Success criteria	Deadlines for issuing results to candidates are met
Further advice and information	not applicable

Scenario 10 – Awarding organisations unable to issue accurate results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate
Example of scenario	An IT system failure impacts upon the accuracy of results
Recommended actions	It is recommended that awarding organisations: - revalidate results - reissue results, via an alternative format if necessary
Specific communication	Awarding organisations to inform schools, colleges and candidates of any incorrect results Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines
Success criteria	Results are revalidated or reissued in a timely way for candidates
Further advice and information	not applicable

Scenario 11 – Centres are unable to distribute results as normal

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
Example of scenario	A school or college is closed and therefore candidates are not able to visit to find out their results
Recommended actions	It is recommended that schools and colleges: - make arrangements to access results at an alternative site - share facilities with other schools and colleges if possible
Specific communication	Centres to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way
Further advice and information	not applicable

Scenario 12 – Awarding organisations are unable to offer post results services

Type of scenario	Post results services
Impact on	Awarding organisation staff, centre staff, candidates, parents and carers
When to implement the plan	In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals
Example of scenario	A systems failure shuts down an awarding organisation's online post results service
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - make arrangements to provide post results services for centres and candidates through alternative methods (e.g. paper, Excel spreadsheets, traditional re-marking) - prioritise candidates going through UCAS or CAO
Specific communication	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this service
Success criteria	Candidates are offered a post results service using alternative methods in a timely way
Further advice and information	not applicable

Further guidance to inform and implement contingency planning

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

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

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

JCQ Joint Contingency Plan <http://www.jcq.org.uk/exams-office/other-documents>

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

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

Guidance notes concerning transferred candidates <http://www.jcq.org.uk/exams-office/online-forms>

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

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

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Contingency planning

The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at:

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

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.

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.

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

The awarding bodies have designated **Wednesday 24 June 2020** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document 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 local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the highly unlikely event that there is national disruption to a day of examinations in summer 2020, the awarding bodies will liaise with the qualification regulators and the DfE 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 on 24 June 2020. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

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

[JCQ guidance taken directly from *JCQ Instructions for Conducting Examinations 2019-2020*
<http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations>, section 15,
Contingency planning]