KDHS

EXAMS CONTINGENCY PLAN

Effective from 1 September 2026

This plan is reviewed annually to ensure compliance with current regulations and reflects KDHS practice.

Approved/reviewed by	
Tracy Basger	
Date of next review	September 2027

Key staff involved in the plan

Role	Name(s)
Head of centre	**Tracy Basger**
Senior leader(s)	**Jack Pitt**
Exams officer	**Joanna Hipkiss**
SENCo (or equivalent role)	**Jocelyn Buckley-Dibben**
Assistant Exams Officer	**Tarryn Cohen**

Contents

Key staff involved in the plan 2
Purpose of the plan 4
Contingency arrangements 4
National Centre Number Register and other information requirements 4
Head of centre absence at a critical stage of the exam cycle 5
In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Deputy Head 5
The centre also has in place has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series. 5
Possible causes of disruption to the exam process 5
1. Exam officer extended absence at a critical stage of the exam cycle 5
2. Assistant Exams Officer responsible for Access Arrangements extended absence at a critical stage of the exam cycle 5
3. Teaching staff (or other key staff essential to the examination process) extended absence at a critical stage of the exam cycle 6
4. Invigilators - lack of appropriately trained invigilators or invigilator absence 6
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice 7
6. Cyber security 7
7. Failure of IT systems 8
8. Emergency evacuation of the exam room (or centre lockdown) 8
9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period 9
10. Candidates may not be able to take examinations - centre remains open 9
11. Centre may not be able to open for examinations 9
12. Disruption in the distribution of examination papers 9
13. Delay in collection arrangements for completed examination scripts 10
14. Assessment evidence is not available to be marked 10
15. Centre unable to distribute results as normal or facilitate post-results services 10
Further guidance to inform procedures and implement contingency planning 11
DfE 11
Ofqual 11
JCQ 13
GOV.UK 13
National Cyber Security Centre 13

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process at The King David 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 document *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the JCQ guidance **Preparing for disruption to examinations**.

This plan also confirms The King David High School's 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 by a member of the senior leadership team and communicated within the centre... a contingency plan which covers all aspects of examination/assessment administration and delivery
- The centre's contingency planning **must** include succession arrangements for members of staff involved in examination and assessment administration

Contingency arrangements

In accordance with the regulations (GR 3.31-36), The King David High School **must** have in place, and at all times comply with, 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 or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The King David High School **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.

The King David High School **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. 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 The King David High School completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) 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

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Deputy Head

The centre also has in place has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

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

- Assistant Examinations Officer and PA to Head and SLT to assume responsibility for the above tasks with the support of the Senior Leadership Team (SLT), alongside an additional hired member of staff to act as an Exams Assistant
- New Exams Assistant to log in time exam papers arrive & bring immediately upstairs to locked storage in Exams office. (Mrs Rose to oversee)

2. **Assistant Exams Officer responsible for Access Arrangements 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

- The SENCO team (Mrs Buckley-Dibben) and the Exams Officer (Mrs Hipkiss) to work with SLT to identify students where applications for access arrangements may be required. SENCO to make sure all paperwork in place.
- AEO (Mrs Cohen) to ensure access arrangements are in place by the Summer term of Year 10 for all students where possible.
- EO (Mrs Hipkiss) to plan access arrangements for exam days in advance of the Summer series, in consultation with the SENCO.
- EO (Mrs Hipkiss) contact Examination Board if a late access arrangement required.
- SENCO Assistant to liaise with Exams Office for extra support in exam rooms if required

3. **Teaching staff** (or other key staff essential to the examination process) **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

- The Examinations Officer (Mrs Hipkiss) to liaise with Heads of Department and/or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the EO 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 Examinations Officer (Mrs Hipkiss) will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Examinations Officer (Mrs Hipkiss) will liaise with Head of Centre and will be aware of the school staff available for invigilation duties at short notice and for peak exam days.
- The Examinations Officer (Mrs Hipkiss) is responsible for recruitment of invigilators in the Autumn term of the summer series together with staffing. Advance planning required to ensure enough are available for the sittings.
- Head of Centre Staffing to be informed if recruitment necessary.
- Cover supervisors and other Administrator Staff to also receive up dated 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

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- The EO(Mrs Hipkiss) will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the EO at all times during such emergencies.
- Upstairs gym on school site based in separate building to be used if main exam hall unavailable

Alternative site(s) details: Heaton Park Synagogue Hall, Middleton Road, Manchester M8 4JX will be used if the school site is unavailable- confirm with Exam Boards

6. Cyber security

Criteria for implementation of the plan

Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Centre actions to mitigate the impact of the disruption

(Including the required arrangements for cyber security)

- Liaise with Head of IT to rectify the issue
- Head of Centre to be informed.
- (GR 3.38) Ensure there are procedures in place to maintain the security of user accounts by:

a) ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training...

The training includes:

- the importance of creating strong, unique passwords for all accounts;
- keeping all account details strictly confidential;
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access;
- how to properly set up and use MFA for both centre and awarding bodies' systems;

- an awareness of all types of social engineering/phishing attempts;...
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.

A record of completed cyber security training will be held on file for inspection.

b) developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies;
c) implementing and enforcing robust security measures, including:
   - a multi-layered security approach must be in place.
   - regularly reviewing and updating security settings to align with current best practices;
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' 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

Technical failure or power outage immediately prior to or during an on-screen examination

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- The EO (Mrs Hipkiss) in consultation with the SLT will make entries from another venue direct to the Awarding Bodies (address in point 5). Results may also be accessed directly from the AB. At all times during the system failure the EO will liaise with the AB to minimise disruption and costs incurred.
- Head of Centre to be informed.
- Liaise with Head of IT to rectify the issue
- Ensure that candidates' work is backed-up via One- Drive secure network

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

- The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements
- Synagogue hall (Point 5 for full name & address) will be used if the main venue is unavailable - confirm with Exam Boards
- Apply for special consideration for all students if required

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 • SLT to manage all such incidents. Students log in through Teams and continue lessons via video link.

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*
Centre actions to mitigate the impact of the disruption • The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action. • Consider moving start time of exam for all students • EO apply for special consideration of student through absence

11. Centre may not be able to open for examinations
(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 • Alternative site details: Heaton Park Synagogue, Middleton Road, Manchester M8 • The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action. • Priority given to exam cohort. • Synagogue hall will be used if the main venue is unavailable - confirm with Exam Boards, ensuring the secure transportation of question papers to the alternative venue • EO to contact awarding bodies for advice regarding special consideration • Centre to communicate with parents and students any changes to exam timetable or venue. • Notify JCQ Centre Inspection Service with alternative site arrangement • Ensure scripts are stored under secure conditions

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 • EO to contact the relevant awarding body for guidance and arrange secure electronic access to examination papers where required. • EO to ensure any papers received electronically are printed and stored securely in accordance with JCQ requirements. • Exams will proceed as scheduled wherever possible, following awarding body instructions. • If the exam cannot proceed, EO will liaise with the relevant awarding body regarding alternative arrangements.

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 • The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements • Exams to be kept secure in locked storage until alternative collection can be made

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 • The EO will contact the AB to notify them of any such incidents and act upon advice given • EO to communicate with awarding bodies immediately. • Student marks to be submitted based on appropriate evidence.

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 • The EO will contact the AB to notify them of any such incidents and act upon advice given • 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. Alternative site(s) details: Heaton Park Synagogue Hall, Middleton Road, Manchester M8 4JX will be used if the school site is unavailable- confirm with Exam Boards

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

Cyber security: core standard

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 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) 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

Instructions for conducting examinations www.jcq.org.uk/exams-office/instructions-for-conducting-examinations-ice/ (with particular reference to section 15, **Contingency planning**)

Preparing for disruption to examinations www.jcq.org.uk/exams-office/general-regulations/

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

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

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms/

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/

Guidance for centres on cyber security (Effective from November 2023; Revised July 2025) 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/

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

Dispatch of exam scripts guide: Contingency planning www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

National Cyber Security Centre

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

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