

THE BOLSOVER SCHOOL

*Nothing but the best*



# Exam Contingency Statement

Approving Body:	Local Academy Board
Date Approved:	September 2025
Review Date:	September 2026

Policy: Exam Contingency Policy

Date: September 2025

**Key staff involved in contingency planning**

<b>Role</b>	<b>Name(s)</b>
Head of centre	<b>Matthew Hall</b>
Exams officer line manager (Senior Leader)	<b>Rebecca Bennett</b>
Exams officer	<b>Tracey Williams</b>
SENCo	<b>Richard Topley</b>
SLT member(s)	<b>Jason Pridmore, Stephanie Spence, Rebecca Bennett, Richard Topley, Anthony Lyne</b>

## **Purpose of the plan**

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

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*.

This plan also confirms The Bolsover School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres*) (2025-2026) and that the centre *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.*

## **Possible causes of disruption to the exam process**

### **1 Exam 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*

#### *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

- SLT to nominate a deputy to cover the role/task
- Extra hours should be allocated to the deputy to ensure there are sufficient hours to cover the work required
- Relief staff to be given access to secure storage procedures including username and passwords for the staff network and any examination portals/websites

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

#### Criteria for implementation of the plan

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

#### *Planning*

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

- SLT to nominate a deputy to cover the role/task
- SLT to appoint qualified assessor to test candidates in place of the SENCO
- Gaining approval from exam boards for access arrangements could be delegated to the Examinations Officer – with sufficient warning and planning time
- Deputy SENCO to arrange student support during all exams

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

Criteria for implementation of the plan

*Key tasks not undertaken including:*

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

*Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*

*Non-examination assessment tasks not set/issued/taken by candidates as scheduled*

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

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

Centre actions to mitigate the impact of the disruption

- HOF's/HOD's should take responsibility for any missing entries, coursework marks and any assessment marks in the absences of a member of teaching staff.
- Entries must be on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.

### **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

- First check availability of other invigilators who said they would be available.
- Check freed staff to see if anyone else is available and who has not been used from that teaching period.
- Check if there are any available staff who would have ordinarily have been teaching but have a noncontact period due to the examinations.
- Check with the Cover Administrator to see if they have any available staff.
- See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator.
- As a last resort, call on HOD's/HOF's/HOH's or SLT to invigilate.
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## **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

- A clear rooming plan for exams should be in place at the beginning of the Exam Season
- Rooming is sorted through SIMS and shared with staff on a daily basis through room changes
- Room bookings should be made well in advance to ensure there are sufficient rooms for exam Students
- If all students are in an exam, the rooms that have been made available could be used. If a room isn't appropriate due to subject displays etc, any free rooms that are available can be used

## **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*

*Cyber-attack anytime during the exam process*

Centre actions to mitigate the impact of the disruption

- All exam entries should be made well in advance of deadlines to avoid this issue in the first place. If the entries are left until the last minute and there is an IT failure, firstly ring the relevant exam boards to explain. An extension to entries may be granted; if so, written approval must be requested.
- Try to access SIMS through another computer i.e. from home, or another SIMS user.
- Check that the IT team are aware of the exams results day and are on standby to assist if necessary - to ensure smooth running of the results downloads.
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system / Ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack
- Following and regularly reviewing National Cyber Security Centre advice for support in cyber security preparedness and mitigation work / Using the NCSC's free [Web Check](#) and [Mail Check](#) services to help protect from cyber-attacks

## **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 to mitigate the impact of the disruption

- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. 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.

## **8. Disruption of teaching time – centre closed for an extended period**

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual, for examinations
- Teachers should continue to provide relevant learning aids and materials to continue with the normal curriculum delivery – promoting remote learning
- In the case of modular courses, we may advise candidates to sit examination in an alternative series

## **9. Candidates at risk of being unable to take examinations– centre remains open**

Criteria for implementation of the plan

*Candidates at risk of being unable to attend the examination centre to take examinations as normal*

Centre actions to mitigate the impact of the disruption

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding bodies.
- Centre to offer candidates an opportunity to sit any examination missed at the next available series
- Centre to apply to awarding body for special consideration for candidates where they have met the minimum requirements. 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.

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

Criteria for implementation of the plan

*Centre at risk of being unable to open as normal for scheduled examinations*

Centre actions to mitigate the impact of the disruption

- Centre to open for examinations and examination candidates only. If possible, centre to use alternative venues in agreement with relevant awarding bodies (e.g. share facilities with other centres or use other public building)
- Centre may offer candidates an opportunity to sit examinations missed at the next available series
- Centre to apply to awarding bodies for special consideration for candidates where they have met the minimum requirements

## **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 to mitigate the impact of the disruption

- Centre must check all exam papers upon arrival and tick off on the exam timetable, inform appropriate awarding body of any discrepancies or missing papers.
- If this happens on the day of the exam, contact the examination board immediately. Awarding bodies can provide centre with an electronic access to examination papers via a secure external network.
- Candidates to be kept under supervision until exam papers can be printed and made available for the exam.

## **12. Disruption to transporting completed examination scripts**

Criteria for implementation of the plan

*Delay in normal collection arrangements for completed examination scripts*

Centre actions to mitigate the impact of the disruption

- In the first instance centre must seek advice from the awarding bodies and the normal 'yellow label' collection agency regarding collections. The Bolsover School should not make their own arrangements for transportation of scripts without the approval from the awarding bodies.
- Centre must ensure secure storage of completed examination scripts until collection. All examination scripts must be stored in the secure examination office. If this is not accessible, then in the safe in the archive room.

## **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 to mitigate the impact of the disruption

- Centre to notify awarding body

- Awarding body to generate candidate marks for affected assessments based on other appropriate evidence of candidate's achievement as defined by the awarding bodies
- Candidates to retake affected assessment at subsequent assessment window

**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)**

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

- Centre to notify awarding bodies
- Centre to make arrangements to access its results at an alternative site, possibly access from home
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centre to share facilities with other centres if this is possible

## Further guidance to inform procedures and implement contingency planning

### Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

### Contingency planning

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance...

### 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

### Steps you should take

#### 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 organisation's requirements.

#### 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 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.

## **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.

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

### **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.

### **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.

### **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.

See also:

JCQ's guidance on special considerations

### **Wider communications**

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulations 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 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**

The governments' view across England, Wales and Northern Ireland is education should continue in 2023 to 2024 with schools remaining open and that examinations and assessments will go ahead in both autumn 2023 and summer 2024.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government department 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.

We will update this page as necessary, with any further relevant links, should national disruption occur.

[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***, (updated 5<sup>th</sup> October 2023)

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

### **JCQ**

15.1 The qualification regulators, awarding bodies, 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>

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 have designated the 24<sup>th</sup> June 2026 as their 'contingency day' for examinations in summer 2026. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystemcontingency-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.

**Centres must therefore remind candidates that they must remain available until the designated contingency day 24<sup>th</sup> June 2026 should an awarding body need to invoke its contingency plan.**

[JQC guidance taken directly from JQC *Instructions for Conducting Examinations 2025-2026* <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> section 15,

### **Contingency planning**

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

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements  
Accessed through secure login to the Centre Admin Portal (CAP) or through the JQC training site  
<http://jqc.training.jcq.org.uk/CAP/Home/Training>

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

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

## **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-organisationmaintained-schools>

## **Wales**

*School closures – opening schools in extreme bad weather*

<http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en>

## **Northern Ireland**

*Exceptional closure days* <https://www.education-ni.gov.uk/articles/exceptional-closure-days>

*Checklist for Principals when considering Opening or Closure of School* <https://www.educationni.gov.uk/publications/checklist-exceptional-closure-schools>

*School closures* <https://www.nidirect.gov.uk/articles/school-closures>

## Appendix 1.1 Exam Contingency Plan – job specific

Month	What	Deadline	Who	Comments
September	Set Exam Seasons and Assign students to seasons EARs (Enquiry about Results) Estimated Entries to exam Boards Check with HOD re November Exams Marksheets to HOD if there are any exams Statement of Entries and exam warning notices to student Check for BTEC Registrations Check Access Students are all finalised and in place Aspire entries, registrations, Access Arrangements	01/09/2025  As soon as entries have been made 01/11/2025	TWI (EO)  In her absence the Deputy is DPA. (DM)  RTO (SENCO) CBL (ASST SENCO)	Training/refresher should take place for substitute
October	Timetable for mock exams Arrange Invigilators for Mock Exams GCSE Certificates issued BTEC's to be registered – deadline 1st November	04/10/2025	TWI (EO)  In her absence the Deputy is DPA. (DM)	Lead Invigilator training for running exams
November	Update student exam information booklet		RBE (ASST HEAD)	
December	Prepare marksheets for summer exams 2024 Look at recruiting Invigilators for summer exams if Required		TWAI(EO)  In her absence the Deputy is DPA. (DM) supported by RBE.	In-house training to take place
January	Distribute marksheets to HOD for entries Look at recruiting Invigilators for summer exams if required Statement of Entries and exam warning notices to student/student handbook – Amendments to be made if required Mock Exams for two weeks	04/01/2026 31/01/2026	TWI (EO) In her absence the Deputy is DPA. (DM) supported by RBE.	Training/refresher should take place for substitute
February	Final date for summer entries On-line issue of provisional timetable for summer 2024 Mock Exams start	23/2/2026	TWI (EO) In her absence the Deputy is DPA. (DM) supported by RBE.	Training/refresher should take place for substitute
March	Final date to process applications for Access Arrangements for summer 2024 exams Mock Exams finish  Correspondence to invigilators	31/03/2026 06/03/2026	RTO (SENCO) CBL (ASST SENCO)  DPA in TWI's	

			absence – supported by RBE	
April	<p>Training Day for Invigilators and Allocated sessions for exams  Training for Lead Invigilators  Prepare Seating Plans and display first exams on the exam notice board</p> <p>Make sure boxes are ready for exams for May's start to exams</p>		<p>TWI (EO)  In her absence the Deputy is DPA. (DM) supported by RBE.</p> <p>Lead invigilator</p>	<p>Lead Invigilator refresher for running exams</p> <p>Training/refresher should take place for substitute</p>
May	<p>Controlled Assessment marks and samples to be sent to moderators  BTEC Exams  Start of GCSEs exams  Two people to check that the correct exam papers have been collected from the exam cupboard.</p> <p>Possible Special Consideration for students to be applied for.</p>	<p>Deadline 15th May  02/05/2026  07/05/2026</p>	<p>Subject staff / HODs</p> <p>Lead invigilator and another</p> <p>TWI (EO)  In her absence the Deputy is DPA. (DM) supported by RBE.</p>	<p>May need to contact exam board to request sample requests to be sent to deputy</p>
June	<p>Deadline for possible Special Consideration to be applied for.  Exams finish  Exam Contingency Day</p>		<p>TWAI(EO)  In her absence the Deputy is DPA. (DM) supported by RBE.</p>	
July	<p>Prepare for Results Day</p>	<p>End of academic term</p>	<p>TWI (EO)  In her absence the Deputy is DPA. (DM) supported by RBE.</p>	
August	<p>Download restricted results</p> <p>GCSE results Day</p>	<p>19/08/2026   20/08/2026</p>	<p>MHA and RBE  TWI (EO)  In her absence the Deputy is DPA. (DM) supported by RBE.</p>	

**General tasks – contingency plan – the following would all be carried out by DPA as deputy in the absence of TWI (EO), with support from RBE (DHT).**

Notice Boards – Seating Plans

Staff, students and parents – exam timetable on website and intranet

Examination mail/parcel log, Reception/office staff

Controlled Assessment marks (Optems) are done online via the secure portals, but samples will need posting to the moderators/board moderators

Sample request for coursework after grades/marks have been submitted

AQA – MFL and English speaking exams – email requests to Exams officer

WJEC Equdas – Music – sample request will be online with the when marks are submitted

**Further contingency points to consider:**

In the event of having to find an alternative location to the Sportshall for an examination, we would firstly arrange to use the Main school hall or the Dance and Drama Studio. If it was a full cohort examination, we may need to use both of these plus a number of spare classrooms.

Upon considering the JCQ Guidance for centres on cyber security document alongside the JCQ blog 5 tips to get exam ready and stay cyber safe, we feel our centre have done all that is possible to mitigate the risk of any cyber attacks and remain alert for all types of social engineering/phishing attempts.

In the event that there is an IT systems failure or cyber-attack during the exam series or during the results period, we would make arrangements with Bolsover C of E Primary School regarding the use of their internet access/IT systems as a contingency.