Exam Contingency Plan
2023-24

Member of Staff Responsible   **Alison Meacher**

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Review date: **Feb 2025**

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Contents

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Harrogate Grammar 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 **Ofqual 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* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023).

This plan also confirms Harrogate Grammar School's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

National Centre Number Register and other information requirements

The head of centre will also ensure that Harrogate Grammar School as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

Head of centre absence at a critical stage of the exam cycle

Where the head of centre may absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

1. Exams Manager 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*

Online Examinations/Listening Exams
- *Software not tested for online/MFL listening exams*
- *Students not entered for online exams*

Action taken at Harrogate Grammar School to mitigate Exam Manager extended absence at a critical stage of the exam cycle
- Data and exams officer (EAV) to take the lead with Line Manager (KLM) and data team as support.
- Line Manager (KLM) to liaise with Network Support Manager in case of online exams.
- EAV to liaise with KLM, SLT, Heads of Faculties and Network Support regarding pre-exam administration.
- Lead Invigilators to liaise with EAV in the first instance and SLT (KLM) regarding exam time issues and results.

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2. **SENDCo 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

- SENCO Deputy – EJP - to liaise with Exams Manager (ALM) over SENCO absence.

3. **Teaching staff 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 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*

Action taken at Harrogate Grammar School to mitigate staff extended absence at a critical stage of the exam cycle

- Exams Manager (ALM) & if necessary SLT (KLM) to liaise with remaining teaching staff.

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*

Action taken at Harrogate Grammar School to mitigate lack of appropriately trained invigilators or invigilator absence:

- Recruitment and training are done well in advance by the Exams Office.
- Exams Manager, Line Manager, learning managers & Cover Supervisors to cover absences or shortages
- Harrogate Grammar's policy is, where possible, not to only work to the minimum ratio requirements, which is 1:30 (normally 1:25 at Harrogate Grammar School) so numbers could be rationalised

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*

Action taken at Harrogate Grammar School to mitigate lack of appropriate rooms or main venues unavailable at short notice:
- In an emergency the Forum/Gym could be used for examination purposes or unused classrooms within the school.
- If the main venue was unavailable, we have a reciprocal arrangement with Rossett School who would be used to host the exams.
- Rossett school would be contacted immediately to find out what facilities/spaces were available on the day in question and a plan to accommodate the HGS students for their exams would be drawn up by the Exams Manager (ALM) and Head of Centre (KLM)
- If not enough rooms/space was available for all students to take their exams at the timetabled time the remaining students would remain supervised in a holding area at HGS if safe or at Rossett if not with no access to the internet/phones etc until rooms were available for them to sit their exam ensuring no breach of exam integrity. Invigilators who were due to supervise exams would be used for this purpose.
- The Exams Manager and HOC would meet to draw up a plan which would be communicated to students via Arbor so students would know if they needed to attend an alternative venue.
- SLT and Exams Manager to inform awarding bodies regarding the use of an alternative site by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)
- Where possible students would be directed to go straight to Rossett School or if they were already at HGS they would be escorted to Rossett by Senior Leaders and the examinations and invigilation staff.

6. Cyber-attack

Criteria for implementation of the plan

- *Where a cyber-attack may compromise any aspect of delivery*

Action taken at Harrogate Grammar School to mitigate the effect of a cyber attack
- Promptly reporting any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- 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
- Access MIS and Awarding Body online sites from another location to facilitate exams

7. Failure of IT systems

Criteria for implementation of the plan

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

Action taken at Harrogate Grammar School to mitigate failure of IT systems:
- Exams Manager, SLT and Network Support to meet and discuss action to be taken
- Exams Manager to liaise with Awarding Bodies as to appropriate action.
- Entries to be made online rather than via EDI
- Network Services to implement security plan which includes regular backups, blocking potentially malicious websites, using appropriate filtering software and centrally managing devices.

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- Invigilators to escort students to relevant area
- Exams Manager to give copy of attendance sheet to SLT
- SLT/HOY to re-check all students are present and accounted for
- Exams Manager to liaise with Awarding Bodies as to appropriate action
- Special Consideration would be applied for on an individual basis as to why they were unable to attend the examination.
- Where possible students would be given the full time to complete their exam, if necessary an alternative venue (Rossett School) may be sought.

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- Headteacher, Governors and SLT to take the necessary action as set out in the whole school emergency plan.
- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Students will continue to study from home with staff delivering online lessons via Teams

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- Special Consideration would be applied for on an individual basis as to why they were unable to attend the examination. - 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. - Alternative appropriate venues would be identified

11. Centre may not be able to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- *Centre may not be able to open as normal for scheduled examinations*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- SLT and Exams Manager to inform awarding bodies and move exams to alternative venue of Rossett School by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP). - If the main venue was unavailable, we have a reciprocal arrangement with Rossett School who would be used to host the exams. - Rossett school would be contacted immediately to find out what facilities/spaces were available on the day in question and a plan to accommodate the HGS students for their exams would be drawn up by the Exams Manager (ALM) and Head of Centre (KLM) - Where there was enough notice the exams manager would meet with the exams officer at Rossett to plan out the rooming arrangements so that HGS students were able to sit their exams alongside Rossett students. - Student timetables would be updated in Arbor to reflect the new venue. Students would be messaged via Arbor to let them know the alternative arrangements.

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- *Awarding organisations to provide electronic access to examination papers via a secure external network. Ensure that copies are received, made and stored under secure conditions* - *Awarding organisations would provide guidance on the conduct of examinations in such circumstances.* - *As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date* - Exams Manager to liaise with Awarding Bodies to organise alternative delivery of exam papers. - If unable to get papers delivered EO to download and photocopy papers from secure awarding body website.

13. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

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

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, the relevant awarding organisations will be contacted in the first instance for advice and instructions. No alternative arrangements for transportation will be made unless told to do so by the awarding organisation.
- The centre to communicate with relevant awarding organisations at the outset to resolve the issue.
- Scripts remain securely stored in the Exams Office store.
- Where collection not possible scripts would be transported to the Post Office for collection by Parcelforce.

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- 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.
- Exams Manager to contact awarding bodies for advice and to request special consideration.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.

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*

Action taken at Harrogate Grammar School to mitigate the impact of the disruption:
- If necessary exam results to be sent electronically from remote location by Exams Manager
- Exams Manager to contact Awarding Bodies about alternative options.
- Arrangements made to coordinate access to post results services from an alternative site
- Share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Make arrangements to make post results requests from an alternative location

- Contact the relevant awarding organisation if electronic post results requests are not possible

Further guidance to inform procedures and implement contingency planning

Meeting digital and technology standards in schools and colleges
Cyber Security Standards for schools and colleges
Cyber crime and cyber security: a guide for education providers
DfE Cyber Security Guidance – March 2023

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 the JCQ's notice to centres on exam contingency plans and 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

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- 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.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

- In the event of an evacuation during an examination please refer to JCQ's Centre emergency evacuation procedure
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- 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.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- 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

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- 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).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- 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 regulator, Ofqual in England, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The DfE in England 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.

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
- 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 5 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 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

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 All centres must have 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

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

(JCQ guidance above taken directly from **Instructions for Conducting Examination**s 2023-2024 http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

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

JCQ Notice to Centres - Examination contingency plan/examinations policy www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/

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

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

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

Guidance for centres on cyber security (Effective from November 2023) www.jcq.org.uk/exams-office/general-regulations/

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

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: Ensuring the service runs smoothly; Contingency planning
www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

National Cyber Security Centre

The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website.

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK
2. Mitigating malware and ransomware attacks
3. Offline backups in an online world
4. Backing up your data
5. Practical resources to help schools improve their cyber security
6. Building Resilience: Ransomware, the risk to schools and ways to prevent it
7. School staff offered training to help shore up cyber defences - NCSC.GOV.UK