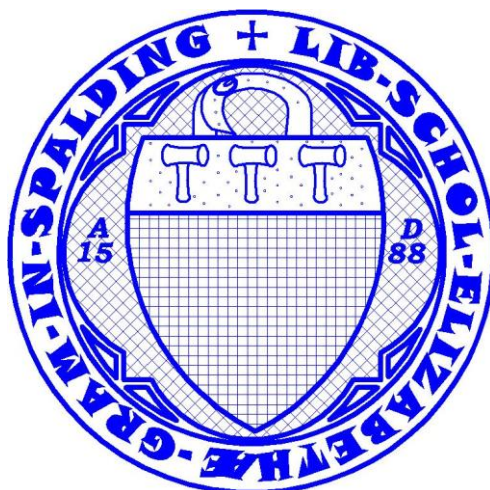


Spalding Grammar School



Contingency Policy (Examinations)

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Approved by:	Mrs E Davison – Assistant Headteacher i/c Assessment, Data and Examinations
Review Cycle:	Annually
Date of Policy:	January 2026
Next Review Date:	December 2026

Key staff involved in the Policy:

Role	Name(s)
Centre Number	26233
Head of Centre	Mrs M K Anderson
Assistant Headteacher i/c Assessment, Data and Examinations	Emma Davison
Examinations Officer	Nicola Franklin
SENDCo Access Arrangements Co-ordinator	Amanda Johnson Jane Chiappino
Senior Leadership Team	Suzanne Ingram Anthony Brooks Emma Davison Gareth Baker Alison Harrison Wild

Policy written in line with JCQ 'Instructions for Conducting Examinations 2025-2026' Section 15

Purpose of the Policy

This plan identifies potential risks and issues that could cause disruption to the examination and assessment process and outlines actions/procedures that will be put in place to mitigate the impact of these disruptions.

Alongside internal processes this plan is informed by the **Ofqual Examination system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if examinations or other assessments are seriously disrupted', 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 2025).

This plan details how **Spalding Grammar School** complies with the JCQ's General Regulations for Approved Centres (5.3 *Centre management*) by having in place for inspection a written contingency plan which covers all aspects of examination/assessment administration and delivery that must be reviewed and updated annually.

Contingency Arrangements

National Centre Number Register and other information requirements

The Head of Centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year even if there are no changes, which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These are 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. (GR 5.3)

Evidence of Candidate Performance

Spalding Grammar School has a robust system in place for gathering evidence of candidate performance with Trial Examinations taking place in April for Year 10 and 12 pupils and in December for Year 11 and 13 pupils. These Trial Examinations are formal examinations conducted in line with JCQ 'Instructions for Conducting Examinations' and meeting awarding body requirements in order that results can be used as a measure of pupil performance.

Head of Centre absence at a critical stage of the examination cycle

Where the Head of Centre may be 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 – to the Assistant Headteacher i/c Assessment, Data and Examinations with the support of the Examinations Officer and relevant staff. If the Assistant Headteacher i/c Assessment, Data and Examinations is also absent then the Deputy Headteacher will take responsibility.

Possible Causes of Disruption to the Examination Process

Examinations Officer extended absence at a critical stage of the examination cycle.

Criteria for implementation of the plan

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

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- annual examinations 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 examinations/assessment.
- awarding body entry deadlines missed or late or other penalty fees being incurred.

Pre-examinations

- invigilators not trained or updated on changes to instructions for conducting examinations.
- examination timetabling, rooming allocation; and invigilation schedules not prepared.
- candidates not briefed on examination timetables and awarding body information for candidates.
- confidential examination/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.

The Centre has in place succession arrangements for the Examinations Officer with the appointment of administrative staff who are being trained in the examinations administration process.

The Assistant Headteacher i/c Assessment, Data and Examinations and Head of Centre, with support from administration staff, will oversee planning, entries and pre-examinations activities to ensure they are completed and respond to action requests from awarding bodies appropriately and in a timely manner. The Examinations Officer will leave full instructions on completing these activities.

Examination time

- examinations/assessments not taken under the conditions prescribed by awarding bodies.
- required reports/requests not submitted to awarding bodies during examination/assessment periods, for example very late arrival, suspected malpractice, special consideration.
- candidates' scripts not dispatched as required for marking to awarding bodies.

The Assistant Headteacher i/c Assessment, Data and Examinations and the Head of Centre, with the support of the experienced invigilation team, will ensure the effective running of the examinations during the examination period.

With the support of senior administration staff, the Head of Centre and Assistant Headteacher i/c Assessment, Data and Examinations will contact the relevant personnel at the awarding bodies i.e. to report any incidences and/or complete any administration tasks relating to the examinations taking place.

Results and post-results

- access to examination results affecting the distribution of results to candidates.
- the facilitation of post-results services.

In the absence of the Examinations Officer, the Assistant Headteacher i/c Assessment, Data and Examinations and Head of Centre will ensure their availability and ensure there is support from the ICT team and support staff at the school to access examination results and enable the distribution of examinations results to candidates.

Examination results will be issued in person on results day at school and where that is not possible results alternative arrangements will be made and the candidates notified of the change in arrangements via Parentmail/school email.

In any of these situations should Head of Centre and/or the Assistant Headteacher i/c Assessment, Data and Examinations be unavailable, the role will pass to the Deputy Headteacher.

SENDCo (or equivalent role) extended absence at a critical stage of the examination cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the examination 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-examinations

- 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.

Examination time

- access arrangement candidate support not arranged for examination rooms.

The Access Arrangements Co-ordinator with support from Head of Centre, Deputy Headteacher i/c Pastoral and Pupil Support and Specialist Teachers, will oversee all tasks.

The Centre has in place success arrangements for the SENDCO and Access Arrangements Co-ordinator with the support of the Senior Leadership team and other SEND staff who are undertaking appropriate training.

Teaching Staff/Heads of Subject extended absence at a critical stage of the examination cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Examinations Officer on time, resulting in pre-release information not being received.
- Final entry information not provided to the Examinations Officer on time, resulting in candidates not being entered for examinations/assessments or being entered late/late or other penalty fees being charged by awarding bodies.
- Non-examination assessment tasks (including controlled assessment and coursework) 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.

In the absence of Heads of Subject - Deputy Heads of Subject or senior teachers supported by the relevant SLT link, will communicate with the Examinations Officer/Assistant Headteacher i/c Assessment, Data and Examinations to ensure the tasks are completed for awarding bodies.

In the absence of teaching staff, Heads of Subject will liaise with supply staff to ensure learning/assessments and pupil communication tasks are completed in line with school deadlines.

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct examinations.

- Invigilator shortage on peak examination days.
- Invigilator absence on the day of an examination.

The Examinations Officer will contact any spare examination invigilators in the local area, contact other Examinations Officers for suitable contacts or contact staff agency for appropriately trained invigilators. They will use appropriately trained centre support staff to plug any gaps or in emergency situations.

Examination rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

- Examinations Officer is unable to identify sufficient/appropriate rooms during examinations timetable planning.
- Insufficient rooms available on peak examination days.
- Main examination venues unavailable due to an unexpected incident at examination time.

To mitigate the impact of the disruption, the centre/Examinations Officer will:

- make use of other available rooms within the centre, prioritising candidates who progression will be severely delayed if they do not take their examination or timetabled assessment when planned.
- identify whether the examination or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body – St Thomas Road Clubhouse; South Holland Centre Function Room; Vista Centre; Lighthouse Project.
- communicate with candidates (and where appropriate, parents/carers) any changes to the examination or assessment timetable or to the venue in person or via Year Group Teams/email and/or telephone.
- ensure the secure transportation of question papers or assessment materials to the alternative venue – with the support of the Assistant Headteacher i/c Assessment, Data and Examinations/Head of Centre and invigilators.
- consider (after the examination) whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

Cyber-attack

Criteria for implementation of the plan

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

To mitigate the impact of the disruption, the centre will:

- ensure electronic copies of entries, registers and seating plans are held on a non-network device – external hard drive.
- ensure safe storage of scripts produced on word processors – external hard drive
- print copies of all registers and seating plans at least two weeks before the start of the examination season.
- Spalding Grammar School use Cloud based SIMs so the Examinations Officer would be able to access pupil/examination records from an alternative venue i.e. Spalding High School if required.
- All IT systems are backed up everyday.

Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work.
- MIS/IT system failure at final entry deadline.
- MIS/IT system failure during examinations preparation.
- MIS/IT system failure at results release time.

To mitigate the impact of the disruption, the centre will:

- Ensure IT Support are aware of all important examination dates so maintenance can be scheduled outside of these times.
- Ensure IT Support is available during key times and on key dates to ensure Examinations Officer can meet the deadlines and requirements of the awarding bodies / JCQ i.e. entries; uploading NEA work; coursework; results release.
- Ensure that the candidates work is safely stored and backed up daily.
- Ensure all examination scripts produced on word processors is backed up and securely stored (portable encrypted hard drive – stored in the secure storage).

Emergency Evacuation of the examination room (or Centre Lockdown)

Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during examination time due to serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations.

To mitigate the impact of the disruption, the centre will:

- refer to and invoke its examinations emergency evacuation policy/procedure outlined in the school's Fire and Evacuation procedure which is in line with JCQ emergency evacuation procedures. Details of the evacuation procedure is available to all invigilators and examination room staff in the examination room boxes together with the candidate register for each room.
- For Centre Lockdown – follow the lockdown procedure outlined in the Examinations Lockdown Policy which is line with the School Lockdown Policy.
- where appropriate contact the relevant awarding body as soon as possible and follow its instructions.
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their examination or timetabled assessment when planned.
- with permission of awarding body seek use of alternative venue if no space available at centre.
- (after the examination) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

Disruption of teaching time in the weeks before an examination - centre closed for an extended period

Criteria for implementation of the plan

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

To mitigate the impact of the disruption, the centre will:

- recognise it remains the responsibility of the centre to prepare pupils, as usual, for examinations.
- facilitate alternative methods of learning such as online lessons via teams; suitable work sent to pupils via email/ teams. The school will use Microsoft Teams to deliver remote learning to all pupils but ensure focus on those pupils taking external examinations in the academic year – to ensure they are fully prepared for the examinations.
- communicate with candidates (and where appropriate, parents/carers) via email/Teams information relating to alternative methods of learning.
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available – alternative venues.
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations.

- advise candidates, where appropriate, of the opportunities to take their examination or assessment at a later date.

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

To mitigate the impact of the disruption, the centre will:

- focus on options that enable candidates to take their examinations (referencing the JCQ document 'Preparing for disruption to examinations').
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations.
- discuss alternative arrangements with the awarding body if a candidate misses an examination or loses their assessment due to an emergency, or other event, outside of the candidate's control.
- identify whether the examination or timetabled assessment can be sat at an alternative venue, outlined above or if appropriate at home, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- communicate with candidates (and where appropriate, parents/carers) changes to the examination or assessment timetable or to the venue **via email to both pupils and parents/carers and the Year Group Teams**. The website will also be updated with the latest information.
- After the examination consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

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.

To mitigate the impact of the disruption, the centre will:

- focus on enabling candidates to take their examinations at alternative suitable venues i.e. St Thomas Road Clubhouse; South Holland Centre Function Room; Vista Centre; Lighthouse Project.
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open.
- contact the relevant awarding body as soon as possible and follow its instructions. This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal.
- contact the relevant awarding body as soon as possible and follow its instructions.
- discuss alternative arrangements with the awarding body if the examination or assessment cannot take place.
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances.
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their examination or timetabled assessment when planned.

- communicate with candidates (and where appropriate, parents/carers) any changes to the examination or assessment timetable or to the venue via email to pupils and parents/carers/Year Group Teams and updates on the school website.
- after the examination consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

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.

To mitigate the impact of the disruption, the centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions.
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances.
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the examination or assessment timetable or to the venue via Year Group Teams / email and updates on the school website.

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

To mitigate the impact of the disruption, the centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation.
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*.
- ensure the secure storage of completed examination scripts in the examinations safe until as close to the collection time as possible.
- Where relevant, the Examinations Officer will take script packets to a ParcelForce depot or Post Office to ensure dispatch to the awarding body.

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.

To mitigate the impact of the disruption, the centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body.
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series.
- Ensure all completed scripts/assessment evidence is securely stored at the centre in the examinations secure storage.

Centre is unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

To mitigate the impact of the disruption, the centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre (Spalding High School) or due to cloud-based SIMS in private venue mutually agreed with the Assistant Headteacher i/c Assessment, Data and Examinations and/or Head of Centre, in agreement with the relevant awarding body.
- make arrangements to coordinate access to post-results services from an alternative venue i.e. Spalding High School / Sports Club, St Thomas's Road.
- make arrangements to make post-results requests at an alternative location i.e. Spalding High School/Sports Club, St Thomas's Road.
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates via email of any alternative arrangements in place for the distribution of results and the facilitation of post-results services.
- send emails to all candidates/parents/carers to inform them of any and all changes to the results and post-result procedures. Update the school website with all details of any changes regarding issuing of results i.e. change of venue; email /drop off address.

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

- [Cyber security standards for schools and colleges](#)

Ofqual

Ofqual guidance extract taken directly from the **Examination system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if examinations or other assessments are seriously disrupted**

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

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 [DfE 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 pupil 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 examination 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 pupils 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 examinations. 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 examination centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of examinations 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"

JCQ

JCQ guidance taken directly from <https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-examinations/> section 15, **Contingency planning**

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

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that examinations 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 SENDCo 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/carers 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 centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies 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 2025. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.6 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.

15.7 In the event that there is national disruption to a day of examinations in summer 2026, 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 was agreed to reschedule the examinations and the affected candidates will be expected to make

themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 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/carers are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#)

GOV.UK

[Emergency planning and response](#): Examination and assessment disruption

[Dispatch of examination scripts guide](#): Ensuring the service runs smoothly; Contingency planning

National Cyber Security Centre

[Cyber Security for Schools](#)

[Cyber security training for school staff](#)