



**Exams Contingency  
Procedure  
2025/26**

## Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at The Gilberd School.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the document 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations**.

This plan details how The Gilberd School complies with the JCQ's **General Regulations for Approved Centres (5.3 Centre management)** by having in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre a contingency plan.

### It covers:

- All aspects of examination/assessment administration and delivery and any adverse impact on candidates.
- The absence of the Head of Centre, Line Manager of Exams Officer, SENCo, Examinations Officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle.
- The potential impact of events such as flooding which could lead to all or parts of the centre becoming unavailable.
- Potential issues with the centre's IT systems.

## 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.

- Frequent meetings between Exams Officer and Line Manager to ensure awareness of key exam plans.
- All exam documents are shared on the X drive which Line Manager can access.
- School utilises the Exams Office membership support and resources.
- Deadlines set in a timely manner, so that the risk of missing them is minimal.
- Line Manager of Exams to assume responsibility. Deputy Head Data, Exam Administrator, SIMS manager, Data Manager would support with some of tasks.
- Inform awarding bodies of change to personnel.
- Additional support staff would be drafted in to support if needed.
- Exams Officers from the local network in the area, as well as from within the Trust would be asked to assist.
- The exam board helplines are listed on the exams office wall and would be fully utilised, along with the information from the Exams Office website/organisation and the Exams Officers' Facebook page.

## **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

- SENCO and Ass SENCO are both trained as the school's assessors for access arrangements, so we are safeguarded for identifying those who need access arrangements.
- SENCOs from the Trust schools could advise.
- Experienced Learning Support Assistant DCL has a very good knowledge of access arrangements, helping to train staff alongside the SENCO; she could assist with admin tasks.
- The Deputy Head who line manages the SENCO could assist.
- The Exams Officer would support with the ordering of modified papers.
- Training videos are already utilised for scribe and reader training.
- The school trains all support staff to act as scribes and readers who can be called at short notice.
- Advice from the awarding bodies would be sought if needed.

### 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.

- Key exam dates are built into the school calendar and adhered to by centre staff and candidates.
- Other post holders would be expected to support if Subject Leads are absent.
- Timetables changes would be made to prioritise Year 11 exam classes and/or supply brought in to ensure content and skills are covered in Year 11.
- Classes would be doubled up and marking shared across teams.
- Support from MAT schools would be sought if specialist knowledge was needed.
- Advice would be sought from the awarding bodies if required.

### 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.

- School has a large pool of invigilators to utilise.
- Plans are made well in advance to ensure invigilators are in place.
- Continue to recruit new invigilators and train them throughout the year to ensure there is a healthy supply for the exam season.
- Seek support from other MAT schools and use their invigilators in large venues if required.
- Use trained support staff.
- Seek support from local exams network if required.
- Use invigilators from agency if necessary.

### 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.
- Insufficient rooms available to accommodate students with access arrangements.
- Main exam venues unavailable due to an unexpected incident at exam time.

#### Centre actions to mitigate the impact of the disruption.

- Room planning is done in advance of the exam season and shortages highlighted.
- Regular meetings with the leadership team take place to solve rooming issues, as well as liaison with the site team, PE and Performing Arts staff.

- There are 4 large halls. If the Sports Hall was unavailable for a reason, the gym spaces could be used, along with the dining area.
- If the entire school was affected, we would seek support from the other MAT schools, Essex University, Colchester Rugby Club or Colchester Football ground.
- The awarding bodies would be notified of any alternative arrangements and advice sought.
- Request timetable adjustment if required and operate exams on split timings.
- If exams took place off site, exams papers would be securely moved.
- Special consideration would be sought for any disruption to students from the change of venue/site, as appropriate.
- Advice would be sought from the awarding bodies.

## 6. Cyber Security – see separate policy

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption.

- Centre staff all receive annual training on cyber security from National Cyber Security Centre and how to protect against this.
- All centre staff that have an exam board account will complete The Exams Office Cyber security training. **General Regulations for Approved Centres** (section 3.2).
- Ensure entries are final and ready to be sent 5 working days before the awarding bodies' deadlines.
- Ensure seating plans, attendance register checking, and any other preparation requiring the use of the MIS system are actioned at least 5 working days before each exam.
- Liaise with MAT schools to access their facilities.
- Inform the Awarding Bodies of any cyber-attack.
- Inform Action Fraud, Police and DfE where appropriate.
- Work with support partners to stop/block attack and restore data/services.

## 7. Failure of IT systems or power cut

### 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
- Corruption of candidates' work
- Unable to provide sufficient lighting, sound for listening exam or printing of word processed work

### Centre actions to mitigate the impact of the disruption.

- Entries are completed in advance of the deadline, but any problems would be reported to the awarding bodies.
- Subject Leaders submit their entries on paper and the Exams Officer keeps a copy of this.
- A team of IT specialists are available in school, including the Network Manager.
- The network is backed up daily.
- The MIS provider has a help desk available which we would utilise.
- Liaise with MAT schools if required to make entries or download results from another site direct to the awarding bodies.
- The Exams Officer liaises with the IT team in advance to help plan for the downloading of secure papers and listening exams etc. (within the allowed JCQ timeframes).
- Inform the awarding bodies straight away and seek guidance and support from them.
- Apply for special consideration if power cut affects exam.

- Contact awarding bodies if work can not be printed and print at one of the Trust Schools or the Primary School opposite if possible, with the support of the IT team.

## **8. 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.

- Evacuation Procedures /lockdown procedures are in place.
- Invigilators are trained in emergency evacuation procedures and how to record incidents and the actions taken.
- Invigilator Handbook outlines the evacuation procedure.
- Candidates are briefed via assemblies (prior to exam period) on what will happen in the event of an emergency in the exam room. This is outlined on page 13 and 14 of their Exams Booklet.
- Invigilators are briefed prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- The Exams Officer and Exams Line Manager will ensure appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body.
- Special consideration process will be applied for if appropriate where candidates have been disadvantaged.

## **9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period.**

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption.

- Source alternative venues as quickly as possible if possible: The Football Stadium, The Rugby Club, other trust accommodation, prioritising Year 11.
- Communicate arrangements to students and parents via email and the website.
- Use remote learning platforms to teach students via MS Teams and set work through the Go4Schools platform if alternative venues are not available.
- Subject Leaders to alter curriculum plans to best suit the needs of students learning remotely or in a venue without specialised rooming or equipment.
- Apply for extensions for subjects where NEAs cannot be undertaken.
- Seek advice from awarding bodies and the local authority.
- Apply for special consideration where assessment has been affected.

## **10. Disruption of teaching time in the weeks before an exam – parts of the school closed due to unexpected issue – flood, collapse, fear of collapse etc.**

### Centre actions to mitigate the impact of the disruption.

- Turn large spaces into teaching areas as quickly as possible: sports hall, gym, PE extension, seminar room. We have experience of this from RAAC episode.
- Source alternative on site accommodation – marquees and temporary buildings.
- Source alternative venues if more appropriate: The Football Stadium, The Rugby Club, other trust accommodation.
- Communicate arrangements to students and parents via email, and the website.
- Use remote learning platforms to teach students via MS Teams and set work through the Go4Schools platform if alternative venues are not available, or if time is required to source alternative accommodation.
- Subject Leaders to alter curriculum plans to best suit the needs of students learning remotely or in a venue without specialised rooming or equipment or where acoustics are less favourable.
- Alter the timetable to prioritise Year 11 in specialised accommodation where possible.

- Apply for extensions for subjects where NEAs cannot be undertaken within the time given.
- Seek advice from awarding bodies and the local authority.
- Apply for special consideration where assessment has been affected.

### 11. Students may not be able to take exams as school cannot open.

#### Criteria for implementation of the plan

- Candidates at risk of being unable to attend the examination as school cannot open.

#### Centre actions to mitigate the impact of the disruption.

- Inform relevant awarding organisations as soon as possible and seek advice.
- Open the centre for examinations and examination candidates only, if possible.
- Communicate with parents, carers, and candidates regarding any possible solutions/options to the issue.
- Offer candidates an opportunity to sit any examinations missed at the next available series.
- Liaise with candidates to identify whether the examination can be sat at an alternative venues: The Football Stadium, The Rugby Club, other Trust accommodation or primary school halls.
- Arrange secure transportation of exam papers to alternative venue.
- Investigate large marquees or temporary structures, as shown by our 2023-24 RAAC experience if closure longer term.
- Arrange for appropriate venues for access arrangement students where possible.
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

### 12. Disruption in the distribution of examination papers

#### Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

#### Centre actions to mitigate the impact of the disruption.

- Notify awarding body if papers are missing after checking (a week before exam takes place.)
- Communicate with awarding organisations to organise alternative delivery of papers.
- Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier.
- Make and store copies of exam papers received electronically under secure conditions.
- Follow guidance from Awarding Body on the conduct of examinations in such circumstances.
- Exams Officer to collaborate with awarding body to consider scheduling of the examination on an alternative date.

### 13. Disruption to transporting completed examination scripts.

#### Criteria for implementation of the plan

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

#### Centre actions to mitigate the impact of the disruption.

- If exam papers have not been collected within 24 hours of the end of an exam, the Exams Officer will contact Parcelforce.
- Exam scripts to be kept under secure conditions until collection or solution.
- Exams Officer to contact awarding body to inform them of the issue and seek advice.
- Only make alternative arrangements after approval from awarding body.

**14. Assessment evidence is not available to be marked.**

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.  
Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption.

- The centre will advise the awarding body and request guidance.
- To prevent such a situation, teachers are advised to keep assessment evidence securely locked.
- The centre would 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 the centre, 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

Centre actions to mitigate the impact of the disruption.

- If MIS service is not working, the centre will contact the awarding bodies for advice and options, including downloading results from their secure websites or via email.
- If school internet is down, make arrangements to access results at one of the Trust Schools.
- This could be with help from SIMS Manager, Data Manager, Exams Officer and Assistant,
- If the centre is closed, organise a different location – e.g. a local primary school or one of the Trust Schools.
- Advice would be sought from the awarding bodies and the local authority.
- Any change to the published details would be communicated to candidates/parents/staff via the school website and via emails to parents/students/staff.
- Admin support and senior staff are available on the day before results day and results day itself.

## 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

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.

##### General contingency guidance

- [emergency planning and response](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [exceptional closure days](#) 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 in extremely bad weather](#) - guidance for schools from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats.

##### 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 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

- 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 parents, carers and students 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 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 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.

See also [JCQ's guidance on special considerations](#)

### **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 [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 in 2022 to 2023 has returned to normal. Schools are open and examinations will go ahead in summer 2023.

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 November 2022, Ofqual and the Department for Education issued [decisions following a consultation on the resilience of the qualifications sector](#) for specific examinations awarded in England in summer 2023. Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance](#) for

students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

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

(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 30 November 2022) <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 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 will designate 'contingency days' for examinations, summer 2023. 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 days' 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 2023, 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. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from **Instructions for conducting examinations** 2022-2023 <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](http://www.jcq.org.uk/exams-office/other-documents)

JCQ notice - Preparing for disruption to examinations (effective from 11 October 2021) [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning  
[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://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. [More ransomware attacks on UK education - NCSC.GOV.UK](#)
2. [Ransomware advice and guidance for your IT teams to implement](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help improve your cyber security](#)
6. [Building Resilience: Ransomware and the risks to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)