


Examinations Contingency Policy 2022



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

Last Review Date:	April 2022
Next Review Date:	April 2023
Governor's Signature:	





Key staff involved in contingency planning

Role	Name(s)
Head of centre	Ms Paula Whyte
Exams officer line manager (Senior Leader)	Miss Sophia Kisten
Exams officer	Miss Daniela Gaiu
ALS lead/SENCo	Ms Helen Flavin



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Mission Statement

St. Aloysius' College is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at St Aloysius College. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

1. Exams Officer extended absence at key points in the examination cycle

The following are the key tasks involved in the management and administration of the examination cycle which would be at risk in the event of the Exams Officer being absent.

1.1 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 and trained.

1.2 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.
- Exam timetabling, rooming allocation; and invigilation schedules not prepared.
- Candidates not briefed on exam timetables and awarding body information for candidates.
- 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.

1.3 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 e.g. very late arrival, suspected malpractice, special consideration.
- Candidates' scripts not dispatched as required to awarding bodies.

1.4 Results and post-results

- Access to examination results affecting the distribution of results to candidates.

1.5 Options

- A member of SLT, Sophia Kisten, has experience of running exams, and also has some experience of exams so could be seconded.
- Alternatively, the Exams Officer of another school can be requested to provide assistance.
- The SLT should nominate a "Deputy" to cover a role or task.
- Consideration should be given to Work Shadowing.
- All procedures should be documented .

There are products available via:

- The Key Tasks section of The Exams Office website. The Exams Oracle and Centre Support Service of the Examination Officers Association.
- The Exams Administration section of the DFE website.
- Examination Board helplines.
- The Exams Office section of the Joint Council for Qualifications website.

2: SENCO extended absence at key points in the exam cycle

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

2.1 Planning

- Candidates not tested/assessed to identify potential access arrangement requirements.
- Evidence of need and evidence to support normal way of working not collated preexams.



- Approval for access arrangements not applied for to the awarding body.
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- Staff providing support to access arrangement candidates not allocated and trained.

2.2 Exam time

- Access arrangement candidate support not arranged for exam rooms.

2.3 Options

- Request SENCO assistant to take over until SENCO returns.
- SENCO assistant to identify any candidates not yet approved by Awarding Bodies and make application(s).
- Exams Officer to identify any shortfalls in Invigilation requirements and ensure that gaps are filled.
- Once gaps are filled, Exams Officer to arrange suitable rooms and SENCO assistant to provide training.

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

3.1 Key tasks

- 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;
 - Internal assessment marks and candidates' work not provided to meet submission deadlines.

3.2 Options:

- Subject Head of Department or SLT member to provide Exams Officer with details of Estimated/Final entries.
- Subject Head of Department or SLT member to ensure Exams Officer is provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators.

4 Lack of appropriately trained invigilators or invigilator absence

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilator absence on the day of an exam.



4.1 Options

- Exams Officer to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall.
- Conduct a review of available invigilators and their availability for the next exams series.
- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- where invigilators may be short, request permission to recruit additional invigilators.
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice.
- Staff agencies to be contacted if none of the above is successful.

5. Disruption to Public Transport preventing students from reaching Exams Centre

- Candidates unable to take Exams due to planned lack of public transport.
- Candidates unable to take Exams due to sudden disruption to public transport.
- Candidates arrive late due to public transport problems.

5.1 Options

- Monitor news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to utilise own bus facilities to transport candidates to centre.
- Latecomers to be permitted to take their Exams providing they are within the JCQ regulations.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.

6: Candidates at risk of being unable to take examinations – centre remains open

- Candidates are unable to attend the examination centre to take Exams as normal.

6.1 Options

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



special consideration if they have a medical certificate or have been advised by their centre not to attend an examination.

- If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website.

7: Candidates unable to take Exams – centre closed

- Centre unable to open as normal during the exams period.
- Centre closed or candidates are unable to attend for an extended period.
- The provision of normal teaching and learning is interrupted.
- Centre closed due to inaccessibility or risk of injury caused by severe weather.
- It remains the responsibility of centres to prepare students, as usual, for Exams.

7.1 Options

- Centres to offer candidates an opportunity to sit any Exams missed at the next available series.
- Candidates to sit the exams at Cardinal Poole.
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- In the event that the head of centre decides the centre cannot be opened for scheduled Exams, 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 Exams that may be available and the options for candidates who have not been able to take scheduled Exams.
- The centres to open for Exams and examination candidates only, if possible
Alternative centres should be considered in the event that candidates cannot come to school.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.
- An exam result can be generated by the awarding body, based on factors such as a child's performance on other assessments in the same subject.

8: Failure of IT systems

- MIS system failure at final entry deadline.
- MIS system failure during exams preparation
- MIS system failure at results release time

8.1 Options



- Awarding bodies to be informed of the situation and an extension to the deadline should be requested.
- Entries made via the Exam Boards Secure Intranet i.e. eAQA, Edexcel Online etc.
- Application for Timetable Variation whilst awaiting fix by RM Unify/ICT Support.
- MIS contractor and ICT team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption.
- Request for approval from Awarding Bodies to use alternative site provision of ICT.
- Results can be obtained at an alternative site.
- Download results from Awarding Bodies Secure Intranet for Results Day.

9: Lack of appropriate rooms or main venues unavailable at short notice

- 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 expected incident at exam time.

9.1 Options

- Working with responsible SLT member, a list of suitable rooms including reserves.
- Move pupils from normal classrooms for the duration of the Exams.
- Plan alternative accommodation for the duration of the incident.

10. Disruption to the distribution of examination papers.

- Disruption to the distribution of examination papers to centres in advance of Exams.

10.1 Options

- Awarding Bodies will have a contingency plan for this, possibly to download papers on the day of the exam and copying them on-site.

11: Disruption to transporting completed examination scripts

- Delay in normal collection arrangements for completed examination scripts.

11.1 Options



- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. Centres are not to make their own arrangements for transportation without approval from awarding organisations.
- Centres to ensure secure storage of completed examination papers until collection.

12 Assessment evidence is not available to be marked

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

12.1 Options

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

13 Centre unable to distribute results as normal

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

13.1 Options

- Centre to make arrangements to access its results at an alternative site.
- Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
- Awarding organisations may be able to fax examination papers to centres if electronic transfer is not possible.
- The Exams Officer would need to ensure that copies are received, made and stored under secure conditions.
- Source alternative couriers for delivery of hardcopies to site.
- Centre to share facilities with other centres if this is possible.

14 Further guidance to inform and implement contingency planning



Further guidance to inform procedures and implement contingency planning

Ofqual

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

Contingency planning

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

Covid Specific guidance

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

1. [actions for schools during the coronavirus outbreak](#) from the Department for Education in England
2. [actions for FE colleges and providers during the coronavirus outbreak](#) from the Department for Education in England
3. [responsibility for exams](#) from the Department for Education in England
4. [vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
5. [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)
6. [education and childcare: coronavirus](#) from Welsh Government
7. [Qualifications Wales homepage](#) from Qualifications Wales (regulator)
8. [coronavirus \(COVID-19\): guidance for school and educational settings in Northern Ireland](#) from Department of Education in Northern Ireland
9. [coronavirus \(COVID-19\) \(information from CCEA\)](#) – information on vocational, technical and general qualifications from CCEA Regulation

General Contingency Guidance

1. [emergency planning and response](#) from the Department for Education in England
2. [school organisation: local-authority-maintained schools](#) from the Department for Education in England

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

Steps you should take

3.1 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.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.



2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 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.

4.3 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.

5. 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](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) 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.

7. Widespread national disruption

In the event of widespread sustained national disruption, the 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 exam timetables.

(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 (updated 02 March 2020) <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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2022. 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 a 'contingency day' 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 2021, 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 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 this contingency arrangement so that they may take it 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.

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

Candidates at risk of being unable to take examinations – centres remain open

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

Centres at risk of being unable to open as normal during the examination period

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

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

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
- completed scripts **must** be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:



- preparing plans for any disruption to examinations as part of centres' general emergency planning • deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
- judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
- assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- ensuring centres receive examination materials for scheduled examinations
- advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
- evaluating and declining/approving requests for special consideration.

Contacting the awarding bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

AQA

0800 197 7162

eos@aqa.org.uk

CCEA

028 9026 1212, 028 9026 1293, 028 9026 1425

centresupport@ccea.org.uk

OCR

01223 553998

support@ocr.org.uk

Pearson

0344 463 2535

WJEC

02920 265 077

exams@wjec.co.uk

GOV.UK

Emergency planning and response: Severe weather; Exam disruption www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

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

Wales

School closures – examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days



Checklist for Principals when considering Opening or Closure of School www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

School closures www.nidirect.gov.uk/articles/school-closures

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>