Exams Contingency Plan

Approved……..

Date September 2026

Date for review September 2027

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Further guidance to inform and implement contingency planning.

Ofqual

JCQ

GOV.UK

Protect Uk

National Cyber Security Centre

Key Staff involved in contingency planning

Head of Centre – Mr Simon Gilbert Barnham
Exams Officer – Mrs Leeanne Abbotts-Freeman
SENCo – Mrs Poppy Richards
Vice Principal – Mr Dave Richards

Purpose of Plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process at Ormiston Venture Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our processes. Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) **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* and the JCQ Guidance **Preparing for disruption to examinations**.

This plan also confirms Ormiston Venture Academy compliance with JCQ's **General Regulations for Approved Centres** (GR 5.3) that:

- The centre has 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 which covers all aspects of examination/assessment administration and delivery
- The centre's contingency planning must include succession arrangements for members of staff involved in examination and assessment administration

Contingency Arrangements

In accordance with the regulations (GR 3.31-36), Ormiston Venture Academy **must** have in place, and at all times comply with, an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), 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 other events such as flooding, which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

Ormiston Venture Academy **must** have at least one senior member of staff (senior designated contact) that will be Mr Dave Richards Vice Principal who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

Ormiston Venture Academy **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks.

Operating across more than one centre

As the head of centre and/or examinations officer operates across more than one centre, the head of centre will ensure there is suitable senior leadership team and examinations officer support in place so they can meet their obligations across all centres for which they are responsible in relation to recruitment, selection, training and support of staff. The arrangements covered in this contingency plan relate to the following centres:

- Ormiston Venture is the main centre Mr Simon Gilbert Barnham is Principal across two schools and operates mainly from Venture and does two days a week at Flegg Ormiston High school. On the Two days that Mr Simon Gilbert Barnham is not here Mr Dave Richards Steps up and monitors the school alongside Mrs Jodie Gilbert Barnaham and Mrs Nicole Rossage

National Centre Number register and other requirements

In accordance with the regulations (GR 5.3), the head of centre will ensure that Ormiston Venture Academy completes the National Centre Number Register annual update by the end of October every year (even it there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be 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.

Head of Centre/ senior leadership with oversight of the examination and assessment administration Absence at a critical stage of the exam cycle

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

Possible causes of disruption to the exam process

1. Exam officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines.
- Sufficient invigilators not recruited and trained.

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 instruction 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 e.g. very late arrival, suspected malpractice, special consideration.
- Candidates' scripts not dispatched as required 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:

- Line Manager, Dave Richards to liaise with Data Manager over entries.
- Line Manager, Dave Richards, Head of Senior Year, Heads of Faculty, Data Manager, Senior Invigilator to liaise over pre-exam administration.
- Senior Invigilator to liaise with Line Manager regarding exam time issues and results.

2. SENCo extended absence at a critical stage of the exam cycle.

Criteria for implementation of the plan

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements
- Centre fails to recognise its duties towards disabled candidates as defined under the terms of the equality act 2010.
- Evidence of need and evidence to support normal way of working not collated.

Pre-exams

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

Exam Time

- Access arrangement candidate support not arranged for exam rooms.

Centre actions:

- VP Behaviour and Inclusion to liaise with Exams Officer over SENCO absence.
- All centre staff to be aware of the centre's Equality, Diversity & Community Cohesion Policy.
- Additional Needs staff will be trained/have a review at the start of each academic year to update access.
- arrangements procedures. The EO will provide a list of all candidates requiring support in a timely fashion before each exam series

3. Teaching staff or other key staff essential to the examination process extended absence at a critical stage of the exam cycle.

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received.
- Final entry information not provided to the exams officer on time, resulting in:
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled.
- 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.

Centre actions:

- Line Manager and Exams Officer to liaise with remaining teaching staff.
- The EO will request final entry information in a timely fashion, this will only be submitted once the HOD has confirmed in writing it is correct. Entry information for each exam series will be part of the annual data collection exercise.
- All candidates are informed of their centre –assessed marks before they are submitted to the ABs as per the centre's Appeals Against Internal Assessments of Work Procedure.

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:

- Recruitment and training is done well in advance.
- Exams Officer and Senior Invigilator to cover absences or shortages, although Ormiston Venture Academy policy is not to work to the minimum ratio requirements.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main exam venues unavailable due to an expected incident at exam time.

Centre actions:

- In an emergency the Sports Hall and Gymnasium could be utilised for examination purposes.
- Check accommodation in local schools Ormiston Herman, Ormiston Cliff Park, Lynn Grove Academy.

6. Cyber-attack – Cyber Security

Criteria for implementation of the plan

- Cyber Attack and security may compromise the delivery of internal units and uploading of marks to AB
- Compromising those that require Word processing during the examinations.
- Compromising Results

Centre actions:

- ensuring that all members of centre staff who access awarding bodies' online systems undertake annual cyber security training...
- ... The training must include:
- the importance of creating strong, unique passwords for all accounts;
- keeping all account details strictly confidential;
- the critical role of Multi-Factor Authentication (MFA) in protecting against unauthorised access;
- how to properly set up and use MFA for both centre and awarding bodies' systems;
- an awareness of all types of social engineering/phishing attempts; ...
- the importance of staff quickly reporting any suspicious activity, events, incidents and encouraging a safe and supportive reporting culture.
- Certificates of completed staff cyber training must be downloaded and held on file for inspection. The NCSC training resource provides a certificate of completion of cyber training.
- developing and maintaining a comprehensive cyber security policy for the centre. The National Cyber Security Centre (NCSC) provides resources to assist centres in creating such policies;
- implementing and enforcing robust security measures, including:
- Where available MFA must be used for all accounts and systems containing exam-related information, including those that interface between awarding body and centre systems, to enhance security and protect sensitive data. Where not available on the centres systems, an equivalent multi layered security approach must be in place.
- regularly reviewing and updating security settings to align with current best practices;
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document Guidance for centres on cyber security
- Authorised staff will have access, where necessary, to a device which complies with awarding bodies' MFA requirements.

- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body
- In a cyber-attack IT will disconnect from the internet depending on the severity all data is all backed up daily IT will then rebuild server.
- Ensure entries are final and ready to be sent 5 working days before to the ABs Deadline
- Seating Plans, attendance register checking, and any other preparation required before each exam
- Liaise with local schools to access their facilities to download results.

7. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline.
- MIS system failure during exams preparation.
- Technical failure or power outage immediately prior to or during an onscreen examination
- MIS system failure at results release time.

Centre actions:

- Exams Officer and Data Manager to liaise with Examination Boards as to appropriate action.
- Ensuring candidates work is produced electronically that it will be backed up via the cloud

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

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

Centre actions:

- Principal, Governors, SLT to take the necessary action candidates will be made aware of centre evacuation procedure and of the lockdown policy

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:

- Principal, Governors, SLT to take the necessary action
- Where the disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual for examinations. In case of unitised courses, the centre may advise candidates to sit examinations in an alternative series. The centre should have plans in place to facilitate alternative methods of learning.

10. Candidates to take examinations – centre remains open

Criteria for implementation of the plan

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

Centre actions:

- Centre will focus on accessing another centre for candidates to take exam.
- Consider moving the starting time of the examination for all candidates (see section 6 of the JCQ document Instructions for conducting examinations).
- Be aware of the rules for very late arrivals (see section 21 of the JCQ document Instructions for conducting examinations)
- Wherever possible, it is always in the best interest for candidates to sit the examination. However, special consideration is an option where a candidate is unable to sit the examination (see Chapter 4 of the JCQ document A guide to the special consideration process)
- The relevant awarding body should be contacted if additional support or guidance in the event of disruption to examinations is required

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

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations.
- 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.

Centre Actions:
(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 (CAP).)

- The decision on 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 (For further guidance see: What schools, colleges and other centres should do if exams or other assessments are seriously disrupted)
- Special consideration is an option if all other avenues have been exhausted and candidates meet the published criteria
- The relevant awarding organisations should be contacted if additional support or guidance in the event of disruption to examinations is required Exams Officer to liaise with Head of Centre and to inform awarding bodies. Principal and Exams Officer to explore alternative local venues.
- Alternative Venues Ormiston Herman, Ormiston Cliff Park, The Kings Centre

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:

- Record of examination papers received to be maintained by Exams Officer.
- Awarding organisations contacted if examination papers are not received at least two weeks prior to examination date to allow time for further materials to be dispatched.

- EO to download papers from AB secure website and arrange for adequate amounts of paper to be securely printed in a timely fashion for each exam. EO to create a checklist to ensure all papers have been received and downloaded in preparation for each exam day.

13. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts. Assessment evidence.

Centre actions:

- Scripts remain securely stored in exams office. EO to take to the local post office as a last resort.

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.
- Complete examination scripts/assessment evidence does not reach awarding organisations.

Centre actions:

- Exams Officer to contact awarding bodies for advice. Candidates may need to retake affected assessment in a subsequent assessment series. Submit a claim for missing internal assessment.

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:

- Centre to make arrangements to access its results from an alternative site, in agreement with the relevant awarding organisation. Centres to coordinate access to post results from alternative site. Centres to share facilities with other centres if this is possible in agreement with the relevant awarding organisation.
- Centres to make arrangements to make post results at an alternative location and to contact relevant awarding organisation if electronic post results requests are not possible.
- Alternative Venues –Ormiston Herman – Ormiston Cliff Park – The Kings Centre

Information taken from the Joint contingency plan for the examination system in England, Wales and Northern Ireland.

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
Cyber crime and cyber security: a guide for education providers
DfE Cyber Security Guidance – March 2023
Cyber security: core standard

OFQUAL

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted
This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC), In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies

1. Contingency planning

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

When drafting contingency plans, you should consider the following 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**
- **bomb threats procedures for handling bomb threats from the National Counter Terrorism Security Office**
- **handling strike action in schools from the Department for Education in England**
- **Opening schools in extremely bad weather – guidance for schools from the Welsh Government**

2. 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
  See also the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

3. Steps you should take

3.1 Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements...

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

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 students 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 to the relevant awarding organisation for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment later.
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

Establish and maintain, and always 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.

4.2 In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications
3. Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).

4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners

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, depending on their specific policies.
See also:
JCQ's guidance on special consideration

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
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 exam timetables.

In September 2023, Ofqual and the DfE published joint consultation decisions on long-term resilience arrangements. As in 2023, Ofqual has provided guidance on collecting evidence of student performance to ensure resilience in the qualifications system for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

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 exams. 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 2026. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance. We will update this page as necessary, with any further relevant links, should national disruption occur.

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 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 as well as 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
- police guidance from National Counter Terrorism Security Office and partners on preparing for threats
- cyber security guidance for schools and colleges from the National Cyber Security Centre

[Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted, (updated 02nd 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

[**JCQ guidance taken above directly from JCQ *Instructions for Conducting Examinations 2026-2027*** http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, **section 15, Contingency planning**]

Preparing for disruption to examinations *www.jcq.org.uk/exams-office/general-regulations/*
General Regulations for Approved Centres *www.jcq.org.uk/exams-office/general-regulations/*
Guidance notes on alternative site arrangements *www.jcq.org.uk/exams-office/online-forms/*
Guidance notes for transferred candidates *www.jcq.org.uk/exams-office/online-forms/*

Instructions for Conducting Examinations http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
A guide to the special consideration process http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

Guidance for centres on cyber security (Effective from November 2023 revised 2025)
www.jcq.org.uk/exams-office/general-regulations/
Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

GOV.UK
Emergency planning and response: Severe weather; Exam and assessment disruption
www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings
Opening and closing maintained schools http://www.gov.uk/government/publications/school-organisation-maintained-schools
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
Wales
School closures examinations
http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en
Opening schools in extremely bad weather guidance for schools http://gov.wales/opening-schools-extremely-bad-weather-guidance-schools
Northern Ireland
Exceptional closure days https://www.education-ni.gov.uk/articles/exceptional-closure-days
Checklist for Principals when considering Opening or Closure of School https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Cyber Security Centre

Cyber Security for Schools www.ncsc.gov.uk/section/education-skills/cyber-security-schools
Cyber security training for school staff www.ncsc.gov.uk/information/cyber-security-training-schools