



# Kibworth Mead Academy Contingency Exams Policy 2024-25

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## Contingency Policy

### Purpose:

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at the Kibworth Mead Academy. 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.

At all times, the Examinations Officer/Manager and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans and conflicts of interest meet with its requirements and that JCQ regulations are adhered to where possible.

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

This plan also confirms that the Kibworth Mead Academy is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2024-25) that the centre has in place a written examination contingency plan which covers all aspects of examination administration including conflicts of interest. This will allow members of the Senior Leadership team to act immediately in the event of an emergency or staff absence.

### Causes of potential disruption to the exam process

#### 1 - Exam officer/manager 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 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

- 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:

- Vice Principal to assume responsibility for the above tasks with the support of admin team.

## 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
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- centre-delegated arrangements not put in place
- staff providing support to access arrangement candidates not allocated and trained

#### Exam time

- access arrangement candidate support not arranged for exam rooms

#### Centre actions:

- The Examinations Officer, HLTAs and Learning Support Assistants to work with Lead SENCO Across the Trust, to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.
- Head of Centre will provide signature on access arrangement documentation in the absence of SENCO.
- We currently have a working relationship with Nina Watts for testing AA students.

### **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 manager 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 AB and therefore not being able to consider appealing internal assessment decisions and requesting review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet submission deadlines

#### **Centre actions:**

- The Examinations Officer to liaise with SLT/HOD if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

### **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:**

- The Examination Officer/SLT will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Academy Manager will also be aware of the school staff available for invigilation duties at short notice and for peak exam days via the EM and SLT.

### **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:**

- The Exams Officer will organise rooming for examinations ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- SLT to ensure sufficient exams rooms available during peak periods.
- Use of Fleckney Primary School as alternative venue. May be able to hire Kibworth Village Hall if available on required dates. Transport issues will need to be addressed depending on the circumstances, either parents/buses diverted or we can use our own minibuses.
- Secure transport of question papers and exam materials to alternative venue

In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the EO at all times during such emergencies.

## **6. Cyber-attack**

### **Criteria for implementation of the plan**

- Where a cyber-attack may compromise any aspect of delivery
- NEA work of students hacked
- Inability to access secure material.

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

- Backing up of work supported by IT
- Print outs of seating plans, access arrangements in advance.
- Seek permission for new exam board secure site logins to then download material on personal device.
- Contact the NCSC: [Report a Cyber Incident - Report a Cyber Incident - NCSC](#)
- Contact Action Fraud: [Action Fraud](#)
- Inform the Department for Education by emailing [sector.securityenquiries@education.gov.uk](mailto:sector.securityenquiries@education.gov.uk)

## **7 - Failure of IT systems**

### **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

### **Centre actions:**

- The Exams Officer has log in details for secure area on each awarding body website so entries can be made directly instead.
- Awarding body guidance and instructions would be followed during exams preparation if there was an MIS system failure.
- Results may also be accessed directly from the awarding body so secure download is still possible. If necessary during the system failure the Exams Officer will liaise with the Awarding Bodies to minimise disruption and costs incurred.
- Head of Centre to be informed.

## **8 – Emergency evacuation of the exam room (or centre lock down)**

**Criteria for implementation of the plan:**

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

**Centre actions:**

- Ensure the Evacuation Policy is followed
- Refrain students from communicating with each other if possible in case the exam may proceed
- Contact the exam board as soon as possible and follow further guidance if given
- If exam can proceed in alternate room, prioritise students whose progression may be severely delayed if they do not take the exam – attempt to get this information from head of department
- Exams Officer may apply for special consideration

**9 - Disruption of teaching time – 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:**

- SLT to manage all such incidents
- Students could access independent learning and classes could be taken via Microsoft Teams
- Exams Officer to contact Awarding Bodies for advice and regarding special consideration.
- Candidates kept up to date by communication electronically and via website

**10 - Candidates unable to take examinations because of a crisis – centre remains open****Criteria for implementation of the plan:**

- Candidates are unable to attend the examination centre to take examinations as normal taking into account possible infectious illness.

**Centre actions:**

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.
- Possible invigilation at home for a small number of students along with special consideration
- With a larger number of students we would actively encourage them to sit the exam, identifying if an alternate venue could be offered
- Inform student to follow government guidance relating to the specific infectious illness if this was applicable.
- EO may apply for special consideration.

## **11 - Centre unable to open as normal during the exams 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:**

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action including transport to an alternative venue.
- Use of Fleckney Primary School as alternative venue. May be able to hire Kibworth Village Hall if available on required dates. Transport issues will need to be addressed depending on the circumstances, either parents/buses diverted or we can use our own minibuses.
- If exam can proceed in alternate venue, prioritise students whose progression may be severely delayed if they do not take the exam – attempt to get this information from head of department
- Communicate details to candidates and parents electronically and via website.
- EO may apply for special consideration.

## **12 – Disruption in the distribution of examination papers**

### **Criteria for implementation of the plan:**

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

### **Centre actions:**

- In an emergency situation we would access papers via the secure website & arrange for in-house printing. Papers would then be stored under secure conditions in our secure storage.
- A last resort the awarding organisations considered the re-scheduling of the exam on an alternative date we would work closely with the exam boards to facilitate this.

## **13 - Disruption to the transportation of completed examination scripts**

### **Criteria for implementation of the plan:**

- Delay in normal collection arrangements for completed examination scripts

### **Centre actions:**

- The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements (we are part of the yellow label service)
- We have secure storage to be able to hold the exams temporarily

## **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 organisation

### **Centre actions:**

- The EO will contact the AB to notify them of any such incidents and act upon advice given
- Candidates may need to retake in subsequent assessment series
- Assessments are marked periodically and details are kept on subject marksheets
- The EO will always ensure proof of postage
- The EO will notify HOD a second sample of work may be required

## **15 - Centre unable to distribute results as normal or facilitate post results services**

### **Criteria for implementation of the plan:**

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

### **Centre actions:**

- The EO will contact the AB to notify them of any such incidents and act upon advice given
- In absence of the EO/VP then SLT/Principal will access and manage the results
- Use other TMET school e.g Rushey Mead to download and print results. Look at potential of Bromcom system to email results to students.
- Seek permission to use the Old Grammar school or Fleckney/Kibworth primary school to distribute results to students.
- Candidates and parents to be kept informed of any delays or disruptions electronically or via the website.

## **16 – Conflicts of Interest**

### **Criteria for implementation of the plan:**

- Members of staff taking are taking qualifications at their own centre (including internally assessed components/units)
- Members of staff teaching and preparing member of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications (including internally assessed components/units)
- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres

### **Centre actions:**



- Inform the awarding body
- Maintain clear records of all conflicts of interest, any qualifications taken at the centre or at other centres
- The member of centre staff with a conflict of interest would not have access to examination materials prior to the exam. A teacher would not be given access to the exam paper until the end of the exam paper duration. If the conflict of duration involved the Examination Officer, then another member of staff would always be present when handling exam papers and when printing coloured papers.

## 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

##### 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...

##### 1.2 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 [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

##### 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:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

##### 3. 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

- 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.

### **3.3 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.

## **4. Steps the awarding organisation should take**

### **4.1 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.

### **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.

[Ofqual guidance extract 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 18 January 2023) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>]

## JCQ

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

Further information may be found at: [Exam system contingency plan: England, Wales and Northern Ireland - GOV.UK \(www.gov.uk\)](#)

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

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 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.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2024-2025

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

## JCQ Joint Contingency Plan

<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)

JCQ Notice to Centres - Examination contingency plan/examinations policy [www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/)

## General Regulations for Approved Centres

<http://www.jcq.org.uk/exams-office/general-regulations>

## Guidance notes on alternative site arrangements

<http://www.jcq.org.uk/exams-office/online-forms>

## Guidance notes concerning transferred candidates

<http://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>

## GOV.UK

Emergency planning and response: Exam and assessment disruption (May 2023); [www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

Opening and closing maintained schools (October 2024)

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

*Teaching time lost due to severe weather conditions (2013)*

<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 (April 2023) <https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures (October 2024)

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

## ProtectUK

[| ProtectUK](#)

### 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](#)

## Exams Day Contingency Plan – Centre 25330

Exam Item	Location / Holders Name	Responsibility
Keys to Secure Storage for exam papers and exam stationery	Keys in key safe in EO office. Spare key to safe with SLT (EO)	
Exams Office - Centre Timetable / Rooming Timetable	In EO office	
Seating Plans	In EO office – Files on table	
Exam Desk Labels/Cards	In EO Office – Box lids with individual years on shelf	
Setting out of Exams Room	Invigilators to set up rooms under guidance of EO	EO/SLT/HOC
Notices – Warning to candidates / No Mobile Phones, No Watches. ICE Booklet. Clocks.	All in separate exam store in ready-made packs and additional equipment	EO/SLT/HOC
Exam Registers	In EO office – In file	EO/SLT/HOC
Invigilator Timetable	In EO office	
Register of Invigilators and contact details	In EO office	
Register of Access Arrangements	Files on shelf in SENCO office	
Access Arrangements Script Cover Sheets	To be downloaded prior to exams	EO/SLT//HOC
Script Envelopes	All in EO secure office	
Examiner Address Labels	In EO office – Expandable file on table	
AB stationery booklet	All in secure store on shelves	
Exam clash chart and candidate quarantine details	In EO office – Files on table	EO/SLT/HOC
Collection of Scripts	All bags scripts to be given to reception and kept secure prior to collection	EO/SLT/HOC
Collation of Scripts	All scripts collated by EO/SLT for exams	EO/SLT//HOC
Completion of Proof of Posting Form	Parcelforce collection form by EO/SLT for exams	EO/SLT/HOC
Postage of Scripts	Only with the failure of Parcelforce – take to post office	EO/SLT/HOC

Awarding Body Tel. Numbers:

AQA  
OCR  
Edexcel  
WJEC

0161 953 1180  
01223 553 998  
0344 463 2535  
02920 265 000