



Dorin Park School

EXAMS CONTINGENCY PLAN
DORIN PARK SCHOOL
(Exams/Assessments Suite)

REVIEWED: Senior Leadership Team

DATE: AUTUMN 2025

NEXT REVIEW DATE: AUTUMN 2026

This document is reviewed annually to ensure compliance with current regulations

Contents

Purpose of the plan	3
Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle	3
Possible causes of disruption to the exam process	3
1. Exam officer extended absence at a critical stage of the exam cycle.....	3
2. SENCo (or equivalent role) extended absence at a critical stage of the exam cycle	4
3. Teaching staff (or other key staff essential to the examination process) extended absence at a critical stage of the exam cycle	4
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	5
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice.....	5
6. Cyber-security	5
7. Failure of IT systems.....	6
8. Emergency evacuation of the exam room (or centre lockdown)	6
9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period	6
10. Candidates may not be able to take examinations – centre remains open	7
11. Centre may not be able to open for examinations (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)	7
12. Disruption in the distribution of examination papers	7
13. Delay in collection arrangements for completed examination scripts	7
14. Assessment evidence is not available to be marked	8
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).....	8
Further guidance to inform procedures and implement contingency planning	9
DfE	9
Ofqual.....	9
JCQ	11
GOV.UK	12
Wales.....	12
Northern Ireland	12
National Cyber Security Office	12

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process at [Dorin Park School](#). 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*, the **JCQ** *Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland* and the JCQ document *Preparing for disruption to examinations*.

This plan also confirms [Dorin Park School](#) is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres*) that the centre *has in place for inspection that must be reviewed and updated annually a written contingency plan which covers all aspects of examination/assessment administration and delivery*.

Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle

Where the head of centre/senior leader(s) 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*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation, and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of the disruption

- Senior Leadership Team to determine and implement appropriate staff resourcing
- Senior Leadership Team to ensure security of exams

2. SENCo (or equivalent role) 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 (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- One staff member is a trained SENCo. In her absence, Senior Leadership Team to determine next steps.

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 candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment (including controlled assessments and coursework) tasks not set/issued/taken by

candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Where the head of centre/senior leader(s) with oversight of examination and assessment administration 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
- Exams Officer to ask for details from Subject Leaders well in advance
- Exams Officer to liaise with Senior Leadership Team to ensure all necessary deadlines are adhered to
- Where this is not possible, the Exams Officer will liaise with the relevant awarding organisation 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 to mitigate the impact of the disruption

- Exams Officer to review invigilation staffing requirements at the start of each academic year
- Exams Officer to be aware of school staff available at short notice

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 unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- Exams Officer to identify and schedule rooming requirements well in advance
- If a room is unavailable at very short notice, Exams Officer to work with Senior Leadership Team to source alternative rooming and maintain integrity of examination

Alternative site(s) details: No scheduled examinations taking place in the academic year 2025-26

6. Cyber-security

Criteria for implementation of the plan

Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Centre actions to mitigate the impact of the disruption

- IT Acceptable Use policy read and signed for by all employees on induction includes the requirements and

advice around password security

- Ad-hoc reminders around password security and dangers of social engineering/phishing etc.
- Regular review of employees' access rights, and shutdown of all access rights on leaving
- A nightly external backup of all drives sits in the Network Manager's room, as does a separate weekly snapshot which is stored in a fire safe. There is also a full backup nightly to the Cloud.
- Firewall protects our network from external threats, as does enterprise-class antivirus solution

In the event of an attack the Centre will:

- Enact our **Critical Incident Management Plan** and **Disaster Recovery Plan**
- Report to the National Cyber Security Centre (NCSC): <https://report.ncsc.gov.uk/>
- Contact the local law enforcement and Action Fraud: <https://www.actionfraud.police.uk/>
- Inform the DfE by emailing: securityenquiries@education.gov.uk

7. Failure of IT systems

Criteria for implementation of the plan

IT system corruption affecting candidates' work

MIS system failure at final entry deadline

MIS system failure during exams preparation

Power outage immediately prior to or during an on-screen test

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- A nightly external backup of all drives sits in our server room; Senior ICT Technician takes a separate weekly snapshot stored in a separate part of school
- Firewall protects our network from external threats, as does enterprise-class antivirus solution
- Exams Officer, in consultation with Senior Leadership Team, to make entries from another venue. Results may be accessed directly from the awarding organisation

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 to mitigate the impact of the disruption

- Exams Officer to inform awarding organisation(s) and discuss alternative arrangements
- For an evacuation during an exam, refer to our school's **Emergency Evacuation Procedure (Exams)**
- Apply to awarding organisations for special consideration for candidates if appropriate

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Prioritise continued teaching of exam classes off-site, or online, or on-site but in a contained separate building if available
- For modular courses, consider advising candidates to sit examinations in an alternative series

10. Candidates may not be able to take examinations – centre remains open

Criteria for implementation of the plan

Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis

Centre actions to mitigate the impact of the disruption

- Exams Officer to inform awarding organisation(s) and discuss alternative arrangements
- Consider moving the starting time of the examination for all candidates
- Be aware of the rules for very late arrivals
- Apply to awarding organisations for special consideration for candidates if appropriate

11. Centre may not be able to open for examinations (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre may not be able to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- Open for examinations and examination candidates only, if possible
- Exams Officer to inform awarding organisation(s) and discuss alternative arrangements
- Use alternative venues in agreement with relevant awarding organisations (e.g., share facilities with other centres or use other public building, if possible)
- Apply to awarding organisations for special consideration for candidates if appropriate

Alternative site(s) details: No scheduled examinations taking place in the academic year 2025-26

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Communicate with awarding organisation to organise alternative delivery of papers (e.g., electronic via a secure external network)
- Exams Officer to ensure that copies are received, made and stored under secure conditions

13. Delay in collection arrangements for completed examination scripts

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- For national 'yellow label' service exams or exams where awarding bodies arrange collections, seek advice from awarding organisations and do not make own transportation arrangements unless told to do so by the

awarding organisation

- For exams for which we make our own transportation arrangements, investigate alternative options that comply with the requirements detailed in the JCQ *Instructions for Conducting Examinations*
- Exams Officer to ensure secure storage of completed examination scripts until as close to the collection time as possible

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- Exams Officer to contact the awarding organisation to notify them of any such incidents and act upon advice given

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

We will contact awarding organisations about alternative options:

- make arrangements to access its results at an alternative site
- make arrangements to coordinate access to and/or make requests for post results services from an alternative site
- share facilities with other centres if this is possible

Alternative site(s) details: No scheduled examinations taking place in the academic year 2025-26. Results are emailed out. Results and post-results service requests can be handled remotely online (work laptop or private machine).

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

[Cyber Security Standards for schools and colleges](#)

Ofqual

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.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

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

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

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review 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.

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 and carers any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

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 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.

Steps the awarding organisation should take

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.

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.

After the exam

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

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

Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [DfE in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In 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 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other 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.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England

- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools, childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [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** (last updated 7 May 2024)

<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 Contingency Planning

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

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

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

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 If the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. 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>

15.6 The designation of 'contingency sessions' within the common examination timetable is for use in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

15.7 In the event of national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it 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.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

(JCQ guidance above taken directly from **Instructions for Conducting Examinations 2025-2026** <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

JCQ notice - Preparing for disruption to examinations www.jcq.org.uk/exams-office/other-documents

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 www.jcq.org.uk/exams-office/jcqe---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

Guidance for centres on cyber security (Effective from November 2023; Revised July 2025) www.jcq.org.uk/exams-office/general-regulations

5 tips to get exam ready and stay cyber safe! www.jcq.org.uk/exams-office/blogs

GOV.UK

Emergency planning and response: Exam and assessment disruption www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

Dispatch of exam scripts guide: 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 as well as childcare and play settings in extremely bad weather and extremely hot weather: www.gov.wales/opening-schools-well-childcare-and-play-settings-extreme-bad-weather-and-extreme-hot-weather

Northern Ireland

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

Checklist – exceptional closure of schools www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Cyber Security Office

Cyber security for Schools <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Cyber security training for school staff <https://www.ncsc.gov.uk/information/cyber-security-training-schools>