



# EXAMINATIONS ESCALATION & CONTINGENCY POLICY

<b>Policy written &amp; owned by</b>	Murdock Kellyman, Assistant Headteacher
<b>Policy Adopted/Reviewed</b>	November 2024
<b>Approved by</b>	Marie George, Senior Strategic Lead
<b>Review Date</b>	November 2025



<p><b>Review date: September 2025</b>          These policies are reviewed and updated at least annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams</p>	<p><b>Responsibility:</b>  <b>Head of Centre: Elliot Payne</b></p>
<p><b>1. Introduction and Aims</b></p>	
<p>The Bridge Academy is committed to ensuring that exams are managed and administered effectively. The aim of this policy is to ensure:</p> <ul style="list-style-type: none"> <li>• The planning and management of exams is conducted in the best interest of candidates.</li> <li>• Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them.</li> <li>• We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies regulation (section 5.3, General Regulations for Approved Centres 2023-24)</li> </ul>	
<p><b>2. Purpose of the Policy</b></p>	
<ul style="list-style-type: none"> <li>• This plan examines potential risks and issues that could cause disruption to the exams process at The Bridge Academy by outlining actions/procedures to be involved in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.</li> <li>• 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.</li> </ul> <p>➤ This plan also confirms The Bridge Academy is compliant with the JCQ 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. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. Internal governance arrangements a) has in place a written escalation process should the head of Centre, or a member of the senior leadership team with oversight of examination administration, be absent; b) has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.</p>	
<p><b>3. Monitoring and Review</b></p>	
<p>The head of centre is responsible for ensuring that all exams' policies are reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.          References in this policy to AA and ICE relate to/are directly taken from the <a href="#">Access Arrangements and Reasonable Adjustments 24 25</a> and <a href="#">Instructions for Conducting Examinations 24 25</a> publications.</p>	

## Contents

### Purpose of these processes.

### Centre Specific Information.

- Key staff involved in the plan.

### The Bridge Academy's Escalation Policy.

Exam cycle, duties & responsibilities to be escalated to the Head of Centre

1. Before examinations (Planning)
2. Before examinations (Entries and Pre-exams)
3. During examinations (Exam time)
4. After examinations (Results and Post-Results)

### The Bridge Academy's Contingency Policy.

1. Exam Officer extended absence at a critical stage of the exam cycle.
2. SENDCO extended absence at a critical stage of the exam cycle.
3. Teaching staff extended absence at a critical stage of the exam cycle.
4. Teaching Assistant staff extended absence at key points in the exam cycle.
5. Invigilators - lack of appropriately trained invigilators or invigilator absence
6. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
7. Failure of IT systems
8. Emergency evacuation of the exam room (or centre lockdown)
9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period.
10. Candidates may not be able to take examinations – centre remains open.
11. Centre may not be able to open as normal during the examination period.
12. Disruption in the distribution of examination papers
13. Disruption to the transportation of completed examination scripts.
14. Assessment evidence is not available to be marked.
15. Centre unable to distribute results as normal or facilitate post results services.

### Further Guidance.

- Ofqual
- JCQ
- GOV.UK
- National Cyber Security Centre

### Useful Contacts

- Key staff
- Exam boards

## Purpose of these processes

To confirm the main duties and responsibilities to be escalated should the Head of Centre, or a member of the senior leadership team with oversight of examination administration, the Exams Officer, SENDCO or any person associated with the exams process be absent.

To provide guidance to inform and implement contingency planning. This includes the relevant actions to be taken as relevant to each situation.

## Centre Specific Information - Key staff involved in the plan.

**Head of Centre** – Elliot Payne  
**SLT lead for exams** – Murdock Kellyman  
**SLT lead for SEN** – Emma Wakefield  
**SENDCO** – Emma Wakefield  
**Exam Officer** – Joanne Robb  
**Office Manager & Data Protection Officer** – Joanne Robb  
**Data Manager & Cover** – Zoe Franks  
**IT Support** [helpdesk@atlp.org.uk](mailto:helpdesk@atlp.org.uk)

### Our Contact Details:

The Bridge Academy  
Wissage Road  
Lichfield, Staffordshire  
WS13 6SW  
Tel: 01543255872  
E-mail: [office@bridge.staffs.sch.uk](mailto:office@bridge.staffs.sch.uk)  
[www.thebridgeacademy.atlp.org.uk](http://www.thebridgeacademy.atlp.org.uk)

### Information for reference

Exam specific information is stored securely on the 'Exams Drive' – refer to IT Helpdesk [helpdesk@atlp.org.uk](mailto:helpdesk@atlp.org.uk)  
Exams policies can be found in the 'Exams Drive' and here [Exams 2024 2025](#)

JCQ Documentation can be found here <https://www.jcq.org.uk/>

The Bridge Academy is part of the Arthur Terry Learning Partnership

### Address:

The Arthur Terry Learning Partnership,  
Kittoe Road,  
Four Oaks,  
Sutton Coldfield  
West Midlands  
B74 4RZ

Contingency Plan Contacts at ATLP:

### Exam Officer ATS:

Kan Mir.

### Secondary Strategic Lead at The Arthur Terry Learning Partnership Trust:

Ian Smith-Childs.

### ATLP Leads for Data & Cyber security:

**CSE Technical Delivery Manager** – Andy Busby  
**Service Delivery Manager** – Luke Rouse  
**Compliance & Data Protection Officer** - Katie Astbury  
Phone 0121 323 2221 Email [info@atlp.org.uk](mailto:info@atlp.org.uk)

### Our contingency site details:

Anna Seward Primary School  
Bridgeman Way  
Lichfield  
WS14 0AL

### Contact details:

Reception in the day 01543221317  
Head Teacher Richard Storer  
Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

# The Bridge Academy - Escalation Policy

## Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

## Before examinations (Planning)

In the event of the absence of the Head of Centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to **Ian Smith-Childs, Secondary Strategic Lead at The Arthur Terry Learning Partnership Trust.**

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres.
- Instructions for conducting examinations.
- Access Arrangements and Reasonable Adjustments.
- Instructions for conducting coursework.
- Instructions for conducting non-examination assessments.
- Suspected Malpractice – Policies and Procedures.
- A guide to the special consideration process.

## Main duties and responsibilities relate to:

- Third party arrangements.
- Centre status.
- Confidentiality.
- Communication.
- Recruitment, selection and training of staff.
- Internal governance arrangements.
- Delivery of qualifications.
- Public liability.
- Conflicts of interest.
- Controlled assessments, coursework and non-examination assessments.
- Security of assessment materials.
- National Centre Number Register.
- Centre inspections.
  - Additional JCQ publication for reference:
    - JCQ Centre Inspection Service Changes.
- Policies available for inspection.
  - Specific JCQ publications for reference:
    - General Regulations for Approved Centres (section 5).
    - Instructions for conducting examinations (section 25).
    - Access Arrangements and Reasonable Adjustments (section 5).
- Personal data, freedom of information and copyright.
  - Additional JCQ publication for reference:
    - Information for candidates – Privacy Notice.

## Centre-specific information

Exam specific information is stored securely on the 'Exams Drive' – refer to IT Helpdesk for assistance

Exams policies can be found in the 'Exams Drive' and here (website link)

JCQ Documentation can be found here <https://www.jcq.org.uk/>

## Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to **Ian Smith-Childs, Secondary Strategic Lead at The Arthur Terry Learning Partnership Trust.**

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

### Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ publications for reference:

- Information for candidates' documents
- Exam Room Posters

### Centre-specific information

Access Arrangements are the responsibility of our SENDCO – Emma Wakefield

Exam tasks and entries are the responsibility of our Exams Officer – Joanne Robb

The SLT lead for SEN is Emma Wakefield

Exam specific information is stored securely on the 'Exams Drive' – refer to IT Helpdesk for assistance

Exams policies can be found in the 'Exams Drive' and here

[Exams 2024 2025](#)

JCQ Documentation can be found here <https://www.jcq.org.uk/>

## During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to **Ian Smith-Childs, Secondary Strategic Lead at The Arthur Terry Learning Partnership Trust.**

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)

[The Bridge Academy - Examinations escalation & contingency policy](#)

- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

### **Main duties and responsibilities relate to:**

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival

- Malpractice
- Retention of candidates' work

### Centre-specific information

Access Arrangements are the responsibility of our SENDCO – Emma Wakefield

Exam tasks and entries are the responsibility of our Exams Officer – Joanne Robb

The SLT lead for SEN is Emma Wakefield

Exam specific information is stored securely on the 'Exams Drive' – refer to IT Helpdesk for assistance

Exams policies can be found in the 'Exams Drive' and here

[Exams 2024 2025](#)

JCQ Documentation can be found here <https://www.jcq.org.uk/>

### **After examinations (Results and Post-Results)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to **Ian Smith-Childs, Secondary Strategic Lead at The Arthur Terry Learning Partnership Trust.**

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

### **Main duties and responsibilities relate to:**

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

### Centre-specific information

Access Arrangements are the responsibility of our SENDCO – Emma Wakefield

Exam tasks and entries are the responsibility of our Exams Officer – Joanne Robb

The SLT lead for SEN is Emma Wakefield

Exam specific information is stored securely on the 'Exams Drive' – refer to IT Helpdesk for assistance

Exams policies can be found in the 'Exams Drive' and here

[Exams 2024 2025](#)

JCQ Documentation can be found here <https://www.jcq.org.uk/>

## The Bridge Academy - Contingency Plan

### Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at The Bridge Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

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 publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland **and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2023)**.

This plan also confirms The Bridge Academy's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has in place:

- 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 **staff absence 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, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

### Operating across more than one centre

The Head of Centre only operates at the following centre:

- The Bridge Academy

In the absence of Head of Centre, the role will be covered by **Zoe Franks, Deputy Head of School, The Bridge Academy**.

### National Centre Number Register and other information requirements

The head of centre will also ensure that The Bridge Academy has a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

### Head of centre 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.

In his absence of his role as Head of Centre, Elliot Payne is covered by Zoe Franks.



## 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.

- The school will refer to roles, responsibilities and processes as detailed in the centre's Exams policy where the exams officer role or other vital role may need to be covered by another person (and make reference to other resources to support processes, for example the use of an Exams Officer Handbook, Exams Calendar, annual exams plan, procedures manual(s), Invigilator checklist etc.)
- SLT to nominate a 'deputy' to cover a role/task and arrange upskilling as appropriate and/or utilise the expertise of other exams officers within the partnership.
- SLT to provide robust direction and monitor key deadlines/ support as necessary in Exam Officer's absence.
- SLT to attend Exam Management course to upskill and increase knowledge of exam cycle.
- The school will encourage multi skilling by:
  - Work shadowing; job rotation; staff development sessions; briefing sessions
  - Buddying up; networking with staff from a local centre; sharing expertise with a local centre or the Trust

This will be under the supervision of the Assistant Headteacher, Mr M Kellyman, responsible for exams. The services of Miss K Mir, EO at Arthur Terry School and exams co-ordinator for the partnership should be involved.

Support can be obtained via the ATLP Exam Officer network: ATLP Exams Officers [atlpexams@atlp.org.uk](mailto:atlpexams@atlp.org.uk)  
The Exam Officer is Mandy Johnson

## **2. SENDCO 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.*
- *BROMCOM not updated with approved arrangements.*
- *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.

- The Bridge Academy's SENDCo – is Emma Wakefield – in her absence of priority tasks will be allocated by SLT
- SLT to nominate a 'deputy' to cover a role/task.
- SLT to provide robust direction and monitor key deadlines/ support as necessary.
- SENDCo to ensure access arrangements are in place by the appropriate deadlines for the exam season they have entries – 21 March for June series.
- SENDCo to plan access arrangements for days well in advance of the summer series in consultation with the EO – ensuring pupils can use these arrangements as their normal way of working.
- The school will encourage multi skilling by:
  - Work shadowing; job rotation; staff development sessions; briefing sessions
  - Buddying up; networking with staff from a local centre; sharing expertise with a local centre or within the school Trust

The SLT Lead is Murdock Kellyman

The SENDCo is Emma Wakefield

## **3. Teaching staff 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 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.

The Bridge Academy Head of Faculty absence or subject lead absence:

- SLT to nominate a 'deputy' to cover a role/task.
- Exam Officer to prompt for key actions as necessary / monitor deadlines.
- SLT to provide robust direction and monitor key deadlines/ support as necessary.

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

#### **4. Teaching Assistant staff extended absence at key points in the exam cycle.**

Criteria for implementation of the plan

*Key tasks not undertaken including:*

*Unable to support pupils with Access Arrangements during exam time as a reader/ scribe/ prompt etc...*

*Unable to support pupils in class with arrangements which are their 'normal way of working' in the run up to exams.*

*Failure to recruit sufficient Teaching Assistants to facilitate access arrangements during exam time.*

*Extended absence of key staff*

*Teaching Assistant Shortage on peak days*

*Teaching Assistant shortage on the day of the exam*

Centre actions to mitigate the impact of the disruption.

- SLT and SENDCO to nominate a 'deputy' to cover a role/task.
- The school will encourage multi skilling by:
  - Work shadowing; job rotation; staff development sessions; briefing sessions for administrative staff
  - Buddying up; networking with staff from a local centre; sharing expertise with a local centre or within the school Trust
- SENDCO to recruit in the autumn term/ as necessary. Advanced planning required to ensure adequate provision.
- Data Manager to seek cover via Agencies, ensuring they are trained to the appropriate level in line with JCQ guidelines.

The SLT Lead is Murdock Kellyman

The SENDCo is Emma Wakefield

The Data Manager is Zoe Franks

## 5. 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.

- The school will ensure that centre administrative staff are trained to cover as appropriate by work shadowing; job rotation; staff development sessions; briefing sessions.
- Teaching Assistant Staff to be dual trained in Access Arrangements and Exam Invigilation rules and regulations.
- Exam Officer to recruit in the autumn term. Advanced planning required to ensure adequate provision.
- Exam Officer to seek cover via Agencies or other schools within the ATLP trust, ensuring they are trained to the appropriate level in line with JCQ guidelines.

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

## 6. 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 direct the Site staff to prioritise the set-up of alternative venues for exams:
  - Alternative on site venues include: The Sports Hall, The Hall, The Library, The Conference Hall
  - For side rooms classrooms or Pastoral Offices could be utilised
- The Exam Officer to direct the Data Manager (cover) to prioritise any re-rooming.
- The Exam Officer to direct Invigilators to the alternative venues and support
- The Exam Officer to ensure there are sufficient exam folders and cases available to use in alternative venues.
- Head of Centre to liaise with EO to ensure no disruption due to room shortages.
- In event of whole centre being unavailable contact local members of the Partnership Trust or our contingency contact at Anna Seward Primary School

The Head of Centre is Elliot Payne

The Head of School is Elliot Payne

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

The Office Manager is Joanne Robb

The Cover Secretary is Joanne Robb

### **Alternative venue details:**

Anna Seward Primary School

Bridgeman Way

Lichfield

WS14 0AL

**Contact details:**

Reception in the day 01543221317

Head Teacher Richard Storer

Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

**7. Failure of IT systems**Criteria for implementation of the plan

*BROMCOM system failure at final entry deadline*

*BROMCOM system failure during exams preparation*

*BROMCOM system failure at results release time*

Centre actions to mitigate the impact of the disruption.

- SLT to direct IT Support to prioritise the resolution of these issues.
- Exam Officer to seek guidance from the relevant awarding bodies.
- If there is a delay in releasing results, the school will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils.
- EO to contact awarding bodies directly to arrange alternative methods of information exchange.
- Head of Centre to be informed. A copy of A2C software is on FPD02 install files on restricted area of server which can only be access by IT technician and copied to exams computer if necessary.
- Contact Miss K Mir at Arthur Terry to see whether their facilities can be used.
- Results to be printed from exam board websites where appropriate.

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

**IT Key contacts**

CSE Technical Delivery Manager – Andy Busby

Service Delivery Manager – Luke Rouse

Compliance & Data Protection Officer - Katie Astbury

IT Support - helpdesk@atlp.org.uk

**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.

- The Exam Officer to ensure that each Exam Room has a copy of 'Emergency Evacuation Procedures' and seating plan to ensure consistent process is followed and all pupils are safely accounted for.
- Where exams are interrupted pupils should close their scripts and the exam room should be secured by the Lead Invigilator. He/she should make notes of the time the disruption started and ended and any incidents, if appropriate
- Pupils must be instructed to remain silent and that they remain under exam conditions at all times.
- The Exam Officer should seek/follow awarding body guidance/instructions.
- Invoking actions as detailed in statutory guidance.
- SLT should take advice/instructions from relevant local or national agencies.

- The school will communicate with parents/carers and students and keeping them informed regarding solutions to the disruption via the school's website and by text if appropriate.
- If it is deemed safe to continue the exam, then pupils will be given the opportunity to complete the exam for the appropriate length of time.
- Applying for special consideration for candidates.
- Entering candidates for the next available exam series (where available and 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.

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the school to prepare students, as usual, for examinations and for pupils to work at home or an alternative site as directed.
- The Exam Officer will seek/follow awarding body guidance/instructions.
- SLT will invoke actions as detailed in statutory guidance.
- SLT will take advice/instructions from relevant local or national agencies.
- The Head of Centre will provide staff with regular updates via staff briefing, email or text.
- The school will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils.
- in the case of modular courses, we may advise candidates to sit examinations in an alternative series.
- alternative methods of learning may mean that students are given packs of work to complete, complete tasks online or via Microsoft Teams
- **Head of Centre has agreed with the Head of Anna Seward Primary School that their school can be used.**
- Priority given to exam cohort. Centre to communicate with exam boards, parents, and students.

The Head of Centre is Elliot Payne

The Head of School is Elliot Payne

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

### **Alternative venue details:**

**Anna Seward Primary School**

**Bridgeman Way**

**Lichfield**

**WS14 0AL**

### **Contact details:**

Reception in the day 01543221317

Head Teacher Richard Storer

Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

## 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*

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

- The school will take all possible action to enable candidates to take their exam and/or make the necessary applications to the exam boards to ensure any mitigating circumstances are considered. Actions may include:
  - Applying for special consideration for candidates
  - Applying for alternative site arrangements – for example to facilitate a candidate taking their exam at home
  - Entering candidates for the next available exam series (where available and if appropriate)
  - Utilising the facilities available in our alternative site venue
  - Treating a candidate as a ‘transferred candidate’ and planning for them to sit at an alternative school
- Candidates will be asked to provide evidence to support any applications made to the exam board.
- If the candidate doesn't attend due to illness, then medical evidence would be required.

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

(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 normal for scheduled examinations*

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

- The Exam Officer will seek/follow awarding body guidance/instructions.
- SLT will invoke actions as detailed in statutory guidance.
- SLT will take advice/instructions from relevant local or national agencies.
- The Head of Centre will provide staff with regular updates via staff briefing, email or text.
- The school will communicate with parents/carers and students and keep them informed regarding solutions to the disruption via a message on the school's website, text and by email to pupils.
- The school will seek to utilise alternative venues/facilities.
  - Apply for alternative site arrangements.
- Apply for special consideration for candidates.
- Prioritise candidates whose progression will be severely delayed if they do not take their exams when planned.
- Enter candidates for the next available exam series (where available and only if appropriate)
- Keep confidential question papers and exam materials secure.
- Keep scripts secure.
- Open for candidates only if possible.
- **implement 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 Head of Centre has agreed with the Head of Anna Seward Primary School that their school can be used as our alternative site.**

The Head of Centre is Elliot Payne

The Head of School is Elliot Payne

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

### **Alternative venue details:**

**Anna Seward Primary School**

**Bridgeman Way**

**Lichfield**

**WS14 0AL**

**Contact details:**

Reception in the day 01543221317

Head Teacher Richard Storer

Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

**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

- The Exam Officer will seek/follow awarding body guidance/instructions which would ordinarily mean
  - awarding organisations to provide centres with electronic access to examination papers via a secure external network.
  - The Exam Officer would ensure that copies are received, made and stored under secure conditions in line with our secure paper process.
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date
- Apply for special consideration for candidates

**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 to mitigate the impact of the disruption

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, the school will seek advice from awarding organisations and will not make their own arrangements for transportation unless told to do so by the awarding organisation.
- for any examinations where the school make their own arrangements for transportation, we will investigate alternative options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.
- We will ensure secure storage of completed examination papers until collection

**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

- awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series



- EO to communicate with all awarding bodies

### 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.

- Distribution of results:
  - The school will make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation.
  - The school will make arrangements to coordinate access to post results services from an alternative site
  - The school will share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Facilitation of post results services:
  - The school will make arrangements to make post results requests at an alternative location.
  - The school will contact the relevant awarding organisation if electronic post results requests are not possible.

The Head of Centre is Elliot Payne

The Head of School is Elliot Payne

The SLT lead is Murdock Kellyman

The Exam Officer is Joanne Robb

The Data Manager is Zoe Franks

#### **Alternative venue details:**

Anna Seward Primary School

Bridgeman Way

Lichfield

WS14 0AL

#### **Contact details:**

Reception in the day 01543221317

Head Teacher Richard Storer

Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

### 16. Cyber-attack

#### Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

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

Andy Busby – CSE Technical Delivery Manager - would lead the investigation.

Luke Rouse would be the single point of contact for the ATLP.

Luke would inform a nominated member of ATLP staff (Katie Astbury - DPO & Michelle Doughty). From there the Data Breach/Cyber Attack response plan would be deployed which details who to contact inside ATLP who should contact the exam board

- Refer to the Data Protection Policy for full details.
- Key contacts are:

**The Bridge Academy:****Office Manager & School Data Protection Lead** – Joanne Robb**ATLP Leads for Data & Cyber security:****CSE Technical Delivery Manager** – Andy Busby**Service Delivery Manager** – Luke Rouse**Compliance & Data Protection Officer** - Katie Astbury

## 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**

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

[Notice-to-Centres Exam contingency plan 2324 FINAL.pdf](#) and [JCO'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 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

The governments' view across England, Wales and Northern Ireland is education in 2022 to 2023 has returned to normal. Schools are open and examinations will go ahead in summer 2023.

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

In November 2022, Ofqual and the Department for Education issued [decisions following a consultation on the resilience of the qualifications sector](#) for specific examinations awarded in England in summer 2023. Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

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](#) 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** (last updated 1<sup>st</sup> September 2024) [Disruption Planning 24 FINAL.pdf](#)

## JCQ

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

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

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

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

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

In the event of national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

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

(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 [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

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 [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

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

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

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

Guidance for centres on cyber security (Effective from November 2023) [www.jcq.org.uk/exams-office/general-regulations/](http://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/](http://www.jcq.org.uk/exams-office/non-examination-assessments/)

## 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](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

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

[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. [Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK](#)
2. [Mitigating malware and ransomware attacks](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help schools improve their cyber security](#)
6. [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
7. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

## Useful Contact Details

### Our Contact Details:

The Bridge Academy

[The Bridge Academy - Examinations escalation & contingency policy](#)

September 2024

Wissage Road  
Lichfield, WS13 6SW  
Staffordshire  
Tel: 01543255872  
E-mail: Office@bridge.staffs.sch.uk  
www.thebridgeacademy.atlp.org.uk

**Contingency Site: Anna Seward Primary School**

Anna Seward Primary School  
Bridgeman Way  
Lichfield  
WS14 0AL

**Contact details:**

Reception in the day 01543221317  
Head Teacher: Richard Storer  
Alternative contact: Leeann Fitzpatrick (Senior Office Manager)

**The Bridge Academy:**

Office Manager & School Data Protection Lead – Joanne Robb

**ATLP Leads for Data & Cyber security:**

CSE Technical Delivery Manager – Andy Busby  
Service Delivery Manager – Luke Rouse  
Compliance & Data Protection Officer - Katie Astbury

**JCQ:** email [centresupport@jcq.org.uk](mailto:centresupport@jcq.org.uk)

Registered Address: 124 Finchley Road,  
London, NW3 5JS  
Tel: 020 7638 4132

**NCN:** email [ncn@ocr.org.uk](mailto:ncn@ocr.org.uk)

**AQA**

Devas Street  
Manchester  
M15 6EX  
E-mail: [eos@aqaa.org.uk](mailto:eos@aqaa.org.uk)  
Tel: 0800 197 7162

**OCR**

Vocational Qualifications Compliance Team  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ  
E-mail: [support@ocr.org.uk](mailto:support@ocr.org.uk)  
Tel: 01223 553998

General Qualifications Compliance Team

[The Bridge Academy - Examinations escalation & contingency policy](#)



The Triangle Building  
Shaftesbury Road  
Cambridge  
CB2 8EA  
E-mail: [support@ocr.org.uk](mailto:support@ocr.org.uk)  
Tel: 01223 553998

**Pearson**

80 Strand  
London  
WC2R 0RL  
E-mail: [examsofficers@pearson.com](mailto:examsofficers@pearson.com)  
Tel: 0344 463 2535

**Eduqas (WJEC)**

245 Western Avenue  
Cardiff  
CF5 2YX  
E-mail: [centres@wjec.co.uk](mailto:centres@wjec.co.uk)  
Tel: 02920 265 077

**NCFE**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle Upon Tyne  
NE12 8BT  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Tel: 0191 239 8000