



What I learn today, prepares me for tomorrow.

Contingency and Adverse Effects Policy

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Policy Library	September 2023	September 2026	Mark Phillips, Headteacher All staff

Contingency and Adverse Effects Policy

Policy brief & purpose

1. Purpose:

This policy is designed to ensure a consistent and effective response in the event of major disruption to the course delivery and assessment system affecting significant numbers of learners.

The plan will be implemented in the event of major disruption to the system, such as;

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption.
- Loss of critical systems e.g. ICT failure, power outage.
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School, Emergency Services' cordon preventing access, school facilities in use for General/Local Elections, severe weather scenarios or utilities failure.

Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency. Implementing the plan will safeguard the interests of learners while maintaining the integrity of the assessment system and safeguarding qualification standards. The contingencies applied will be selected based on the context of the disruption.

The priority when implementing contingencies will be to maintain the following principles:

- Delivering course within examination board timescales
- Delivering assessments within examination board timescales
- Delivering results within examination board timescales
- Complying with regulatory requirements in relation to assessment, marking and standards.

Communication:

- In the event of local disruption, communication to staff and young persons will take place through the office following agreement with the Headteacher.
- In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed through the examination board and proactively communicated to relevant stakeholders.

Barndale House is committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption and contingency measures being implemented and any actions required of them as a result
- ensuring that any messages are clear and accurate.

Key Risks and Associated Actions

1. Teaching staff extended absence at key points in the assessment cycle: Centre actions: Barndale to arrange alternative teaching staff within the wider institution concerned at the earliest opportunity.

2. Lack of appropriately trained and qualified assessor and their absence Centre actions:

Centre actions: Barndale will keep abreast of the planning, hiring, training etc of all assessors prior to the course start and arrange alternative staff as necessary.

3. Failure of IT systems Centre actions:

Maintain secured backup for all types of assessment and feedback. Support learners with printing version of the course materials during class time. Liaise with Awarding body to let them know about the failure of the system and get help from their contingency plan.

4. Disruption of teaching time - centre closed for an extended period Centre actions:

Communicate with students and parents about the potential for disruption to teaching time and plans to address this. Arrange alternative teaching space at Barndale House School.

5. Assessment evidence is not available to be marked (large scale damage to or destruction) Centre actions: Students work to be securely stored. It is the responsibility of the examinations officer to communicate this immediately to the relevant awarding organisation(s) and subsequently to learners.

6. Centre unable to distribute results as normal Centre actions:

Contact to be made immediately to the awarding bodies about alternative options.
Contact to be made immediately to the students/carers.