



**ST PETER'S SCHOOL
EXAM CONTINGENCY PLAN**

Date of review: January 2024

Date of next review: January 2025

Reviewer: Examinations and Analytics Manager

Date of Governing Board ratification: C & S 8th February 2024

Document Control		
Edition	Issued	Changes from previous
1	Nov 2016	Rewritten policy
2	Nov 2017	No changes
3	Jan 2019	Rewritten due to updated JCQ Regulations.
4	Jan 2020	Updated due to JCQ regulation annual changes
5	Jan 2021	Updated due to JCQ regulation annual changes
6	Jan 2022	Updated due to JCQ regulation annual changes
7	Jan 2023	Updated due to JCQ regulation annual changes
8	Jan 2024	Updated due to JCQ regulation annual changes
Policies/Documents referred to in this policy		Post holders/Persons named in this policy
This policy links to other school policies on: Contingency Booklet for Exams		

This policy is reviewed annually to ensure compliance with current regulations

Exam contingency plan
2023/2024

Contents

Purpose of the plan	4
National Centre Number Register and other information requirements	4
Head of centre absence at a critical stage of the exam cycle.....	4
In the instance that the head of centre is absent the headteacher (former SLT line manager for exams) is available. In the instance of both head of centre and headteacher being absent Agnes Davies, member of SLT is designated to make decisions on head of centre's behalf.	4
Causes of potential disruption to the exam process.....	4
1. Exam officer extended absence at a critical stage of the exam cycle.....	4
2. Invigilators - lack of appropriately trained invigilators or invigilator absence.....	5
3. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	5
4. Cyber-attack.....	6
5. Failure of IT systems	6
6. Emergency evacuation of the exam room (or centre lock down).....	6
7. Candidates may not be able to take examinations – centre remains open.....	7
8. Centre may not be able to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)	7
9. 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
Criteria for implementation of the plan	8
Centre actions to mitigate the impact of the disruption.....	8
10. Disruption in the distribution of examination papers	8
Criteria for implementation of the plan	8
Centre actions to mitigate the impact of the disruption.....	8
11. Disruption to the transportation of completed examination scripts.....	9
Criteria for implementation of the plan	9
Centre actions to mitigate the impact of the disruption.....	9
12. Assessment evidence is not available to be marked	9
Criteria for implementation of the plan	9
Centre actions to mitigate the impact of the disruption.....	9
GOV.UK	14
ProtectUK	14
National Cyber Security Centre	14

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at St Peter's school. 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 **Exam systems 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 St Peter's school is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres*) 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle.

(The examination contingency plan/examinations policy should also 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.)

[JCQ [General regulations for approved centres](#)5.3]

National Centre Number Register and other information requirements

The head of centre will also ensure that St Peter's school as 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

In the instance that the head of centre is absent the headteacher (former SLT line manager for exams) is available. In the instance of both head of centre and headteacher being absent Agnes Davies, member of SLT is designated to make decisions on head of centre's behalf.

Causes of potential disruption to the exam process

- 1. Exam officer extended absence at ~~key points in the exam process (cycle)~~ 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

- Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility attached to the notice board

2. 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

- Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility.
- Constant monitoring of availability of invigilators
- We recruit several times a year to allow for any resignations or change in circumstances
- Several members of the cover supervisor team and Teaching assistants are invigilator trained as a back up.

3. 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

- Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility
- Weekly meetings with SLT line manager to discuss room venues based on year group size and needs etc.

4. Cyber-attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery

Centre actions

- The Cam Academy Trust have a procedure in place to deal with cyber- attacks.
- We have full IT support staff who would be contacted immediately.
- The centre would contact the exam boards as soon as possible to discuss.
- There is a robust training system in place for IT use.
- Multi Factor authentication is in use.
- There are reminders about suspicious e-mails and any e-mails received from outside of the trust are highlighted with a red banner to state "Do you trust this sender". This helps to remind you to check before opening the e-mail.

5. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

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

Centre actions

- We never leave our Exam entry deadline to the final date, always at least a week to two weeks in advance to allow for any potential issues
- All documentation required for exams preparation are printed well in advance of time
- If our MIS failed at results release, we can obtain results from the awarding body's secure systems
- Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility
- The centre rarely completes on-screen tests, however if we were, we would keep the students in exam conditions and make contact with the exam board to inform them of the incident. If this was an on demand test we could potentially re-schedule for another time. If final exam opportunity we would invoke our contingency plan to take students to another venue to complete exam at that centre instead.

6. Emergency evacuation of the exam room (or centre lock down)

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

- Joint contingency plan referred to in the Examinations policy regarding emergency evacuation procedure shared with local secondary schools and referred to in the exams contingency booklet.
- Centre lockdown as stated in whole school lockdown policy

7. Candidates ~~at risk of being unable~~ 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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.

Centre actions

- The centre could investigate the possibility of adjusting the starting time of the examination for all candidates (see section 6.2 of the JCQ publication Instructions for Conducting Examinations)
- If the above suggestion occurs the centre would need to take into account, the rules for very late arrivals
- Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility

8. Centre may not be able to open as normal during the exams 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 as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

The centre would invoke the school contingency plan of utilising neighbouring secondary schools as an alternative site. JCQ alternative site form would be completed and requested through the Centre Admin Portal (CAP). The alternative venues are Hinchbrooke School (Huntingdon) and St Ivo in St Ives.

Centre actions

- Refer to the examinations policy with details regarding shared secondary school emergency contingency plan

9. 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:- Centre to make arrangements to access its results at an alternative site, in agreement with the relevant awarding organisation, centres to make arrangements to co-ordinate access to post results services from an alternative site. Centres to share facilities with other centres if this is possible, in agreement with the relevant awarding organisation.
- Facilitation of post results services:- centre to make arrangements to make post results requests at an alternative location. Centres to contact the relevant awarding organisation if electronic post results requests are not possible.

Refer to the booklet titled Contingency booklet for Exams cycle and stored in the secure storage facility. Alternative venue would be Hinchingsbrooke school (Huntingdon) and St Ivo in St Ives.

10. 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

(Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. 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.)

11. 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 “yellow label” service or where awarding organisations arrange collections, centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding organisation. For any examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for conducting Examinations. Centres to ensure secure storage of completed examination scripts until collection.

12. 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.

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE's) guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

1. Contingency planning

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

When drafting contingency plans, you should consider the following guidance:-

1.2 General contingency guidance

- ❖ *Emergency planning and response* from the Department for Education in England
- ❖ *School organisation: local-authority maintained schools* from the Department for Education in England
- ❖ *Procedures for handling bomb threats* from the National Counter Terrorism Security Office

2. Disruption to assessments or exams

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

You should discuss alternative arrangements with your awarding organisation if:

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

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

3. Steps you should take

3.1 Exam planning

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

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

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's *Centre emergency evacuation procedure*.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.

7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment 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.

4.Steps the awarding organisation should take

4.1 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.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

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

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

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

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

See also: JCQ's guidance on special considerations.

6.Wider communications

The regulators, **Ofqual** in England, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The **Department For Education** in England, 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 up to date until the matter is resolved.

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

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

7 Widespread national disruption to the taking of examinations/ 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 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 GCSE's 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.

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 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.

General contingency guidance

- Emergency planning and response for education, childcare and children's social care sittings 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
- Police guidance from National Counter Terrorism Security Office and partners on preparing for threats
- Cyber security guidance for schools and colleges from the National Cyber security Centre

(Ofqual guidance extract above taken directly from the exam system contingency plan: England, Wales and Northern Ireland- What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 5th October 2023) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-andcolleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

JCQ

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations systems 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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

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 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 office 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 days sessions” for examinations, summer 2024. This is consistent with the qualification regulator’s 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 sessions” 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 governments 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 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 2023-2024**, section 15, Contingency planning)

AQA

0800 197 7162

Eos@aqa.org.uk

OCR

01223 553998

Support@ocr.org.uk

Pearson

0344 465 2535

WJEC

02920 265077

Exams@wjec.co.uk

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/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/

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/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

Guidance for centres on cyber security (Effective from November 23) www.jcq.org.uk/exams-office/general-regulations/

Information for centres affected by RAAC- the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

GOV.UK

Emergency planning and response 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: yellow label service

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

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

ProtectUK

www.protectuk.police.uk

National Cyber Security Centre

The NSSC'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 numbers 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 and the risks to schools and ways to prevent it

7. School staff offered training to help shore up cyber defences-NCSC.GOV.UK