



Exam Contingency Plan

2022/23

This plan will be reviewed annually to ensure compliance with current regulations

Approved/Reviewed by	
Kathy Cleworth	
Date Issued	
Date of next review	Sept 2023

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Jane Driver
ICT	Windy Cleworth
Exam Officer Line Manager	Sally Ashland
Exam officer	Louise Satchfield
ALC Lead/SENCo	Jo Hammond
ICT member(s)	Windy Cleworth

Contents	
Key staff involved in contingency planning	2
Responsibility of the JMC	4
Possible causes of disruption to the exam process	4
1. Exam officer extended absence at key points in the exam process (y/n/t)	4
2. ALS LawSENCOs extended absence at key points in the exam cycle	5
3. Teaching staff extended absence at key points in the exam cycle	5
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	6
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	6
6. Other risks	6
7. Failure of IT systems	7
8. Emergency evacuation of the exam room (or centre lock down)	7
9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period	7
10. Candidates unable to take examinations because of a crisis - centre remains open	8
11. Centres unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)	8
12. Disruption in the distribution of examination papers	9
13. Disruption in the transportation of completed examination scripts	9
14. Assessment evidence is not available to be marked	9
15. Centres unable to distribute results as normal or facilities/prov results services (including in the event of the centre being unavailable on result day owing to an unforeseen emergency)	9
Further guidance to inform procedures and implement contingency planning	10
Ofqual	10
JJC	10
JMC Notice to Centres - Examination contingency plan/examination policy www.jtc.org.uk/learn/department/regulations-to-centres-exam-contingency-plan/	14
General Regulations for Approved Centres www.jtc.org.uk/learn/official/general-regulations/	14
Guidance notes on alternative site arrangements www.jtc.org.uk/learn/official/online-forms/	14
Guidance notes for transferred candidates www.jtc.org.uk/learn/official/candidate-forms/	14
Instructions for conducting examinations www.jtc.org.uk/learn/official/ia-instructions-for-conducting-examinations/	14
A guide to the special consideration process www.jtc.org.uk/learn/official/access-arrangements-and-special-consideration/guidance-and-guidelines/	14
GOV.UK	14
External links to relevant information	14
www.productsforpractice.co.uk	14

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at the Queen Katherine 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.

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 (for schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the JCQ Exam Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Queen Katherine Academy is compliant with the **JCQ's General Regulations For Approved Centres** (section 5.2) 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. The examination contingency plan should reference procedures in the event of the centre being unavailable for examinations, or any results they, coming in an unforeseen emergency. **The potential impact of a cyber attack should also be considered.**

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (p24)

Issues to be considered at the time
Key risks to the implementation of the plan
Key risks required in the management and administration of the exam cycle not undertaken including:
Planning
<ul style="list-style-type: none">Annual date collection exercise not undertaken to collect information on qualifications and awarding body specifications being deliveredAnnual exam plan not produced detailing essential key tasks, key dates and deadlinesOfqual registration not completed
Exams
<ul style="list-style-type: none">awarding bodies not being informed of entry/delisted entries which prompts release of entry information required by teaching staffcandidates not being entered with awarding bodies for external exams/assessmentawarding body entry deadlines missed or late or other penalty fees being incurred
Pre-exams
<ul style="list-style-type: none">invigilators not trained or updated on changes to instructions for conducting examsexam timetabling, rooming allocation, and invigilation schedules not preparedcandidates not notified on exam timetable and awarding body information for candidatesconfidential exam/assessment materials and candidates' work not stored under required secure conditionsinternal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
Assessing
<ul style="list-style-type: none">entry/assessments not taken under the conditions prescribed by awarding bodiesrequired reports/records not submitted to awarding bodies during exam/assessment periods, for example entry lists/entry, examiner/magister, cancell/contingenciescandidates' results 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

Access arrangements to mitigate the impact of the disruption

- In the event of ED-extended absence, Head to appoint an acting Exams Officer in case as possible, ensuring the key tasks as listed above are understood. Exams Line Manager to cover in the interim
- Exam Manager/ Head of the exam to make which routes SEN and/or ADE
- Exam Boards to be kept informed of developments
- Exams Officer to ensure essential information is available to the Head & SLT
- Exams Officer to ensure the Exams policies and procedures are up to date at all times

2. ADE Lead/SENCo extended absence at key points in the exam cycle

Access to implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle are as follows including:

Planning

- candidate not intended/assess to identify potential access arrangement requirements
- centre plan to recognise its access needs/ disabled conditions as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collected

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- ITG/ICT/technical/proxying support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Other actions to mitigate the impact of the absence

- Head of Centre to appoint an experienced member of SEN to act as SENCo
- Headmaster to seek SENCo support from the trust
- Testing and Assessment centre to be covered and by qualified members of the SENCo Team
- Applications for Access Arrangements to be made in conjunction with the ED
- Ensure senior members of the SENCo Team are fully up to date with OfC regulations
- Use agency trained facilitators where there is a shortfall for formal examinations

3. Teaching staff extended absence at key points in the exam cycle

Access to implementation of the plan

Key tasks are undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry registration not provided in the main room on time, resulting in candidates not being entered for their examination or being entered too late or after priority time being charged for overfilling books
Non-registered assessment marks not un/forwarded 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 deadline

Control actions to mitigate the impact of the disruption

- It is the responsibility of the Academy to prepare the candidates for examinations and so should facilitate alternative teaching methods to ensure candidates are prepared - adjust timetable to ensure subject specialists are teaching examination groups
- IGT to make final entry decisions and share with ED in a timely manner to ensure deadlines are met
- The Academy needs to notify Awarding bodies and ask for advice as necessary

4. Invigilation - lack of appropriately trained invigilators or invigilator absence

Checks for implementation of the plan

Plans to recruit and train sufficient invigilators to conduct exams
Invigilator shortage on peak exam days
Invigilator absence on the day of an exam

Control actions to mitigate the impact of the disruption

- Advertise for invigilators in newsletters and on school website, Trust Website
- Networks Centre Staff to fill shortfall and ensure they are fully aware of regulations (Doubly up? Who? Book at least one extra invigilator for every session)

5. Exam rooms - lack of appropriate rooms or main rooms unavailable at short notice

Checks for implementation of the plan

Exam officer unable to identify sufficient/appropriate rooms during exams timetable planning
Invigilator rooms available on peak exam days
Main examination unavailable due to an unexpected incident or exam time

Control actions to mitigate the impact of the disruption

- Use teaching rooms - ensuring all displays are fully covered
- Seek alternative accommodation by talking with Facilities Manager
- Use alternative (house) buildings, liaison with awarding bodies to seek guidance and permission

Cyber Attack

Checks for implementation of the plan

Networks Centre staff to ensure security updates
Data backups to mitigate the impact of the disruption
Networks Centre staff to ensure security updates

7. Failure of IT systems

Check for implementation of the plan
MIS system failure at final entry deadline
MIS system failure during exam preparation
MIS system failure at results release time

Actions to mitigate the impact of the disruption

- Contact Awarding Bodies to verify and seek alternative method of marking entries
- Make entries in absence of exam board facilities
- Liaise with IT Manager to seek alternative venue/equipment
- Use alternative site to download of results

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

Check for implementation of the plan
While centre evacuation (or lock down) during exam time due to serious incident resulting in exam conditions being unsafe to start, proceed with or complete their exams

- Lines undamaged
- Spilled scripts (Fire/Water)
- Contamination

Actions to mitigate the impact of the disruption

- Follow Centre Emergency Evacuation Procedure – Invigilators, SLT and EO to ensure the Emergency Evacuation plan is followed, monitoring the integrity of the exam
- Separate evacuation point for exam candidates (Marked area on sports field)
- Contact relevant awarding bodies for advice
- Seek alternative site following consulting the awarding bodies for approval
- Contact other Centres to seek possible accommodation
- Keep candidates under secure conditions whilst seeking alternative site
- Maintain security of Exam Scripts and Papers

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

Check for implementation of the plan
Centre closed or conditions are unable to proceed for an extended period during normal teaching or study support period, interrupting the provision of normal teaching and learning

Actions to mitigate the impact of the disruption

- The Academy to communicate with parents, Carers, students and staff about the potential for disruption to teaching time and the plans to address this
- The academy should plan to facilitate teaching and learning by an alternative method or alternative location
- The EO will inform exam board of the situation and developments

10. Candidates unable to take examinations because of a crisis - centre remains open

Criteria for implementation of the plan
Candidates are unable to attend the examination centre to take examinations on normal
Criteria to consider the intent of the discussion
(This must focus on options that enable candidates to take their examinations)
<ul style="list-style-type: none">• Centres must open if at all possible, for examination purposes only• The Academy will liaise with candidates to identify whether the examination can be set at an alternative venue in agreement with the relevant awarding organisations.• The centre will communicate with the exam boards in the first instance and ensure the necessary documentation is completed• The Academy may offer an opportunity to sit the examination in a different venue• The Academy will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control

11. Centre unable 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 unable to open as normal for scheduled examinations
Criteria to consider the intent of the discussion
(This must focus on options that enable candidates to take their examinations)
<ul style="list-style-type: none">• If at all possible, the Academy should open for examinations and examination candidates only unless a situation means it is unsafe for anyone to enter the building.• The Academy should use alternative venues in agreement with relevant awarding organisations (e.g. shared facilities with other centres or use other public building, if possible)• The Academy may offer candidates an opportunity to sit any examinations missed at the next available series where possible• The Academy can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
Additional Notes [Link]

Commented [R1]: there

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan
Disruption in the distribution of examination papers to the centre in advance of examinations
Criteria to consider the intent of the discussion
<ul style="list-style-type: none">• The ED will regularly check in Exam paper deliveries as they arrive to ensure plenty of notice for missing papers• The Academy will liaise with the relevant awarding body well in advance of the scheduled exam of any missing/exchanged papers• Awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are encrypted, made and stored under secure conditions and

should type print or place to facilitate such as action. Awarding organisations should provide guidance to the conduct of examinations in such circumstances.

13. Disruption to the transportation of completed examination scripts

Centre for implementation of the plan

Centre to ensure 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 collection, centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless asked to do so by the awarding organisation. For the examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the ACC instructions for Candidate Examination Centres to ensure secure storage of completed examination papers until collection.
- The academy will seek advice from awarding organisations and central collection agency regarding collection. The academy must not to make arrangements for transportation without approval from awarding organisations.
- The academy must ensure secure storage of completed examination scripts until collection.

14. Assessment evidence is not available to be marked

Centre for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
Completed examination scripts/assessment evidence does not reach awarding organisation

Centre actions 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 window.)
- Notify awarding body/board immediately
- The Academy will liaise with the awarding body to request that they generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- Where possible the candidates should retake affected assessment at subsequent assessment window

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

Centre for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

<p>Steps you should take</p> <p>Exam planning</p> <p>Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plans in question, you will comply with the awarding organisation's requirements.</p> <p>In the event of disruption</p> <ul style="list-style-type: none"> • Contact the relevant awarding organisation and follow its instructions. • Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open. • Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open. • Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open. • Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open. <p>After the exam</p> <ul style="list-style-type: none"> • Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been adversely affected and, if so, apply for special consideration. • Advise students, where appropriate, of the opportunity to take their exam or assessment at a later date. • Return scripts, unless stored under secure conditions. • Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation. <p>Steps the awarding organisation should take</p> <p>Exam planning</p> <ul style="list-style-type: none"> • Identify, maintain, and comply at all times with an up-to-date, written contingency plan. • Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of registration. <p>In the event of disruption</p> <ul style="list-style-type: none"> • 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 deferring qualifications. • Ensure that where an assessment is required to be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions). • Promote its communications with the relevant regulators about any event which could have an adverse effect on students, students 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. <p>After the exam</p> <p>Consider any requests for special consideration for affected students. For example, those who may have had their mobility assessed work or whose performance in assessments or exams could have been affected by the disruption.</p> <p>If any students miss an exam or are disadvantaged by the disruption</p>

If none of the students have been adversely affected by the disruption you should ask the awarding organisations about applying for special considerations.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. These decisions might be different, for different qualifications and for different subjects.

See also: <https://www.pearson.com/uk/qualifications>

Other communications

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

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Wales Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant levels of national disruption, and ensure that they are kept updated with the nature's workload.

Awarding organisations will alert the [Department for Education](#) and [Northern Ireland Executive](#) (DfE) and the [Wales Government](#) in the event of the disruption on their operations and likely impacts, student progress in further and higher education.

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

Unplanned national disruption

The government [has announced](#) England, Wales and Northern Ireland [will cancel all examinations in 2020](#).

[The government has announced](#) that all open and examinations will take place in 2021.

[The government has announced](#) that all open and examinations will take place in 2021.

It is important to ensure that government departments are coordinated with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on options for [examinations and assessments](#), including exam centres.

15 November 2020 Ofqual and the Department for Education [issued guidance](#) [before examinations and assessments](#) for specific examinations [available in England in November 2020](#). Ofqual [will continue to monitor the situation](#) and [will provide advice](#) to awarding organisations and centres as appropriate.

[Guidance for students entering GCSE, A-level and A-Levels, the Advanced Extension Award and Progression to support resilience in the event of disruption in 2020](#)

The Department for Education has [issued a guidance](#) [document](#) [on 15 November 2020](#) [in response to the](#) [impact of the national action in 2020](#). The guidance recommends [which should prioritise](#) the [safety of](#) [examinations and assessments](#) in any situation, and [should make](#) [their contingency plans](#) [to ensure](#) [higher](#) [schools](#), [colleges](#) [and](#) [other](#) [exam](#) [centres](#) [should](#) [prioritise](#) [the](#) [safety](#) [of](#) [examinations](#) [and](#) [assessments](#). [The](#) [guidance](#) [recommends](#) [which](#) [should](#) [prioritise](#) [the](#) [safety](#) [of](#) [examinations](#) [and](#) [assessments](#). [The](#) [guidance](#) [recommends](#) [which](#) [should](#) [prioritise](#) [the](#) [safety](#) [of](#) [examinations](#) [and](#) [assessments](#). [The](#) [guidance](#) [recommends](#) [which](#) [should](#) [prioritise](#) [the](#) [safety](#) [of](#) [examinations](#) [and](#) [assessments](#).

We will update this page as necessary should national disruption occur with any further relevant facts.

Ofqual guidance [extract taken directly from the Exam system contingency plan: England, Wales and Northern Ireland](#). [Other schools and colleges and other centres should do if exams or other assessments are seriously disrupted](#). [Extracted from the Exam system contingency plan: England, Wales and Northern Ireland](#).

JC3 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.

The jointly agreed information will ensure consistency of response in the event of major disruption to the assessment system affecting significant numbers of candidates.

Other information may be found at: <https://www.gov.uk/government/organisations/qualifications-regulator>

Key information:

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

15.2 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.3 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.

15.4 The awarding bodies will designate 'contingency days' for examinations Summer 2023. This is consistent with the qualification regulator's 'document Exam system contingency plan: England, Wales and Northern Ireland' - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106984/exam-system-contingency-plan-england-wales-and-northern-ireland.pdf

The designation of a contingency day within the current examination timetable is the result of a decision to postpone the allocation 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 2023, the awarding bodies will liaise with the qualification regulator and government departments to agree the most appropriate option for managing the impact. As far as possible, the affected examinations will be rescheduled. Although every effort will be made to keep 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 supported to make alternative available to such arrangements. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must direct the candidates on the rescheduled date communicated to the affected candidates.

When candidates choose not to be provided for the rescheduled examinations for reasons other than those mentioned in general considerations, 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 the necessary steps to ensure their plans for the summer. However, the awarding bodies will not reschedule examinations being available throughout the entire timetable period as a matter of course.

AQ guidance taken directly from AQ's Instructions for Conducting Examinations 2022 - 2023 <https://www.aqa.org.uk/qualifications/assessments/summer-19-contingency-planning>

AQ's Exam Contingency Plan <https://www.aqa.org.uk/qualifications/assessments/summer-19-contingency-planning>

AQ's Prepared for Disruption to Examinations effective from 1st September 2023 <https://www.aqa.org.uk/qualifications/assessments/summer-19-contingency-planning>

OCJ Notice to Centres - Examination contingency plan/examination policy [page 46 to 48](#)
[https://www.pearson.com/uk/education/ocj/notice-to-centres](#)

General Regulation for Approved Centres [page 49 to 51](#)
[https://www.pearson.com/uk/education/ocj/general-regulation](#)

Guidance notes on alternative site arrangements [page 52 to 53](#)
[https://www.pearson.com/uk/education/ocj/guidance-notes-on-alternative-site-arrangements](#)

Guidance notes for transferred candidates [page 54 to 55](#)
[https://www.pearson.com/uk/education/ocj/guidance-notes-for-transferred-candidates](#)

Instructions for conducting examinations [page 56 to 57](#)
[https://www.pearson.com/uk/education/ocj/instructions-for-conducting-examinations](#)

A guide to the special consideration process [page 58 to 59](#)
[https://www.pearson.com/uk/education/ocj/a-guide-to-the-special-consideration-process](#)

GD/LJK

Emergency planning and response [page 60 to 61](#)
[https://www.pearson.com/uk/education/ocj/emergency-planning-and-response-for-education-centres](#)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning [page 62 to 63](#)
[https://www.pearson.com/uk/education/ocj/dispatch-of-exam-scripts-guide-ensuring-the-service-runs-smoothly-contingency-planning](#)

Waste [page 64 to 65](#)
[https://www.pearson.com/uk/education/ocj/waste](#)

School closures - examinations [page 66 to 67](#)
[https://www.pearson.com/uk/education/ocj/school-closures-examinations](#)

Northern Ireland [page 68 to 69](#)
[https://www.pearson.com/uk/education/ocj/northern-ireland](#)

Additional Resources [page 70 to 71](#)
[https://www.pearson.com/uk/education/ocj/additional-resources](#)

Appendix 1: Examination Security Policy - Protocol [page 72 to 73](#)
[https://www.pearson.com/uk/education/ocj/appendix-1-examination-security-policy-protocol](#)

National Cyber Security Centre

The NCCSCs Free (with check) and Paid (with services) can help protect schools from cyber attacks. Two NCCSCs paid 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 to schools with an email protection subscription. More information is available from the [NCCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** regarding enhanced number of cyber attacks involving transmission inhibitors. The NCCSC's enhanced support services to cyber security practitioners and digital staff.

Read more about cyber security and the Department's ongoing efforts to reduce the NCCSC advice paid to DfE practitioners. This includes ensuring that you have backup in place for your key services and data for digital education, and the Department has highlighted key links relating to the NCCSC cyber security guidance below:

- 1. [National Cyber Security Centre website](#)
- 2. [National Cyber Security Centre advice](#)
- 3. [National Cyber Security Centre advice](#)

