



# St Joseph's Catholic High School

## Word Processor Policy (Exams) 2022/23

This policy is reviewed annually to ensure compliance with current regulations

|                                |                  |
|--------------------------------|------------------|
| Approved/reviewed by           |                  |
| Head of Centre,EO and SLT SEND |                  |
| Date of next review            | November<br>2023 |

## Key staff involved in awarding and allocating word processors for exams

| Role             | Name(s)                                                                                |
|------------------|----------------------------------------------------------------------------------------|
| ALS lead/SENCo   | <b>Ms Collette Copper</b>                                                              |
| Exams officer    | <b>Amy Euden</b>                                                                       |
| Senior leader(s) | <b>Mr C Stapleton, Ms K Riddles, Mr R Dann, Mr J Gibbons, Mrs F Araf, Mr J Sindall</b> |
| IT manager       | <b>Tony Bojanowski</b>                                                                 |
|                  |                                                                                        |

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This policy is 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 are directly taken from the Access Arrangements and Reasonable Adjustments 2022-2023 and Instructions for conducting examinations 2022-2023 publications.

## Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENcos must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The Additional Learning Support lead/SENco must ensure that the proposed access arrangement/reasonable adjustment does not disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination.

## Purpose of the policy

This policy details how **St Joseph's Catholic High School** complies with AA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-25) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## The use of a word processor

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs  
For example, a candidate with:
  - a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)

- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

- simply grant the use of a word processor to a candidate because they now want to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. (AA 5.8.4)

## Exceptions

Additionally the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

## Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated within a separate room to the main examination Hall.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet (or where possible, an IT technician will set up 'autosave' on each laptop/table to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data

- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the internet, social media sites, spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam is over**

(ICE 14.25)

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

### **Centre specific processes**

## **Appendix 1**

### **The criteria uses to award and St Joseph's Catholic High School allocate word processors for examinations**

#### **Statement for the Use of a Word Processor During Exams**

This policy is reviewed annually to ensure compliance with current regulations and guidance of the Joint Council for Qualifications (JCQ)

Approved/reviewed by: **Head of Centre,EO,SEND and SLT**

Date of next review: September 2023

**St Joseph's** values good handwriting and imposes high standards on presentation of work, and expects that most students will handwrite in exams. However, there are exceptional circumstances, as identified by the School, where students may benefit from using a word processor and in these cases the School will allow use of a word processor for note-making in class, for homework, and for internal and public examinations.

Students with access to word processors in exams are allowed to do so in order that barriers to assessment are removed for disabled candidates, preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The School will allow students to use word processors in exams when they meet at least one of the following criteria:

- The student has a specific learning difficulty/disability (such as dyslexia, dyspraxia, ASD) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has a physical difficulty/medical condition such (such as hypermobility/juvenile arthritis) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has a sensory impairment (such as vision or hearing impairment) and the use of a word processor is both appropriate to their needs and reflects their normal way of working;
- The student has very poor handwriting and would lose marks due to the examiner finding his/her answers illegible;
- The student's quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

This use of a word processor also extends to the use of electronic brailers and tablets.

Students permitted to use word processors in public exams (ie GCSEs, BTEC, Cambridge Nationals) must have been using a word processor as their normal way of working for classes, homework, internal tests and internal exams.

It is not school policy to provide a word processor for a student solely on the basis that they prefer to type or that they can work faster on a keyboard because they use a laptop at home.

A student may also use a word processor on a temporary basis as a consequence of a temporary injury.

Students who have permission to use a word processor in class are able to borrow a laptop or iPad from the SEND Department if one is not available in the curriculum area. The School will provide word processors with spelling and grammar checkers and predictive text facility removed for use in internal exams and public exams. These word processors are not able to connect to the internet.

The use of a word processor is considered and agreed where appropriate at the start of the course. Students are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

The need for the use of a word processor is considered on a subject by subject basis. Students who have permission to use a word processor in exams do not have to use it in all exams, e.g. they may opt to use it in subjects with extended writing demands only. The provision will be agreed with the SENDCo during PPEs /practice exams.

Students may use their answer booklet in addition to the word processor if they wish to do so. For example, a student may type certain questions and handwrite shorter answers.

The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

Where possible students using word processors in external exams are internally accommodated together in a smaller room within the school.

Statement produced by: Collette Cooper

Statement date: September 2022