CHS Word Processor Policy for Exams
2022/23

Approved/reviewed by	
Winston Witham	
Date of next review	September 2023

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
Inclusion Manager	**Kate Stoneman**
Exams officer	**Elizabeth Chirgwin**
SLT member(s)	**Winston Witham**
Assistant Inclusion Manager	**Dawn Ingram**
IT	**Colin Johnston**

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams to ensure compliance with current regulations.

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References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 20222/23 and Instructions for Conducting Examinations 2022/2023 publications

See Appendix 1 for our school specific word processor policy.

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Introduction

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

The purpose of an access arrangement 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.

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

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

Purpose of the policy

This policy details how CHS complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

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 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 if it is appropriate to their needs
  Needs may include
  - a learning difficulty which has a substantial and long term adverse effect on his/her 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)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and

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'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)

- provide access to 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 he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home. (AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- 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 a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)
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Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in the room/setting which has been prearranged for them to sit an exam, be it at their main school with the main cohort, in a smaller/separate room or at home.

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) 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 his/her 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 his/her typed script, he/she is instructed to handwrite their 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.

- 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 his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

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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 in good working order at the time of the exam
- 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 and is not connected to an intranet or any other means of communication
- 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), 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 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

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

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 her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

==Centre specific processes – referral guidelines==

Before suggesting the use of a word processor/laptop to student/home &/or making a referral to the Inclusion Team staff are requested to ensure the following criteria has been addressed

First steps

➢ All tasks and activities have been differentiated within the subject for the individual student using IEP/Pupil Passport teacher planning strategies.

➢ A learning conversation has taken place with the student, Learning Mentor, Learning Leader (and/or parents/guardians of the student) to discuss progress and other intervention strategies to be used by teachers and students within the classroom.

➢ If appropriate, communication with the student's Learning Assistant or a Learning Assistant within the group.

Next steps if concerns still exist

➢ A consultation email must be sent to the Assistant Inclusion Manager outlining the student's barriers to learning along with strategies that have been used within the classroom.

➢ Two pieces of extended written work highlighting speed of writing, words per minute & % of illegible words to be sent to DI.

➢ A word processor/laptop assessment will then take place.

➢ Once the student has been tested, results & strategies will be shared with the student, subject teachers, Learning Mentor, Learning Leader & home

Guidelines for students using a laptop under exam conditions i.e. with the spelling & grammar check facility/predictive text disabled (switched off) & no access to the
Internet or school folders/files can be found on P:\Inclusion\01. ACCESS ARRANGEMENTS\AAs 2022/23\How to use access arrangements

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Appendix 1

The criteria CHS uses to award and allocate word processors for examinations

Our policy is based on guidelines & recommendations issued by the Joint Council of Qualifications (JCQCIC) in their booklet for 'Access Arrangements & Reasonable Adjustments' valid 1 September 2019 to 31 August 2020.

Permission to use a word processor/laptop 'cannot be granted to a student/candidate simply because they prefer to type rather that write or can work faster on a keyboard. Examples of specific reasons for a student/candidate being allowed to use a word processor/laptop are

1. A learning difficulty which has a substantial & long term adverse effect on the student/candidate's ability to write legibly
2. A medical condition
3. A significant mental health need
4. A physical disability
5. A sensory impairment
6. Planning & organisational problems when writing by hand
7. Consistently illegible handwriting
8. Other reasons identified by CHS

In order for the identified students (across all Key Stages) to be eligible to use a word processor/laptop in internal & external tests (including controlled assessments & coursework) it must be 'their <u>normal way of working at school</u> & be appropriate to their needs…' For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

Permission to use a word processor/laptop requires evidence as specified in a SEND EHCP/Statement, a recommendation by a medical professional, a diagnostic assessment by a Specialist Teacher or Educational Psychologist or as detailed in a Concise Note by the Inclusion Manager. or the SLT member responsible for exams.

The use of word processors

The only exceptions to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the Inclusion Manager and the Exams Officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

Above statement produced by: **Winston Witham**

Signature: Winston Witham

Statement date: 27/09/2021

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