



Kings Langley School

Unlocking Potential for Life

Use of Word Processors in Examinations Policy

Date Agreed – October 2024

Review Date – October 2025



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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.



Introduction

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

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 following principles are applied to access arrangements at Kings Langley School:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to 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 4.2.1](#))
- 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 (see Chapter 3). For example, the use of a practical assistant will not normally be allowed when practical skills are being tested. ([AA 4.2.2](#))
- 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. SENCos must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. ([AA 4.2.3](#))
- The SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate. ([AA 4.2.1](#))
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination. This is particularly so where a computer reader, modified enlarged papers, a scribe, speech recognition technology or a word processor will be used in examinations. ([AA 4.2.7](#))

References in this policy to AA and ICE relate to/are directly taken from the following Joint Council for Qualifications (JCQ) publications:

- [Access Arrangements and Reasonable Adjustments \(AA\)](#); and
- [Instructions for Conducting Examinations \(ICE\)](#).

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

Purpose of the policy

This policy details how Kings Langley School complies with the following sections of the JCQ document [Access Arrangements and Reasonable Adjustments](#): chapter 4 (Managing the needs of candidates and principles for centres) and chapter 5, section 5.8 (Word processor); and the JCQ document [Instructions for Conducting Examinations](#), sections 14.20-27 Word processors (computers, laptops and tablets) 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 criteria Kings Langley School uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology; and/or
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Kings Langley School will:

- provide a word processor with the spelling and grammar check facility/predictive text switched off where it is the candidate's normal way of working within the centre; ([AA 5.8.1](#))
- award the use of a word processor to candidates where appropriate to their needs; ([AA 5.8.4](#))

for example, a candidate with:

- 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; and/or
- poor handwriting;

(This list is not exhaustive.)

- 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; and ([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](#))



Kings Langley School will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. ([AA 5.8.4](#))

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 as follows:

In compliance with the regulations, Kings Langley School:

- 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 the 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 a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their 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; ([ICE 14.22](#))
- 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 to ensure that if there is a complication or technical issue, the candidate's work is not lost); and ([ICE 14.24](#))
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners. ([ICE 14.24](#))

Kings Langley School will ensure the word processor:

([ICE 14.25](#))

- 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 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;
- 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;
- 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 (a scribe cover sheet must be completed); and
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed).

Portable storage medium

Kings Langley School will ensure that any portable storage medium (e.g. a memory stick) used:

([ICE 14.25](#))

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

Printing the script after the exam has ended

Kings Langley School will ensure:

([ICE 14.25](#))

- 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/her own;
- a word-processed script is attached to any answer booklet which contains some of the answers;
- 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); and ([ICE 14.26](#))
- 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](#))



Kings Langley School:

- 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 electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. ([ICE 14.27](#))

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the Exams Manager;
- In exceptional circumstances where the number of compliant 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; and
 - the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of [ICE](#).