Harlington Upper School

Word Processor Policy (Exams)

Policy No: HUS069

Edition 1: November 2017

Approved By: Acting SENDCo

Document Control		
Edition	**Issued**	**Changes from previous**
1	11/17	• New document based on JCQ Guidance
		•

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy **links to other school policies** on: JCQ Access Arrangements and Reasonable Adjustments 2017-2018 and Instructions for Conducting Examinations and Assessments 2017-2018.	

Review Frequency: Annually
Review Date: October 2018

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENDCo	**Mrs Georgie Billin (until 31/12/17) / Ms Amy Martin (from 1/1/18)**
Exams office	**Mrs Angela Goode / Mrs Alison Blythe**
SLT member(s)	**Mrs Georgie Billin**
IT manager	**Mr Andy Farnham**

Contents

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications <u>Access Arrangements and Reasonable Adjustments</u> and <u>Instructions for conducting examinations.</u>

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2017-2018* and ICE to JCQ *Instructions for conducting examinations 2017-2018*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

Harlington Upper School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- ▶ Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- ▶ The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)
- ▶ The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- ▶ Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)
- ▶ The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- ▶ Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)
- ▶ The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- ▶ in the classroom (where appropriate); or
- ▶ working in small groups for reading and/or writing; or
- ▶ literacy support lessons; or
- ▶ literacy intervention strategies; and/or
- ▶ in internal school tests/examinations
- ▶ mock examinations

The only exceptions to the above would be 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.

The use of a word processor

Harlington Upper School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)
- ▶ Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- ▶ Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- ▶ Only grants the use of a word processor to a candidate if it is 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) (The above also extends to the use of electronic braillers and tablets)

(AA 5.8.2)
- ▶ Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)
- ▶ Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- ▶ Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)
- ▶ In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)

- ▶ Does 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

Word processors and their programmes

Harlington Upper School complies with ICE 8.8 *Word processors* instructions by ensuring:
- ▶ word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- ▶ word processors have been cleared of any previously stored data, as must any portable storage medium used
- ▶ an unauthorised memory stick is not permitted for use by a candidate
- ▶ where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- ▶ word processors are in good working order at the time of the examination
- ▶ word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- ▶ where a candidate using a word processor is accommodated separately, a separate invigilator is used
- ▶ word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- ▶ documents are printed after the examination is over
- ▶ candidates are present to verify that the work printed is their own
- ▶ word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- ▶ word processors are not used to perform skills which are being assessed
- ▶ word processors are not connected to an intranet or any other means of communication.
- ▶ candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- ▶ graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- ▶ predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- ▶ voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- ▶ word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Centre specific processes

Laptops and tablets

Harlington Upper School further complies with ICE 8.8 instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:
- in the main, candidates using a word processor (laptop/tablet) will sit exams in a computer room or on occasion in a classroom.
- the computer rooms may have screen dividers between each computer if the candidates are sitting in close proximity to each other
- a printer will be made available to candidates in the exam room or in a nearby office where work can be printed securely.

Invigilation arrangements relating to the use of word processors include the following:
- Two invigilators will normally invigilate exams where word processors are being used on some occasions the ratio may revert to one invigilator per 20 candidates as stated in the ICE booklet.

A candidate for whom this access arrangement may be deemed appropriate would be:

Types of candidate for whom this would apply	i.e.	evidence
A candidate with a learning difficulty which has a substantial and long term effect on their ability to write legibly.	A dyslexic whose spelling leads the text to be illegible and there is evidence that this is alleviated through the use of a word processor. Those whose handwriting deteriorates over an exam to a point where it cannot be read by a member of the staff.	Evidence from an education or clinical psychologist or specialist teacher outlining the nature of the learning difficulty Results of a standardised handwriting assessment (such as DASH/DASH 17+) combined with evidence from school staff
A medical condition	An injury to their writing hand or hyper mobility etc.causing fatigue when writing for a substantial period of time. A condition such as chronic fatigue syndrome or dyspraxia that results in the need for a word processor to reduce fatigue.	Evidence of this from external medical professions would be expected in support of this application detailing the impact of handwriting on the student and recommending the use of word processor A substantial improvement in the quality of the writing when word processed as opposed to handwritten, as judge by SENDCo
A physical disability	Any physical disability that results in the need for word processing due to an inability to handwrite cerebral palsy, malformation of the hand etc.	This will have been the student's normal way of working for a substantial period of time. Evidence form medical experts recommending the use of word processor
A Sensory impairment	Visual impairment, Hearing Impairment	This will have been the student's normal way of working for a substantial period of time. Evidence form medical experts recommending the use of word processor
Planning and organisational problems when writing by hand	Students with a diagnosed working memory deficit or those not covered by the medical condition definition but who demonstrate a learning difficulty which affects their ability to organise their writing.	Evidence from psychologists or a specialist teacher of a standardised test demonstrating working memory deficit. A substantial improvement in the quality of the writing when word processed as opposed to handwritten, as judged by the SENDCo

Statement produced by: **Mrs Georgie Billin, Deputy Headteacher, Acting SENDCo**

Statement date: 1/11/17