



# **THAMESMEAD SCHOOL**

## **Word Processor Policy**

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<b>Governors Committee</b>	<b>Personal Development Behaviour &amp; Welfare</b>
<b>Review Period</b>	<b>Annually</b>
<b>Date of Review</b>	<b>Autumn 2024</b>
<b>Date of next Review</b>	<b>Autumn 2025</b>

## Introduction

This document is the Word Processor policy for Thamesmead School. References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2024/25 and ICE to JCQ Instructions for Conducting Examinations 2024/25. Note that phrases in bold type are quoted from ICE.

### 1 - Principles for using a word processor

(AA 4.2.1) Candidates with access to word processors at Thamesmead School 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 at Thamesmead School is not granted where it will compromise the assessment objectives of the specification in question.

(AA 4.2.3) Candidates at Thamesmead School 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**. For instance, they are not generally used in Maths and Science mocks and GCSE exams unless specifically requested and we not recommend them for MFL mocks and GCSE exams either.

(AA 4.2.4) The use of a word processor at Thamesmead School is agreed during the first year of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework/NEA for approved subjects.

(AA 4.2.5) The use of a word processor for candidates at Thamesmead School 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; or working in small groups for reading and/or writing; or literacy support lessons; or literacy intervention strategies; and/or in internal school tests and mock examinations.

### 2 - The use of a word processor

(AA 5.8.1) Thamesmead School provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).

(AA 5.8.1) Thamesmead School only grants the use of a word processor to a candidate where it is their **normal way of working within** the centre.

(AA 5.8.1) Thamesmead School 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 because of using a word processor due to problems with planning and organisation when writing by hand).

(AA 5.8.3) Thamesmead School allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Thamesmead School is 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, Thamesmead School, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.

(AA 5.8.4) Thamesmead School **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.

### 3 - Word Processor and their programmes

(ICE 14.25)

At Thamesmead School word processors are:

- Used as a type-writer, not as a database, although standard formatting software is acceptable.
- 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.

- In good working order at the time of the examination.
- Accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Used to produce scripts under secure conditions, and if they are not then Thamesmead School are aware that they may be refused by the awarding body.
- Not used to perform skills which are being assessed.
- Not connected to an intranet or any other means of communication.
- Not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
- If the candidate is accommodated separately, a separate invigilator is used.
- Not be connected to an intranet or any other means of communication.

### Thamesmead School Exam Procedure:

- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own (as outline in ICE).
- Word processed scripts are attached to any answer booklet which contains some of the answers.
- 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 scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.

### 4 - Word Processors

(ICE 14.21, 14.22 & 14.23) At Thamesmead School:

- Candidates using WordPad software (which does 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. They 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.
- Each page is appropriately numbered by the candidate. e.g. page 1 of 6.
- Candidates are provided with a template which uses minimum 12pt font and double spacing.
- Candidates granted the use of a word processor are present at the end of the examination when their script is printed off, so they can verify that the work printed off is their own. (This will be during the candidate's free time).
- Where possible examination laptops will be provided in the main examination hall.

### Statement from the SENCo

The SENCo in consultation with Curriculum Leaders and the Senior Leadership Team will decide if a candidate requires a word processor for examinations. This arrangement will only be permitted 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. The arrangement is not granted where it will compromise the assessment objectives of the specification in question. Candidates will not require the arrangement in each specification, the need for the use of a word processor is considered on a subject-by-subject basis. The use of a word processor is agreed/processed at the start of the course and if used as the normal way of working. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework for approved subjects only.

The use of a word processor for candidates is only granted if it reflects the support given to them as their **'normal way of working'**, which is defined as support: in the classroom; or working in small groups for reading and/or writing; or literacy support lessons; or literacy intervention strategies; and/or in internal school tests and mock examinations. The candidate must be proficient in word processing so it's an appropriate arrangement.