Word Processor Policy

OBHP61

<div align="center">**Word Processor Policy**</div>

1. Introduction – Aims

This policy refers, specifically, to applications for the use of word processing during written examinations. This policy aims to detail the criteria used to agree the use of a word processor for examinations. Principally, permission to use a word processor cannot be granted to a candidate simply because he or she prefers to type rather than to write, or because he or she can work faster on a keyboard, or because he or she uses a laptop in school.

2. Legislation and guidance

ISEB outline that all access arrangements should be agreed with each student's senior school and recommends that JCQ regulations are followed. Further information can be found at: https://www.iseb.co.uk/Schools/Examination-documentation/Common-Entrance-at-13

The Joint Council for Qualifications (JCQ) govern the application for access arrangements in public examinations. Their guidelines are published every year. Further information can be found at: www.jcq.org.uk

3. Definitions

Policy owner: Head of Learning Success
Date of issue: May 2021
Date last reviewed: September 2022
Review Date: August 2024

Access Arrangements are reasonable adjustments made for examination candidates who are disabled under the terms of the Equality Act 2010, and who would otherwise be at substantial disadvantage in comparison to those who are not disabled, when sitting an examination. For further information on the School's policy on supporting children with SEN please see the School SEN Policy (OBHP27)

4. <u>Roles and Responsibilities</u>

The coordination of the assessment of pupils Access Arrangements is the responsibility of the Learning Success Department.

The use of a word processor must reflect the candidate's normal way of working within the centre, but this by itself is not enough for permission to use a word processor to be granted. It is the responsibility of the Learning Success Department to agree, oversee and monitor this decision.

5. <u>Reasons for which the use of a word processor might be granted</u>

- A student has been diagnosed with a specific learning difficulty by an Educational Psychologist and the use of a word processor has been recommended.
- A student has been assessed as having a below-average handwriting speed.
- A student has illegible handwriting which is a barrier to assessment; this is confirmed by the pupil's subject tutors and confirmed by the Learning Success Department.
- A student has a medical condition which impacts on his or her ability to write by hand (e.g. hypermobility). There should be documentation on file from a relevant medical professional.
- The use of a word processor will allow access to the curriculum without providing unfair advantage.

6. <u>Conditions for use of a word processor</u>

Policy owner: Head of Learning Success
Date of issue: May 2021
Date last reviewed: September 2022
Review Date: August 2024

- The School is satisfied that there is a valid need, as in the examples above, for the candidate to use a word processor and there is sufficient evidence to support this.
- The use of a word processor is the student's current and normal way of working
- The pupil is able to type proficiently.
- The student has agreed to and follows the school acceptable use policy for student devices.
- The student consistently commits to using their laptops in lessons for the subjects in which they will type their examinations.
- The use of the laptop is not against the spirit of the guidance given by JCQ.

5.12 Complaints about decisions around the use of a word processor in exams

Complaints around the use of a word processor in exams should be made in the first instance to the Head of Learning Success. For further information please see the school Complaints Policy OBHP05.

6 Monitoring Arrangements

This Policy will be reviewed annually by the Head of Learning Success Mrs Gemma Gillott or when there are changes in legislation or regulations.