



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

WORD PROCESSOR POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

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Persons Responsible: SLT and Headteacher

Committee: Full Governing Body

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As a Catholic school, founded on, and committed to upholding the teaching of the Church, we believe that Jesus is present in the day-to-day life of our community and that each member of our community has a divine origin and an eternal destiny. In discharging our responsibilities, we are guided by the principles of Catholic social teaching [CST], in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles are demonstrated in our core, and wider, curriculum, in our care of students, in our work with the disadvantaged and in the outward-facing approach to our local community, our nation and to the world. As our moral compass, CST guides us in all our school activities, including the formulation, upholding and reviewing of school policies.

As a Catholic school, we regard the following characteristics as central to the human flourishing of everyone – students, staff and Governors – in our community. Our aspirations for our students are that their experience of teaching develops in them a lived belief, an authentic sense of true happiness, a lived sense of family, an experience of care and a vocation for service.

To achieve these aspirations, teaching and learning will privilege the following core virtues for every member of our community.

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and wise in the ways they use their learning for the common good.

Curious about everything; and active in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

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Key staff involved in awarding and allocating word processors for exams:

- SENCo
- Exams Officer
- Senior Leader(s)
- IT Manager

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements [Gen regs approved centres 24-25 FINAL.pdf](#) and instructions for conducting exams [JCQ - Instructions for Conducting Examinations](#) . References in this policy to AA and ICE relate to/are directly taken from the publications.

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. The SENCos must consider the need for access arrangements on a subject-by-subject basis.

The SENCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.

The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.

Purpose of the policy

This policy details how Blessed Hugh Faringdon Catholic School complies with AA Adjustments for candidates with disabilities and learning difficulties, Word processor and ICE 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 use of a word processor

The centre will:

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include o a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly

- a medical condition or a physical disability
- a sensory impairment
- planning and organisational problems

when writing by hand or poor handwriting

- only permit the use of a word processor where the integrity of the assessment can be maintained
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- 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 '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
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification
- The centre will not simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home

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
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in a computer resource room.

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)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g., 12345/8001 – 6391/01
- ensures the candidate understands that each page of the typed script must be numbered, e.g., page 1 of 6
- ensures the candidate is reminded to save their 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 to make marking easier for examiners

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 not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam, is reliable and routinely tested and unaffected by network updates.
- 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
- Script is backed-up preferably including one off-site back-up.
- All appropriate security measures which protect candidates' work in the event of IT system corruption and cyber-attacks must be deployed.

Printing the script after the exam is over

The centre will ensure

- the word processor is connected to a printer so that a script can be printed off
- The printer is maintained and routinely tested and is in good working order
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)

This policy is reviewed annually to ensure compliance