



Saint Joseph's
CATHOLIC SCHOOL

Word Processor Policy (Exams)

Version 4 October 2025

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
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SALISBURY
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Success Criteria:			
Context/Aim: To ensure that word processors for exams are issued in accordance with JCQ regulations and that these standards are upheld.			
Monitoring Procedures:			
By Whom: Governors Academic Committee	When: Annually	<i>Saint Joseph's</i> CATHOLIC SCHOOL	How:
Evaluation:			
By Whom: Governors Academic Committee Head teacher	When: Annually		How:
Revision History:			
Version	Approved and Ratified	Review Date	Additional notes
V1		Oct 2023	
V2		Oct 2024	Change titles and added more content to criteria using & arranging wp at time if used. Added extra section re allocation at the end
V3		Oct 2024	A small additional re third parties
V4		Oct 2025	Updates made in line to changes made by JCQ Policy review information section moved Purpose of Policy updated Key Staff involved in the policy added.

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams. **References in this policy to AARA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2025–2026 and Instructions for conducting examinations 2025–2026 publications.**

Vision Statement:
With God’s love and inspiration, we aspire and achieve excellence.
Vision: St. Joseph’s aspires to be an exceptional, inclusive Catholic school where every individual feels a profound sense of belonging and recognises their spiritual gifts . In a safe, trusting, and respectful environment, everyone can thrive.
The St Joseph’s family is dedicated to providing and receiving outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	Document/Course Date:
Instructions for conducting exams (ICE)	JCQ
The Exams Office	EO is a member
Access Arrangements and reasonable adjustments	JCQ

Other SJCS Policies that relate to this Policy:
Exams Policy

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Mrs Emma Maher / Wendy Jones
Exams officer	Mrs Elaine Oakley
Senior leader(s)	Mr Richard Rooney & Mr Oliver Ford
IT manager	Mr Mark French

Purpose of the policy

This policy details how St Joseph's Catholic School complies with AARA chapter 4 (Managing the needs of candidates – principles for centres), 5.8 (Word processor) and ICE (14.20–27) 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

Introduction

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

(AA 4.2.1)

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 because 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.

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

(AA 4.2.2)

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.

(AA 4.2.3)

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 (or equivalent role) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

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

The criteria we use to award and allocate word processors for examinations and assessments

At our centre 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.

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
- 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

The centre will:

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs
For example, a candidate with:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - poor handwriting (AA 5.8.4)
- 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 (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)

The centre will not:

- simply grant the use of a word processor to a candidate because they now want to type rather than write in exams or can work faster on a keyboard, or because they use 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)

Centre specific processes

To establish the need and 'normal way of working', here at St Joseph's we use information from previous settings and the St Joseph's SEN concern form to identify pupils who may need additional help with the word processing provision.

At the initial concern point, we would gather information from subject teachers, look at the pupil's books and observe them in a lesson. If a need is identified, we will initially trial them with an ergonomic pen to see if this aids processing speed and/or handwriting. If not, we will trial a laptop with the pupil to see if this improves outcomes. If so, the pupils will be allocated a laptop from the SEN department which they will use for all lessons and assessments/exams from that point.

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

A candidate using a word processor is accommodated in either of our computer rooms or will have access to our laptops in the library.

In compliance with the regulations the centre:

- provides a word processor, with the spelling and grammar check and predictive text switched off, to a candidate where it is their normal way of working within the centre, 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 a laptop or tablet before the candidate's exam(s) to ensure that the battery is sufficiently charged to last for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit or 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 the software application Notepad or WordPad these do not allow for the insertion of a header or footer. In these instances, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- 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 their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (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)

The centre will ensure the word processor: (ICE14.25)

- 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), e-mail, the Internet, social media sites or 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 (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 (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- the centre will provide any portable storage medium (e.g a memory stick) and clear any previously stored data

Printing the script after the exam has ended

The centre 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 their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that 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). (ICE 14.26)

The centre 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 provided by the IT department in liaison with the SENCo (or equivalent role) and the exams officer.

In exceptional circumstances where the number of appropriate 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.

The security of the exam will be always maintained, and candidates will be supervised in line with ICE.