

Howard of Effingham School

PROCEDURES FOR EXAMINATIONS

Word Processor Policy – Internal and External Examinations and Assessments 2025-26

Created/implemented: October 2025

Head of Centre: James Baker

Head of Exams: Kate Armstrong

Examinations Officer: Sushila Patel

Access Arrangements Coordinator: Kathryn Marlow

Review period:

Annually

This plan is reviewed annually to ensure compliance with current regulations.

Next due for review: October 2026

Key staff involved in the plan

Role	Name(s)
Head of centre (Principal)	James Baker
Exams officer line manager (Vice Principal)	Kate Armstrong
Exam officer	Sushila Patel
SENCo	Laura Faulkner
Access Arrangements Coordinator	Kathryn Marlow

1. Purpose of This Policy

This policy explains how and when candidates may use a word processor in formal examinations. It ensures consistent, fair application and compliance with national examination regulations. It is intended for students, staff, and parents/carers.

2. Guiding Principles

- The use of a word processor must **not** give a candidate an unfair advantage.
 - Eligibility is based on **normal way of working**, established over time.
 - Decisions must align with JCQ principles (e.g., access arrangements, reasonable adjustments).
 - The school must be able to demonstrate evidence that a word processor is a **practical and essential** support for the candidate.
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3. Eligibility Criteria

A candidate may be allowed to use a word processor if:

3.1 It is their normal way of working

A candidate may not use a word processor solely because it is their preference or because they are quicker at typing. There must be both an established difficulty and normal way of working evidence. This is to ensure no candidate is given an unfair advantage. There may be some exceptions to this in coursework for vocational subjects where using a word processor is the normal way of working for all students.

Evidence:

- They regularly type extended work in lessons.
- They use a laptop for classwork, homework, or assessments.
- Handwriting speed is below average in a standardised handwriting speed assessment.

3.2 There is a recognised need, such as:

- Difficulty with handwriting (slow, illegible, painful, or inconsistent).
- A medical condition or physical disability affecting writing.
- A temporary injury (e.g., a broken wrist).
- A learning difficulty or processing need where typing enables clearer organisation of ideas.
- A psychological condition where handwriting is significantly impaired under timed conditions.

3.3 The subject allows the use of a word processor

Some assessments may require handwriting (e.g., drawing diagrams, writing musical notation) and therefore may not permit typing.

4. Conditions for Use

If a candidate is approved to use a word processor:

4.1 The device

- Must be a **school-provided** device, not the candidate's own.
- Must have **all non-exam software disabled**, including spellcheck, grammar check, predictive text, and internet access. Unless a student's specific access arrangements allow them to use the spelling and grammar checks. This occurs when a qualified assessor identifies a below average spelling accuracy score with unrecognisable spellings. Students who are permitted to use spell check and/or predictive text will not access any of the marks awarded for spelling, punctuation and grammar. **exam software disabled check**, grammar check, predictive text, and internet access.
- Must run in **exam mode**, ensuring no unauthorised communication or access.

4.2 Formatting requirements

- The default font must be legible and 12–14 pt.
- Double or 1.5 spacing should be used.
- Each page must include:
 - Candidate name and number
 - Centre number
 - Exam title and paper code
 - Page number and total page count (if systems allow)

4.3 Saving and printing

- Work must be saved at regular intervals.
- Printing must take place **immediately after the exam**, under supervision.
- Printed pages must be checked, signed, and securely attached to the exam script.

5. Restrictions

Candidates using a word processor **must not**:

- Access dictionaries, internet, translators, or other software.
- Use the word processor for subjects where prohibited.
- Use formatting to gain advantage (e.g., tables for structuring extended essays unless permitted by the rubric).

6. Centre Responsibilities

The school or centre will:

- Assess candidates' needs and maintain evidence of "normal way of working."
- Record decisions formally and communicate them to students and families.

- Ensure hardware is prepared, checked, and compliant before each exam.
 - Train invigilators in procedures for supervising typed exams.
 - Follow secure print and attachment procedures.
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7. Candidate Responsibilities

Candidates must:

- Use the word processor only as instructed.
 - Report any technical issues immediately.
 - Ensure their name, candidate number, and page numbers appear on all pages.
 - Avoid any action that may compromise exam integrity.
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8. Temporary Access (e.g., Injury)

If a candidate requires a word processor due to **temporary injury**, they must:

- Inform the school as early as possible.
 - Provide any supporting evidence (e.g., medical note if requested).
 - Allow time for the centre to prepare a compliant device.
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9. Review and Appeals

- Decisions may be reviewed upon request by the SENCo, Exams Officer and the SLT link for exams
 - Appeals must be submitted in writing.
 - Final decisions will be based on exam board regulations and evidence of need.
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10. Policy Review

This policy will be reviewed annually or following updates to national regulations.

11. Other Relevant documents

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)