



**SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL**

Word processor use in Assessments and Examinations at Sir William Borlase's Grammar School 2021-22

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SWBGS supports and implements the use of word processors in assessments and examinations in line with JCQ regulations and recommendations.

JCQ Recommendations

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre.

For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braille and tablets.)

5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and hand write shorter answers. NB 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 as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

5.8.4 For the regulations on the use of word processors in written examinations, please see the JCQ publication Instructions for conducting examinations (commonly known as the JCQ 'ICE' booklet)

Sir William Borlase's Grammar School Word Processor Statement 2021-22

Use of a word processor in examinations is a centre-delegated arrangement in line with JCQ information. This statement about the use of word processors has been prepared to be shared with stakeholders.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates

It is not a reasonable adjustment for a candidate to request use of a word processor because they can type faster than they can write by hand. The use of a word processor will be as a result of a well-established SEND need/illegible handwriting which has been



identified and evidenced over time with clear professional input, e.g. teaching staff.

Students and their parents are at liberty to request permission to use their own word processor/laptop/i-pad in lessons/study periods/support sessions at their own risk. This request will be considered by the SENDCo and will be granted if it is agreed it will benefit the student. A school word processor agreement must be signed before this arrangement can begin and the device has to be PAT tested before it can be used in school. Personal devices brought into school are the responsibility of the student at all times and the school cannot be held liable for any loss or damage.

Permission to use a laptop/device in class must not be taken to imply permission to allow this arrangement in assessments/exams. These decisions are taken at the start of the GCSE/A Level courses following testing and consultation with staff.

Permission to use a word processor in an exam may well be granted for 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.

This list is not exhaustive. Each case will be considered on its merits and a decision will be made by the SENDCO with evidence from relevant professionals and in consultation with relevant SLT.

Examples - Word processor

A candidate who cannot write legibly because she has significant learning difficulties asks to use a word processor in her examinations. It is her normal means of producing written work within the centre because her teachers cannot read her writing. She is very proficient in using a word processor. The SENCo allows her to use a word processor in her examinations.

- A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor. This is granted by the SENCo because it reflects his normal way of working within the centre.
- A candidate wishes to use a word processor since this is her normal way of working within the centre. However, the candidate additionally wishes to use the spelling and grammar check facility. Given that she does not meet the published criteria for a scribe,



the candidate cannot use the spelling and grammar check facility. The SENCo allows her to use a word processor in line with the regulations as set out in the JCQ 'ICE' booklet.

- A candidate who has significant learning difficulties has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by the SENCo. The use of a word processor allows him to correct text, sequence his answers and reflects his normal way of working within the centre.
- A blind candidate asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed. These arrangements are permitted when using a word processor in his examinations. However, if the candidate also wants to use predictive text and/or the spelling and grammar check facility he must meet the published criteria for a scribe, with an approved application in place

Examples - Word processor and 25% extra time

- A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her normal way of working within the centre. When typing she can produce her written work effectively. The SENCo awards the use of a word processor as it removes the barrier presented by her slow handwriting. The SENCo will consider whether 25% extra time is required when she writes by hand such as in GCSE Mathematics and Science examinations. The candidate's cognitive processing will need to be assessed as she will require two below average standardised scores or one below average standardised score and one low average standardised score to be awarded 25% extra time.
- A candidate with significant learning difficulties has a below average speed of writing and below average scores in areas of cognitive processing and reading speed. As using a word processor is his normal way of working within the centre, he has been able to improve his typing speed to match the equivalent average writing rate. However, he has persistent and significant difficulties in interpreting questions and formulating his typed answers. He is given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to his needs

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