



Word processor policy (Exams)

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Contents

At Woodhey High School our vision is:.....	3
Key staff involved in the policy	4
Introduction	4
Purpose of the policy	4
The criteria Woodhey High School uses to award and allocate word processors for examinations and assessments.....	5
Arrangements at the time of the assessment for the use of a word processor	6
Accommodating word processors in examinations	8
Appendix 1	9
The criteria Woodhey High School uses to award and allocate word processors for examinations	9



At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

#TeamWoodhey



Word process policy (Exams) 2025-26

Key staff involved in the policy

Role	Name(s)
SENDCo Line Manager/SENDCo	Carla Fleming
Exams Officer	Alison Abbott
Data and Exams Officer	Alison Abbott
Senior Leader(s)	Dean Watson (Head of Centre), Gary Holden (Assistant Headteacher)
IT Technician	Chris Greenwood

Purpose of the Policy

This policy details how Woodhey High School complies with AA chapter 4 (Managing the needs of candidates and principles for centres), Adjustments for candidates with disabilities and learning difficulties, (section 5.8) Word processor and ICE (sections

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 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.

(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. SENCo Line Manager/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The Additional Learning Support lead/SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.



(AA 4.2.5)

- The arrangement(s) put in place must reflect the support given to the candidate in centre, for example: ▶ in the classroom (where appropriate);
 - ▶ working in small groups for reading and/or writing;
 - ▶ literacy support lessons;
 - ▶ literacy intervention strategies;
 - ▶ in internal school tests/examinations;
 - ▶ mock examinations;

This is commonly referred to a 'normal way of working'

(AA 4.2.7)

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

Purpose of the policy

This policy details how Woodhey High School complies with AA chapter 4 (Managing the needs of candidates and principles for centres), Adjustments for candidates with disabilities and learning difficulties, (section 5.8) Word processor and ICE (sections 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.

The criteria Woodhey High School uses to award and allocate word processors for examinations and assessments

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (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)
- allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers (AA 5.8.3)
- refers to the awarding body instructions to determine whether a completed 'Word Processor Cover Sheet' must be sent with the completed script

The centre will not:

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

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

At Woodhey High School a candidate using a word processor can be accommodated in the main F. B. Hall with the proviso they can be seated without another candidate being able to see their screen or in a smaller venue. Where several candidates require use of a word processor or they have other access arrangement requirements in addition to that of a word processor they are placed in a smaller venue/computer room.

In compliance with the regulations the centre

- provides a word processor IPAD 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 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 the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21) However, in practise if a word processor is provided in the main exam hall the candidate(s) is seated near a power point in case of an unexpected failure of the battery.
- ensures the candidate is reminded to ensure that their centre number, legal name, candidate number awarding body, level of exam (e.g. GCSE), subject and the unit/component code appear on each page as a header. (ICE 14.22)



- If a candidate is using the software application Pages app on Ipad 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, he/she are instructed to handwrite their details as a header or footer.
- 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/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)

(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- must not include AI tools
- 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, 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 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 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 or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used:



- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam has ended

(ICE 14.25)

The centre will ensure:

- the word processor/ iPad 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, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is 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 file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

Centre specific processes

- Two copies of the completed examination are printed in the candidate's presence.

The candidate checks the printed copies and initials and dates each sheet as a true copy of their examination. One copy is sent to the awarding body and the second is kept securely in the exams safe. In the presence of the candidate the second copy is placed in an envelope which is labelled with the candidate's name, candidate number, exam details and date. The envelope is sealed, and a tamper proof label is placed across the envelopes seal. The tamper proof label is also signed and dated by the candidate. This copy is kept until the date for RoRs and any subsequent appeals is reached and then the unopened envelope is confidentially shredded.

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- In a small exam room where the word processor can be positioned in a way that the screen cannot be seen by other candidates.
- In the F.B. Hall only when the number of candidates is such that the word processor can be positioned in a way that the contents of the screen cannot be seen by other candidates.



Invigilation arrangements relating to the use of word processors include the following:

- Invigilators receive training on their role when invigilating the use of word processors in exams as part of their induction/update training. They also receive practical training during the school's internal exams.



Appendix 1

The criteria Woodhey High School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by Dean Watson (Head Teacher) who is Head of Centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she 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.

This may include where a candidate has, for example:

- 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

Woodhey High School will not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment Appropriate exam-compliant word processors/ipads will be provided by the IT department in liaison with the SENCo Line Manager/SENCo 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 maintained at all times and candidates will be supervised in line with section 7 of ICE.



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