# Use of Word Processor in Exams Policy

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Policy Title | | | **Use of Word Processor in Exams Policy** | | | | | | | | |
| Policy Owner | | | Deputy Head for Academic & Head of Senior Learning Support | | | | | | | | |
| Approval Body | | | Management Board | | | | | | | | |
| Date Reviewed & Approved | | | April 2026 | | | | | | | | |
| Policy review date | | | April 2027 | | | | | | | | |
| Statutory policy | Yes | **No** | On website | **Yes** | No | On parent portal | **Yes** | No | On staff portal | **Yes** | No |

## Contents


**1. Introduction** 1

**2. Principles for using a word processor** 1

**3. Criteria for eligibility** 3

**4. The use of a word processor** 3

**5. Technical requirements** 3

**6. Accommodation and invigilation** 4

**7. Related Policies** 4


---

# 1. Introduction

This policy is reviewed annually to ensure compliance with the current JCQ publications: *Access Arrangements and Reasonable Adjustments* (AA) and *Instructions for Conducting Examinations* (ICE).

These documents can be sourced here:

- https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/03/JCQ-AARA-2025-March-26.pdf
- https://www.jcq.org.uk/exams-office/instructions-for-conducting-examinations-ice/

The purpose of this policy: To clarify how the British School of Amsterdam uses word processors (laptops/tablets) to remove barriers for disabled students without compromising assessment integrity (AA 4.2.1).

# 2. Principles for using a word processor

AA Chapter 4 Section 2 (4.2.1 to 4.2.4):
https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/03/JCQ-AARA-2025-March-26.pdf3

Application of the arrangement

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled student, preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties.
- The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled student.
- The Head of Learning Support (SENDCo) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the student.
- The School must make decisions on appropriate access arrangements for their students. Although professionals from other organisations may give advice, they cannot make the decision for the School. They will not have a working knowledge of an individual student's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the Head of Learning Support (SENDCo) to make appropriate and informed decisions based on the JCQ regulations.

Exceptions

- 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.

Responding to need

- Students may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessment may vary, leading to different demands of the student. The Head of Learning Support (SENDCo) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

'Normal Way of Working'

- The British School of Amsterdam will seek to process all applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9.

- For students joining the British School of Amsterdam in Year 10 or Year 12, a picture of need and normal way of working will be established through communication with their previous school and collation of teacher feedback in their first school term.

- However, 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, access arrangements/reasonable adjustments should be applied for as soon as is practicable. TheBritish School of Amsterdam will process applications, as detailed in Chapter 8, section 8.3, using access arrangements online where required.

- Arrangements must always be approved before an examination or assessment.

## 3. Criteria for eligibility

AA Chapter 5 Section 8:
https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/03/JCQ-AARA-2025-March-26.pdf4.

The centre will award the use of a word processor where it is appropriate to the student's needs, and constitutes their 'normal way of working' in internal assessments and exams. For example:

- A learning difficulty (e.g., dyslexia) affecting legibility.
- A medical condition or physical disability.
- Sensory impairment.
- Planning and organisational problems.
- Poor handwriting.

The only exception to this is where an arrangement is put in place due to a temporary injury or impairment (see section 8.3).

Should a student, teacher or parent/guardian believe that there is good reason to use a word processor in exams, then they should first speak with the Head of Learning Support (SENDCo). The Head of Learning Support (SENDCo) will review any related professional reports e.g. from an Occupational Therapist. They will also collect teacher feedback and examples of student work in accord with JCQ guidance on evidence requirements.

## 4. The use of a word processor

AA Chapter 5 Section 8 (5.8.1 to 5.8.3):
https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/03/JCQ-AARA-2025-March-26.pdf5.

- The school is allowed to provide a word processor, with the spelling and grammar check facility/predictive text switched off, where it is the student's normal way of working in school. For example, due to the student's problems with planning and organisation when writing by hand, their quality of language significantly improves when using a word processor. (This also extends to the use of electronic braillers and tablets.)
- The school should refer to paragraph 5.7.5 for the use of a word processor with the spelling and grammar check switched on.
- The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.
- A student may use a word processor in an examination to type questions requiring extended writing and may handwrite shorter answers.

## 5. Technical requirements

ICE Chapter 14 (14.21-14.25)
https://www.jcq.org.uk/exams-office/instructions-for-conducting-examinations-ice/

The school ensures that the word processor:

- Is cleared of all previously stored data and is not connected to the internet or intranet.
- Instructs students to use a minimum 12pt font and double spacing.
- Each page must include the School Number, Student Number, and Unit/Component Code.
- Automatic spelling/grammar checks, predictive text, and AI tools must be strictly disabled.
- Batteries must be fully charged to last the duration of the exam, or the device must be connected to mains power.

## 6. Accommodation and invigilation

ICE Chapter 14 (14.21-14.25)
https://www.jcq.org.uk/exams-office/instructions-for-conducting-examinations-ice/

- Students should be seated so their screens cannot be overseen by others.
- IT technicians will set "autosave" where possible to prevent loss of work.The devices will go into “kiosk” mode ensuring users are unable to browse or navigate anywhere else outside of the word processor.
- Students must be present at the end of the exam to print their work and verify that the hard copy is their own.

## 7. Related Policies

The British School of Amsterdam Learning Support/SEND Policy and other relevant policies can be found here: https://www.britams.nl/about-us/policies/