CAISTOR GRAMMAR SCHOOL GUIDELINES FOR THE USE OF WORD PROCESSORS POLICY

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Signed:

Chair of Trustees

GUIDELINES FOR THE USE OF WORD PROCESSORS AT CAISTOR GRAMMAR SCHOOL

Some students at Caistor Grammar School will be given permission to use word processors for their GCSE and A Level external examinations.

The JCQ Regulations state that:

"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**"

'**Normal way of working'** can be defined as the support given to the candidate in the centre. At Caistor Grammar School, this may be**:-**
- for lengthy written tasks in the classroom; and/or
- for controlled assessments/timed pieces in class
- in internal school tests and mock examinations.

Examples where the use of a word processor would be **appropriate to the needs** of a student are:
- Speed of handwriting or speed of processing is below the average range. This would be assessed internally, using a test recommended by the Specialist Teaching Team.
- There is a significant discrepancy between the speed of handwriting or speed of cognitive processing and the student's underlying ability according to screening tests (e.g. Cognitive Abilities Tests carried out in Year 7 and Year 9)
- The student has a diagnosed learning difficulty (such as dyslexia or dyspraxia), which causes him/her to have difficulties in the structuring and organisation of written output.
- The student has a learning difficulty/disability which causes handwriting to be illegible when writing under timed conditions.
- The student does not have a known learning difficulty or disability but has illegible handwriting and it is difficult to decipher under timed conditions.
- As student has a physical disability or sensory impairment which means they are unable to write
- A student has a temporary injury that means they are unable to write

A word processor will only be appropriate to the needs of a student if he/she is proficient in its use i.e. typing speed is faster than writing speed and the student feels confident in keyboarding skills. They should ideally have been identified either at primary school or during Key Stage 3 as experiencing difficulties and should have received appropriate support.

It is highly unlikely that a student will be granted permission to use a word processor in external examinations if a need has not been identified prior to the end of Year 10. This may only be possible in exceptional circumstances at the discretion of the Exams officer and SENCO. However, if a student joins CGS in the sixth-form, use may begin in Year 12 if the student meets the criteria listed above.