30 min

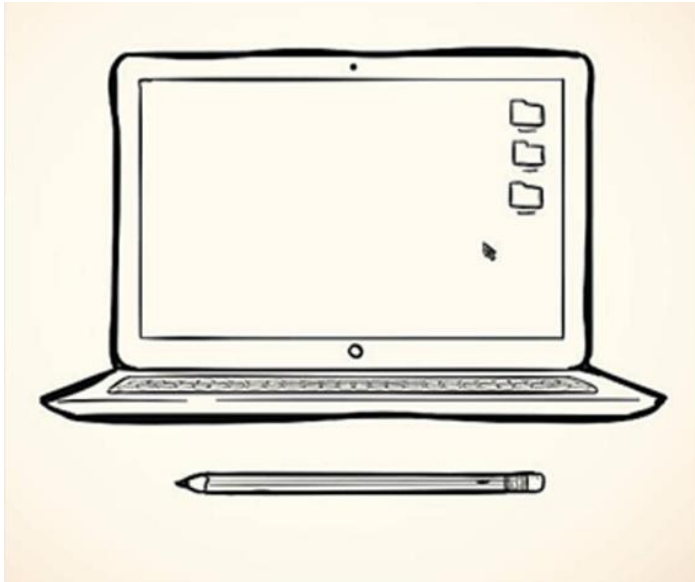**Session: Thinking ahead around exam access**
Date: Thursday 19 September 2024
Time: 15.30 to 16.00

CENMAC's Thursday Thirty

CENMAC
Assistive Technology in Education

Charlton Park Academy

Thinking Ahead Around Exam Access

Led by Maureen De Longhi (CENMAC)

CENMAC
Assistive Technology in Education

mdelonghi@cenmac.com

The aims of this session are to:

- Outline the role of Assistive Technology as a normal way of working and explore the advantages of some of the technology available

- Look at JCQ guidance to schools and colleges with regards to the use of assistive technology for access arrangements and how to apply

Access Arrangements

Charlton Park Academy

CENMAC

Assistive Technology in Education

Current Situation in an Exams Context

- 556,435 pupils in all school sectors require Additional Access Arrangements
- On average, 40 students in each school/college require a Reader or Scribe
- The average cost to school/colleges to provide human readers and scribes is **£16,325**

Disadvantages of using a scribe or reader

- Scribes and Readers need training
- Increased Cognitive Load from adding an additional layer of cognitive processing.
- Processing Dual Modalities can cause much poorer performance
- The presence of another person during the exam can be distracting or increase anxiety for some students.
- We are removing a child's independence when we expect them to rely on a scribe or reader.

Charlton Park Academy

CENMAC
Assistive Technology in Education

What types of AT are permissible in exams?

- Computers and generic assistive technologies eg tablets
- Text-to-speech programmes including scanning and reading pens
- Voice-to-text including dictation software
- Visibility tools (to enlarge text)
- Braille note takers
- Reading aids including coloured backgrounds and overlays
- Modified equipment including adapted keyboards

Charlton Park Academy

Assistive Technology in Education

Students using a laptop in an Exams Context

The Joint Council for Qualifications (JCQ):

"A word processor will be allowed in examinations when it is appropriate to the candidate's needs." (section 5.8.1).

"The use of a word processor must reflect the candidate's normal way of working within the centre" (section 5.8.4).
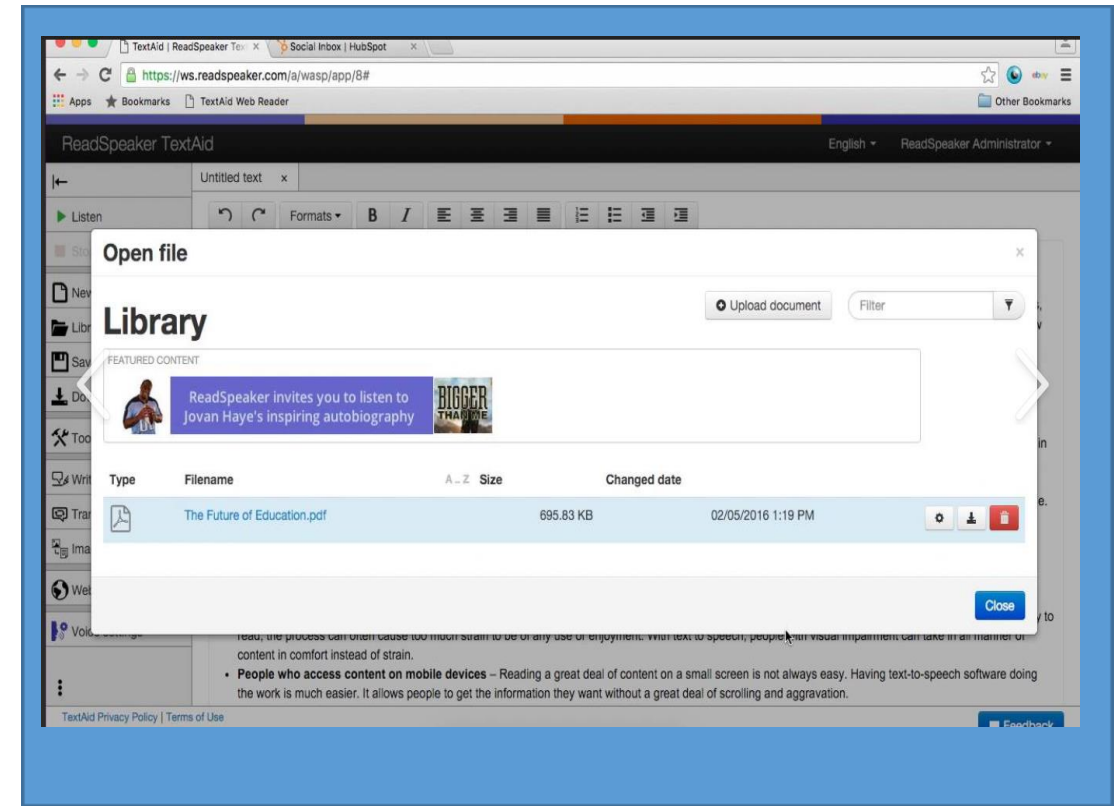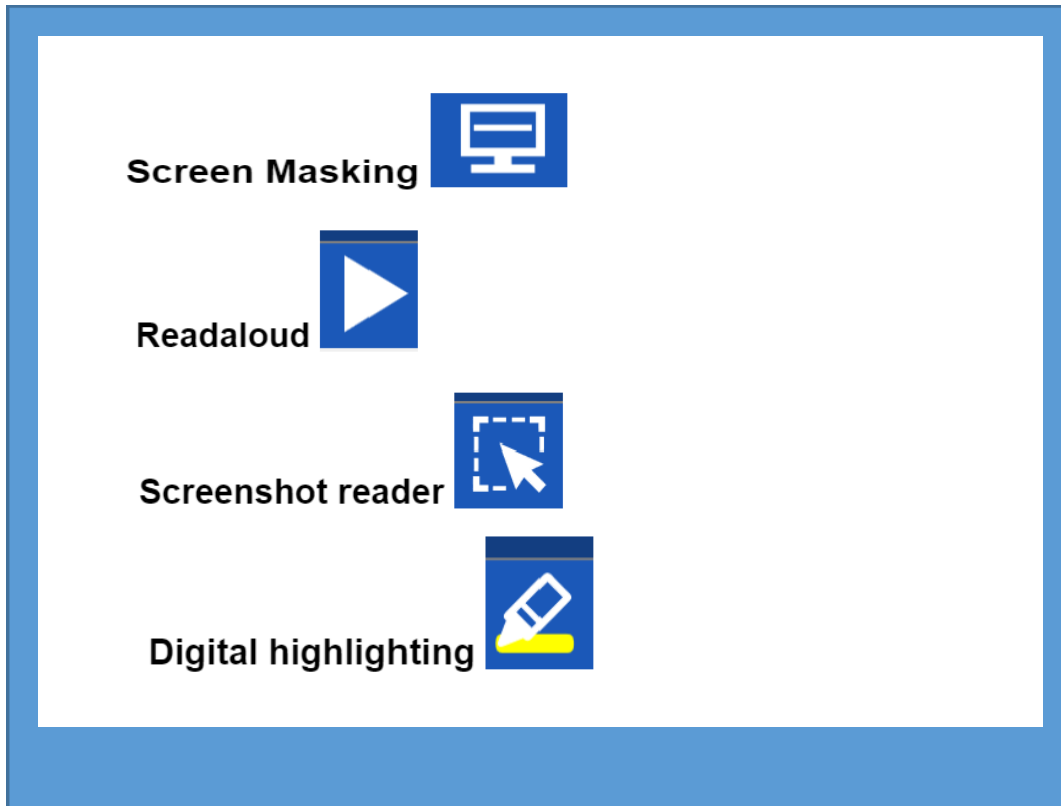
Charlton Park Academy

www.charltonparkacademy.com

CENMAC

☐ **Word Processing**: - A laptop can be used as a word processor for typing out exam answers instead of writing by hand. This is particularly helpful for candidates with specific learning difficulties, physical disabilities, or medical conditions that make handwriting difficult.

Assistive Technology: (screen readers, speech-to-text, magnification) or **Digital Note-taking**

Students using accessibility software

TextHelp Read & Write

Textaid ReadSpeak

Charlton Park Academy

www.charltonparkacademy.com

CENMAC
Assistive Technology in Education

www.cenmac.com

Students using Reader Pens

Charlton Park Academy

CENMAC

Assistive Technology in Education

Students using voice-to-text in an Exams Context
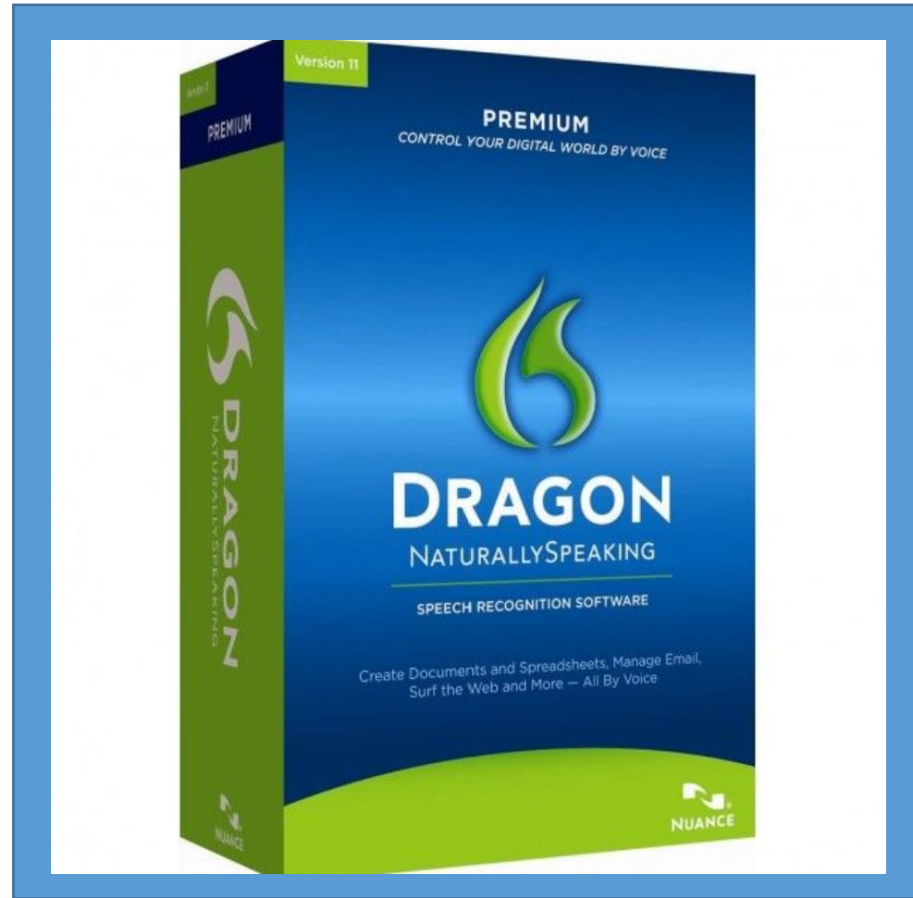
CENMAC

Assistive Technology in Education

Applications for use of Assistive Technology in exams

Schools can apply for students to use a laptop,or to have a scribe or a reader and extra time as appropriate

JCQ and the awarding bodies cannot approve specific reading software packages or speech recognition software packages.

Text-to-speech software, Reader Pens and Read Aloud software can be used instead of scribes or readers.

An iPad, laptop, or computer with an internet connection during an examination would not be acceptable and would be malpractice.

Charlton Park Academy

www.charltonparkacademy.com

www.cenmac.com

JCQ Regulations

Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

This booklet covers the following qualifications:

AQA Applied General qualifications, AQA Level 1, Level 2 and Level 3 Technical qualifications, BTEC Firsts, BTEC Nationals, BTEC Tech Awards, Cambridge Nationals, Cambridge Technicals, CCEA Key Skills qualifications, City & Guilds Level 2 and Level 3 Technical qualifications, ELC, FSMQ, GCE, GCSE, OCR Level 3 Certificates, Welsh Baccalaureate Qualification (WBQ), WJEC Level 1 and Level 2 General qualifications, WJEC Level 1 and Level 2 Vocational qualifications, WJEC Level 3 Applied qualifications

https://www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25_FINAL_2024.pdf

Charlton Park Academy

www.charltonparkacademy.com

CENMAC
Assistive Technology in Education

www.cenmac.com

Normal Ways of Working

- JCQ interpretation of 'normal way of working'
- This is the way a student is normally able to access their learning
- Systems to implement a whole-centre approach to gather information from staff to show how a student uses their equipment
- Exams Officers must store evidence in the event of an inspection visit.

Charlton Park Academy

CENMAC

Assistive Technology in Education

Evidence of Normal Ways of Working

- Teacher's records with a worked example for reference/ notes recorded in teaching plans
- Examples of individual pupil support plans
- Examples of a pupil's classwork where AT was used
- The CENMAC Assessment and Reviews
- Check List for normal ways of working
- A guidance sheet where the SENCO explains how they collect these records and put them together
- A staff training PowerPoint on Access Arrangements that a SENCO might use with the teaching staff at school to explain how to complete the teacher records.
- A staff training sign-in sheet that you can use as evidence for JCQ to show training on Access Arrangements has taken place.
- A student's EHCP which mentions Assistive Technology

Charlton Park Academy

CENMAC

Assistive Technology in Education

Pupil Support Plan

Charlton Park Academy

CENMAC
Assistive Technology in Education

PROGRESS 8	
ATTAINMENT 8	
ATTEDANCE	
BEHAVIOUR POINTS	

SUBJECT	TARGET	PREDICTED

YEAR 7

JOE BLOGGS

MENTORED BY : MR JONES

KS2 ENGLISH	
KS2 MATHS	
KS2 MEAN	
DISADVANTAGED	
SEND	
PRIOR ATTAINMENT	

WHAT IS CURRENTLY WORKING?	IN CLASS INTERVENTION	OUT OF CLASS SUPPORT	RESOURCES NEEDED

Checklist

Name of Student:	Name of Tutor:	Course:

TIME	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		

READING	YES	NO
Needs reader in class		
Avoids reading out loud		
Has problem following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		

WRITTEN WORK	YES	NO
Handwriting difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

PRACTICAL TASKS	YES	NO
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		

Charlton Park Academy

www.charltonparkacade

CENMAC

Assistive Technology in Education

www.cenmac.com

Access Arrangements Timeline

1. Preparation Phase (At the Start of the Academic Year)

- **Review Candidates**: Identify students based on their needs and prior history.

- **Gather Evidence**: Collect relevant evidence for Normal Ways of Working

- **Update Policies**: Ensure the school's policy on access arrangements is up-to-date

2. Initial Assessments (September - October)

- **Conduct Screening**: Perform screenings for new students or changes

- **Formal Assessments**: Arrange for formal assessments if needed

3. Documentation and Evidence Gathering (October - November)

- **Create Form 8**: For each student requiring access arrangements, complete Form 8 (Section A by the SENCO and Section C by a specialist assessor if required).

- **Compile Evidence**: Collect supporting documentation: Specialist reports,Teacher observations

- **Update Access Arrangements Online (AAO)**: Ensure evidence is ready

Charlton Park Academy

www.charltonparkacademy.com

CENMAC
Assistive Technology in Education

www.cenmac.com

Access Arrangements Timeline

4. Submission of Applications (November - January)

- **Access Arrangements Online (AAO) Submission**: Submit applications on AAO portal.

- **Secure Exam Access**: (e.g., extra time, readers, scribes)

- **Review and Check**: Double-check that all documentation is correctly uploaded

5. Implementation and Planning (February - April)

- **Check and Ensure Equipment**: Contact your CENMAC teacher for support

- **Staff Training**: Train invigilators (e.g., readers, scribes, and assistive technology).

- **Mock Exams**: Arrange mocks exams or practice sessions to familiarise students

6. Final Checks (April - May)

- **Final Confirmation**: Reconfirm all arrangements with students, parents, and staff.

- **Equipment and Resources**: Ensure all necessary equipment (e.g., laptops, assistive technology) is prepared and tested.

Charlton Park Academy

www.charltonparkacademy.com

CENMAC

Assistive Technology in Education

www.cenmac.com

Access Arrangements Timeline

7. During Exams (May - June)

- **Monitor Arrangements**: Ensure all access arrangements are correctly implemented during exams.

- **Provide Support**: On-the-day support, IT support etc

8. End-of-Year Review and Planning (July - August)

- **Reflect, Plan and Evaluate**: Reflect on the process and plan improvements for the next academic year.

- **Policy Update**: Update the school's policy and procedures for exam access arrangements based on new guidelines or experiences.

Charlton Park Academy
www.charltonparkacademy.com

CENMAC
Assistive Technology in Education
www.cenmac.com

Access Arrangements Timeline

1. **Preparation Phase (At the Start of the Academic Year)**

2. **Initial Assessments (September - October)**

3. **Documentation and Evidence Gathering (October - November)**

4. **Submission of Applications (November - January)**

5. **Implementation and Planning (February - April)**

6. **Final Checks (April - May)**

7. **During Exams (May - June)**

8. **End-of-Year Review and Planning (July - August)**

Charlton Park Academy

www.charltonparkacademy.com

CENMAC
Assistive Technology in Education

www.cenmac.com

AAO Deadlines

Check exam approved access arrangements for each exam board 21 October 2024

Begin collecting evidence for Normal Way of Working   31 October 2024

Modified papers 31 January 2025

All other access arrangement applications by 21 March 2025

Check access arrangements are in place before the exam period begins April 2025

Charlton Park Academy

CENMAC
Assistive Technology in Education

www.charltonparkacademy.com

www.cenmac.com

Access Arrangements for KS2 SATs

Support should be based on normal classroom practice.
Schools must apply in advance to the **Standards and Testing Agency (STA**) to request permission to use the following access arrangements:
- additional time
- early opening
- compensatory marks for spelling

Other arrangements may be used without prior approval, provided they reflect normal classroom practice.

For general enquiries about access arrangements, schools and LAs can use the '**Message us – general enquiry'** form. Message us forms can be found in the 'Available activity' section of the Primary Assessment Gateway.
https://www.primaryassessmentgateway.education.gov.uk/publicaccessproduction/selfservice/citizenportal/login.htm

Charlton Park Academy

www.charltonparkacademy.com

CENMAC
Assistive Technology in Education

www.cenmac.com

Access Arrangements for VI students

Exam Paper Provision for Braillists
Braille transcript in Word to accompany an electronic PDF and a hard copy Braille paper

Modified papers
Range of modified papers in accessible formats
https://www.ukaaf.org/sectors/#education

Accessible Revision Guides
RNIB is currently producing a range of accessible revision guides in core and foundation subjects

https://www.rnib.org.uk/professionals/health-social-care-education-professionals/education-professionals/access-to-exams-and-tests

Charlton Park Academy

CENMAC
Assistive Technology in Education

www.charltonparkacademy.com

www.cenmac.com