



MAIDA VALE SCHOOL

MVS Assessment and Marking Policy, *including AI in Teaching, Learning and Assessment*

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Maida Vale School Learning Values: Creativity, Curiosity, Contribution, Adaptability

Students:

- Demonstrate **creativity** by playing with possibilities, seeking solutions, using intuition and developing original ideas to produce creative outcomes.
- Display **curiosity** by wondering and questioning, challenging assumptions, embracing academic risk and drawing connections between subjects and the wider world.
- Make a positive **contribution** to lessons and the wider school community through active participation, collaboration, support for others and inspiring those around them.
- Show **adaptability** through critical reflection, learning from mistakes and feedback and crafting and improving work to build resilience.

Assessment at Maida Vale School

Assessment, an integral part of teaching and learning, is embedded into school life at MVS. All subjects assess students using a formal common assessment at least once per term but generally, this is at least half-termly.

Assessment aims to:

- Identify what students can and cannot do; do and do not understand.
- Illustrate student achievement and progress.
- Ensure that there is consistently good and excellent teaching and learning.
- Ensure that students take responsibility for their own learning by reflecting on their work and how to improve it.
- Ensure that there is differentiated learning and teaching.
- Enable teachers to evaluate their own teaching.
- Improve the quality of teaching, as well as both the short- and long-term planning of the curriculum.
- Prepare students for public exams.
- To fulfil legal requirements.

Formative assessment occurs multiple times in every lesson and it is via this immediate testing that teachers can adjust their lesson, in real time, to ensure all learners make progress.

When considering summative assessment and setting any kind of assessment (written tasks and tests; end of topic/unit tests; open or closed book assessments; presentations or completed artefacts; mock exams etc), teachers must be able to demonstrate that there is a clear intention behind the assessment. Students should always be aware of an upcoming assessment; the success criteria and/or mark scheme that they will be assessed on; the necessary revision materials to be able to

succeed. Students who are encouraged to discuss their experiences of assessment are more likely to retain knowledge and, therefore, perform better in assessments.

The assessment should begin in the planning and preparation phase – students should be active participants in the learning about learning process and should, therefore, gradually build up to the final assessment, feeling like they can be successful at it.

Feedback on assessments should be timely and specific and should focus heavily on the way forward: the next steps for improvement. Students' successes in assessments can be highlighted in a variety of ways: in-class (students can perform their work or receive 'shout outs'); Merits; Postcards; contact home; contact the PT.

Students on the SEND register must be identified in advance of assessments and the appropriate strategies identified by the SENDCo must be put in place to ensure that individual accessibility needs are met.

Teachers, overseen by Heads of Department, must keep a track of all marks and results from assessments, in the Department Markbook and the teacher's own Markbook. This data is used to highlight students of concern, more able students and as evidence for changes to classes or sets. Summative assessment also serves to contribute to evidence for Progress Cards and Grade Cards.

Heads of Department should encourage – and promote best practice – teachers to have their own markbooks on which preps are recorded.

Heads of Department should ensure their departments regularly review their forms of assessment and ensure they are intentional, achievable and helpful. This is particularly important with KS3 assessment for which the primary purpose is to make students feel able and successful. Moderation and assessment-edits should occur regularly but particularly in those subjects where KS3 students are not accessing the higher marks. For KS4 and KS5 assessments, it is imperative that they are rigorous and reflect actual GCSE / A Level / BTEC questions and papers and that the marks and grades that result from such assessments are accurate, against the most recent grade boundaries.

Under no circumstances should GCSE, A Level or BTEC assessment questions be shared with students prior to them sitting the assessment.

Handwriting and Typed Assessments

Assessments should be handwritten unless a student's normal way of working is typing, in which case a school exam laptop should be used if available (for Year 10+). Failing that, the student should use their own laptop. The teacher must organise the seating plan so that the student is sitting near the teacher, with the laptop screen (on full brightness), facing the teacher. Typed assessments must be emailed to the teacher at the end of the assessment, in the classroom.

Typed assessments should not be completed on Teams. They should be completed on Word or Pages and then either copied into an email or attached as a document and sent to the teacher.

All typed assessments must be printed by the teacher and when marked and handed back, either the student sticks the assessment in their book or stores it in a Lever Arch file or document wallet. Alternatively, the teacher keeps all assessments in folders in the classroom and returns to students for revision-purposes.

KS3 Assessment

Years 7 & 8 students must be assessed at least termly in every subject. Core subjects, as well as others, regularly assess at least half termly.

Assessments, while ensuring rigour and a robust measure of understanding and, therefore, achievement, must be accessible. Assessment in Years 7 & 8 offer the opportunity for students to be positively impacted about their learning and their successes; students should know in which subjects they are excelling. There should be excitement and motivation around achievement in assessments.

All subjects should ensure that the planned assessments will allow full and top marks to be achieved. At least 25% of students should be achieving 80+%. Only a maximum 10% should be achieving less than 50%.

%	Progress
80	P++
65	P+
50	P
<50	P-

An example satisfactory spread from a Year 8 Maths Progress Card:

100-80%	79-65%	64-50%	<50%
30%	50%	18%	3%

Year 9 Assessment

Year 9 students must be assessed at least termly in every subject. Core subjects, as well as others, regularly assess at least half termly.

While Year 9 Grades are capped at Grade 6, Heads of Department must work backwards and ensure that all assessments given to students are robust and accessible and that the marks and results that go to students and parents are moderated and realistic.

Year 9 assessments should continue to engage students while assessing their new and developing GCSE knowledge and skills. Assessments should build on one

another so that students understand the progression. Where possible, GCSE past questions should be used in assessments. Alternatively, GCSE-style questions should be made, moderated and used so that students are practising relevant skills and exam techniques.

Heads of Department are responsible for creating grade boundaries for each assessment and must consider the below Year 9 and Year 11 Grades comparison. This approximate comparison is just that: an approximate guide. Extensive progress can be made throughout Years 10&11, and this is not a limiting guide.

Grade 1 should rarely be used and, when given, must be accompanied by emails and/or phone calls home explaining what continued progress needs to be made and how this will be realised.

Where a student receives Grade 1 in an assessment, the teacher and/or Head of Department must contact home; arrange revision (additional revision materials; a catch up clinic etc); arrange a re-sit in a realistic time period where appropriate.

Year 9 Grades	Year 11 Grades
1	1-3
2	4+
3	5+
4	6+
5	7+
6	8+

It is the Head of Department's responsibility to consider the school's Assessment Schedule (found in the Reporting Policy) and ensure that students are prepared in advance of all whole-school assessment points, as well as for any additional department assessment points.

Years 10 & 11 Assessment

Years 10 & 11 students must be assessed at least termly in every subject. Core subjects, as well as others, regularly assess at least half termly.

GCSE past questions and papers must be used for assessments. Respective GCSE grade boundaries must be used when marking. It is the Head of Department's responsibility to organise the assessments and ensure they are carried out in exam conditions so that results are accurate and robust. All assessments must mirror the real GCSE exams i.e. the right amount of time must be allocated; exam materials must be available etc.

Grades from assessments, submitted for internal monitoring purposes as well as given to students and parents, must be accurate according to the exam board's grade boundaries for the respective exam paper and year.

It is the Head of Department's responsibility to consider the school's Assessment Schedule (found in the Reporting Policy) and ensure that students are prepared in advance of all whole-school assessment points, as well as for any additional department assessment points.

Sixth Form Assessment

Years 12 & 13 students must be assessed at least termly in every subject; most subjects assess at least half termly.

A Level or BTEC past questions and papers must be used for assessments. Respective A Level or BTEC grade boundaries must be used when marking. It is the Head of Department's responsibility to organise the assessments and ensure they are carried out in exam conditions so that results are accurate and robust. All assessments must mirror the real A Level or BTEC arrangements i.e. the right amount of time must be allocated; exam materials must be available etc.

It is the Head of Department's responsibility to consider the school's Assessment Schedule (found in the Reporting Policy) and ensure that students are prepared in advance of all whole-school assessment points, as well as for any additional department assessment points.

Marking at Maida Vale School

The aim of this policy is to ensure that there is a uniform approach to marking within all departments, across all Key Stages. MVS recognises that consistent and effective assessment, marking and feedback have a significant impact on raising attainment. Consequently, assessment and marking at MVS is regular, specific, diagnostic,

motivational and will always set out ways for students to improve while enabling them to become responsible and reflective learners. Marking, which is always purposeful, is carried out and returned to students in a timely manner and will be used to inform the planning of subsequent lessons.

General Marking Expectations

In keeping with MVS' Literacy Policy, every teacher takes responsibility for teaching literacy, therefore, marking in all subjects should identify inaccurate spelling, punctuation and grammar and offer corrections and/or strategies for improvement. An 'sp' denotes a spelling mistake.

Merits should be awarded when warranted but should be attached to a specific achievement, tied into the relevant success criteria and/or the learning values, as opposed to a merit for just 'good work'. i.e. *'You included three pieces of context – merit'* or *'Excellent answers; thorough and detailed – merit.'*

Assessment and marking should be directly linked to specific success criteria set out in language that the students can access and understand. Teachers should avoid generalised comments, such as 'well done' and 'good work' which should only be used when checking informal pieces of work in exercise books such as notes, lists, mind-maps, research etc.

Teacher comments should be made using the 'tick and two targets', the 'two stars and a wish' or another similar format.

Success Criteria and GCSE & A Level mark schemes

Students should always be made aware of the success criteria that their work will be marked against to give them the best opportunity for success. Their work should be marked according to the previously shared success criteria. Student-friendly mark schemes (simplified GCSE, A Level or BTE) can be used to ensure students understand.

Formative Assessment and Marking

Marking and feedback should be regular and clearly evidenced in exercise books, files and folders. Teachers mark in green.

There should be a weekly marked piece of work visible in books, files or folders. Similarly, students should complete self-reflection (which may be referred to as DIRT [directed improvement and reflection time]) on at least a weekly basis; this should be clearly visible in purple ink / purple font.

There should always be time planned into the lesson when work is returned for students to read and respond to feedback, creating a dialogue between the student, the teacher and the former's own learning process. The use of the DYMYT acronym (did you meet your target?) or detailed teacher questions can develop this dialogue in relation to current and previously set targets. Teachers marking on OneNote / Class Notebook must ensure marking is easily visible.

Summative Assessment and Marking

Assessments are carried out in line with the schedule in the Reporting Policy. Departments may assess in addition to this schedule. Formal assessments are marked in a timely manner and feedback is relayed to each student, with the focus then turning to the DIRT which must be carried out in purple. Teachers marking on OneNote / Class Notebook must ensure marking is easily visible. If assessments are not carried out in exercise books, the loose sheets must be either kept by the teacher (for revision later) or returned to the student who must be able to stick it in their exercise book or store it in a Lever Arch file or document wallet.

Peer/Self-Assessment and Marking

Peer/Self-Assessment is a powerful means of enabling progress, but it should not replace teacher marking. At MVS, we peer/self-assess using the following guidelines:

- Students should be made aware as to why they peer/self-assess: while the practice helps develop independent learning skills, it also reflects MVS' Learning Values such as 'supporting and inspiring others'.
- Peer assessment should be **KIND** (positive but honest), **HELPFUL** and **SPECIFIC**, and will always relate to the specific success criteria set out at the beginning of the task. E.g., *You use a variety of sentence structures to keep the reader interested. It was great how you used the word 'sweltering' for effect. Next time, show us the boy is 'angry' using imagery, don't tell us.*

Means of Marking

In exercise books, files and folders, teachers mark in green pen; students respond and peer/self-assess in purple.

On Teams, teachers should mark in green, and students should use purple to complete DIRT and self/peer assessment.

Monitoring of Assessment and Marking

Monitoring of assessment, marking and feedback takes place regularly and in a variety of ways:

- Through 'book looks' carried out by Heads of Departments, and across the whole school by the Leadership Team.
- Through department standardisation of work and the provision of standardised scripts (in departments)

Monitoring of Assessment and Marking on Microsoft Teams

- In the event of School closing, teaching and assessment continues (changes to the timetable may occur and will be outlined by the Leadership Team).
- Marking of work completed via 'Assignment' and/or 'Class Notebook' takes place regularly.
- Heads of Department collate examples of best practice which are shared amongst staff.

AI in Teaching, Learning and Assessment

Student use of AI should take account of the age limits for platforms and the requirement to obtain parental consent in some situations. Most platforms prohibit use by children under 13 years and require parental consent up to the age of either 16 or 18.

Data Protection and Intellectual Property

AI platforms may use prompts and other input to train their models. There is a risk that personal data used in training could be exposed by the model.

Students own the intellectual property rights to their work. Staff should not submit student work (e.g. homework, EPQs) to an AI model which might use it as training data or otherwise infringe the student's copyright, unless they have obtained the student's explicit consent or there is a legal exemption. For students under the age of 18, parental consent must also be sought.

Exceptional care must be taken to avoid exposing identifiable personal or sensitive data when using AI models.

There is a requirement for a Data Protection Impact Assessment to be completed on platforms which involve account creation or process identifiable data. Staff wishing to trial a platform should discuss this with a member of their School Leadership Team before proceeding.

Plagiarism

It is plagiarism to represent AI generated work as your own. This applies to all work undertaken at school including homework and external assessments. Plagiarism may be sanctioned following the relevant school policies.

External Assessments

AI may only be used in external assessments (e.g. EPQs, NEAs, coursework) as permitted by JCQ and exam board guidance. Students are expected to understand and follow this guidance in all external assessments. Failure to do so may result in disqualification or other actions by the exam board.

Referencing

Uncredited use of AI in assignments will be treated as academic misconduct. When including AI generated content in their work, students should include a reference in an appropriate format (e.g. MHRA or APA). This is essential if AI is used as part of an external assessment. The following additional information should be recorded:

- Model name (e.g. ChatGPT 4o)
- Date accessed
- Prompts
- Non-editable screenshots of the prompt(s) and response(s) which should be kept by the student and submitted as directed by their teacher

Appropriate Use by Students

It is imperative that students develop the knowledge, skills and understanding of the subjects they are studying, and do not rely on AI. Students must be able to demonstrate the final submission of their work is the product of their own independent work and independent thinking.

Students should follow age limits and other terms and conditions when using AI platforms. AI tools can support learning, creativity, and revision but must never be relied on to complete work or bypass meaningful learning effort.

Students should be aware that generative AI can confidently report incorrect or misleading information ('hallucinations') as true in its output. Students are responsible for verifying AI generated content against reliable sources, and need to critically evaluate the AI output to make sure it is accurate, free from bias, and appropriate for context.

The following are examples of inappropriate use of generative AI:

- Copying/paraphrasing AI content without attribution
- Using AI to complete assignments without demonstrating independent analysis
- Failing to acknowledge AI assistance in research or written work
- Submitting fabricated or misleading references created by AI

Generative AI might usefully be used by students to:

- Prepare revision questions
- Get feedback and corrections on their work
- Assist with brainstorming and idea-generation