Teachers and students put AI through its paces

AI at Cambridge is all about supporting, not replacing, good teaching and learning. Here's a look at some of the ways that's happening.

Researchers from Cambridge's Futures Lab are looking for schools to take part in a project exploring whether learners can benefit from structured support in real time during an assessment, a process known as **dynamic assessment**.

In a traditional formative assessment, a student reflects on their learning and progress, supported by a teacher. Dynamic assessment builds on this by using technology to observe and interpret behaviour during the learning and assessment. Prompts, hints, or guidance can be fed back to the learner during the process itself, observing how the learner responds.

The team is developing an AI tool that delivers this structured support to learners during dynamic assessment. A study of 80 secondary learners will examine whether this helps students make genuine progress and what the experience is like for both students and teachers. The study, focused on one maths topic, will include multiple sessions over four weeks. Data will be collected from September and results published in early 2027.

If your school would like to take part in this, or upcoming Futures Lab studies, contact futures.lab@cambridge.org

Understanding and applying AI

The first cohort of educators joining our new online professional development course, **Getting started with AI in the Classroom**, told us how the five-week programme is supporting them in the classroom.

"What has impressed me most is that the learning extends far beyond the course content itself," said Pooja Bhatia, Head of Primary School at The Ardee School, New Delhi, India. "Colleagues from around the world have shared an incredible range of ideas and practical applications. Most importantly, it has reinforced my belief that the future of education is



not about AI replacing educators; it is about educators learning how to harness AI thoughtfully to create richer learning experiences for students."

Freeha Sheikh from Lahore Grammar School, Pakistan, said: "I chose this course to explore the world of AI so I can ethically integrate it into my practice and encourage my students to use it responsibly too. The discussion forums are excellent for sharing insights and collaborating with a diverse group of peers."

To read more about Pooja's, Freeha's and other teachers' experience on the course, scan here:

Scan for more information on online professional development courses:

Screens at the ready

In the June series of exams, more than 2800 students sat our first live digital exams, marking a confident first step into the rollout of this new assessment option.

School leaders, exams officers and students have responded positively to Cambridge's first set of exams delivered and completed on-screen. One US school leader said he was "beyond impressed" with the experience. This marks a major milestone in Cambridge's journey to 85% of Cambridge IGCSE and International AS & A Level subjects being available as a digital option by 2033.

The first cohort of schools to take part in digital exams comprised 19 exam centres across 10 countries. Through digital mocks and with full training and support from Cambridge, teachers and students were well prepared for the 5700 live digital exams sat this series. Subjects included Cambridge IGCSE™ Accounting, Biology, Chemistry, Economics and Physics, and Cambridge International AS Level English General Paper.



Commenting on her experience, one exams officer from Marion County District, Florida, said: "Things are more streamlined with the digital exam, and it really lightens the post-exam load." It was a similar experience in other centres. "The digital exams were hassle-free and convenient," said Hasan Malik, External Exam Coordinator/College Counsellor at Al Hussan International Academy, Saudi Arabia. "It boosted candidates' confidence as they opened the exam themselves, navigated freely on different questions in real time, completed and submitted as soon as they finished the exam."

Laying the groundwork

These first live digital exams are the result of a carefully planned and phased approach, shaped by extensive research, testing and real-world trialling. This has involved years of delivering digital mock exams globally, with more than 45 000 exams completed since the service began. The programme is already receiving global recognition, with Cambridge recently named Best Practitioner of the Year for Digital Assessment of Cambridge IGCSE Computer Science at the e-Assessment Association Awards.

Emily Cook, an exams officer with Forest High School in Florida, had advice for schools considering taking Cambridge digital exams: "Definitely do the [digital] mock so that children and the teachers know what it looks like. And get yourself a good support system within the school; don't reinvent the wheel, build it into what you already do."

Schools wanting to include a digital format in their exam series can move at a pace that works for them and are supported at every stage of the process. Scan here for more information: