

The CYA way to becoming outstanding!

Quality of education	
OFSTED criteria	The CYA way.
Implementation	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	<p>All lessons ensure students are challenged with learning that is either embedded, developed or new learning taking place as part of a sequence of learning to prepare students for future learning and employment.</p> <p>Consistency of application of the marking policy- Feedback stampers and stickers used regularly, with students acting on feedback, showing progress.</p> <p>(WWW and EBI also used for interim feedback)</p> <p>The 'Big Question' and 3 tiered outcomes are used to challenge students and show clear aims for the lesson, ensuring progress. To allow students to apply knowledge into larger ideas.</p> <p>Progress checks are regular throughout lessons, with misconceptions being addressed at each point to ensure further progress.</p>
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.	
They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas	
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	<p>Use of data (where students are with work, SOL and level of progress through assessments) and high level of subject knowledge used to inform planning, ensuring gaps are being closed.</p> <p>Consistency of application of the marking policy- Feedback stampers and stickers used regularly, with students acting on feedback, showing progress.</p> <p>(WWW and EBI also used for interim feedback)</p>
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<p>No learning time wasted- differentiated activities available as students are greeted and continuing for the full hour, with appropriate learning resources available to support this.</p> <p>The learning environment and attitudes demonstrated relationships among students and staff are positive and respectful.</p> <p>Consistently high expectations of students, ensuring a positive attitude to learning, with the BFL policy followed consistently when expectations are not being met.</p>
Reading is prioritised to allow pupils to access the full curriculum offer	Opportunities to develop reading are used where appropriate within lessons to broaden student's curriculum offer, ensuring they read widely and often.
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	Teachers model high levels of literacy and oracy throughout lessons.