



Meridian
Trust



Extending the Boundaries of Learning

WHO WE ARE

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Respected for our proven approach over more than a decade, we're a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential.

Every community we serve benefits from our facilities and services.

Every employee benefits from strong networks, excellent career opportunities and a culture where they are equally valued and supported.

Every school retains and develops their distinct identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.



Our schools are located within 1 hour's drive from each other.

PRIMARY



SECONDARY



SPECIAL



ALL THROUGH



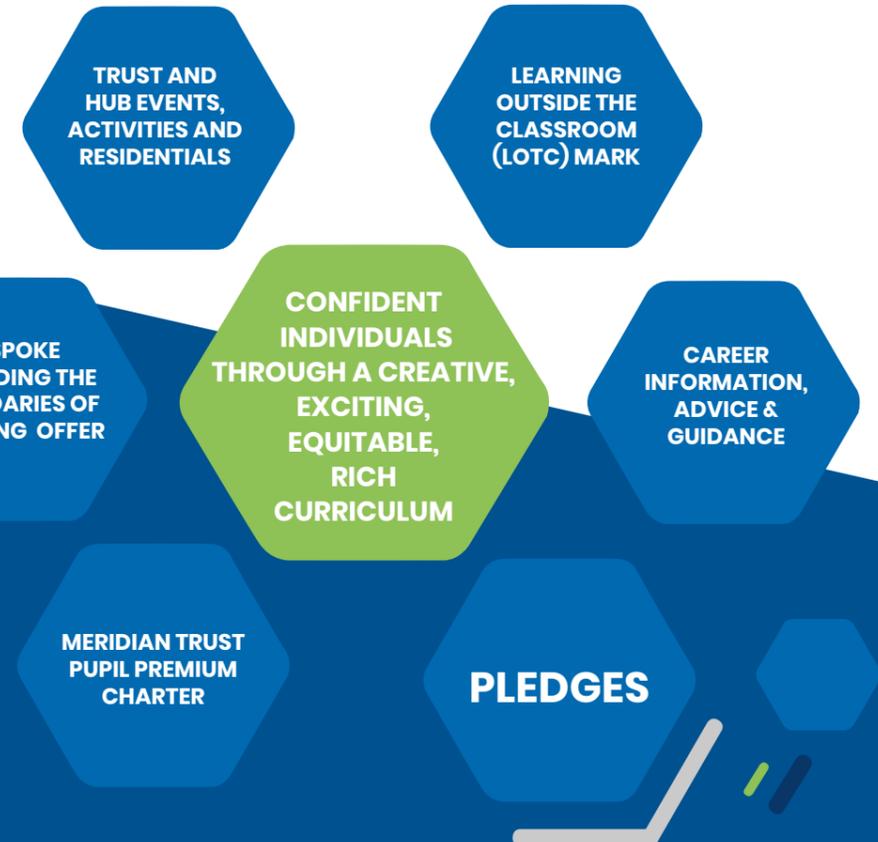
EXTENDING THE BOUNDARIES OF LEARNING

is one of the core values of Meridian Trust. Our vision is to:

"...Provide a breadth of experiences through the curriculum and beyond, including an entitlement for all students to participate in educational visits and a wide range of activities that enhance and extend learning. This includes opportunities for spiritual, moral, social, and cultural (SMSC) education, helping to instil the values of the Trust and of society more broadly."

At Meridian Trust, we are committed to ensuring that every school actively extends the boundaries of pupils' learning. This means creating frameworks that enable a **creative, engaging, equitable, and rich curriculum**, where learning is not confined to the classroom but occurs through trips, outdoor learning, cultural visits, projects, and enrichment activities. These experiences are designed to nurture curiosity, imagination and confidence, helping pupils develop as well-rounded **confident individuals** ready to thrive in school, their communities, and wider society.

Through this approach, the Trust ensures that all young people have the opportunity to experience personal growth, develop resilience, and explore their talents, while fostering an understanding of the wider world and the values that underpin responsible citizenship. **Extending the Boundaries** of learning is therefore central to our mission: to inspire, challenge, and empower every pupil to achieve their full potential.



TRUST AND HUB EVENTS ACTIVITIES AND RESIDENTIALS

Each Secondary academy commits to and attends Trust wide events such as the annual athletics competition or the trust wide performing arts showcase event. Schools are also asked to deliver events for a cluster of schools within their geographical hub.

HUB EVENTS

Each school is part of a **cluster or geographical hub** and is committed to providing a **two-day experience** for the schools within its hub.

Schools draw on their own expertise and facilities to deliver **engaging, exciting, and immersive experiences** for partner schools. These have included trampolining courses, paddle boarding experiences, multimedia events, debating competitions, a Modern Foreign Languages Spelling Bee, and an introduction to forensic criminology. While each school designs and leads its own event, **all schools within the hub commit to participating**, ensuring shared experiences and strong collaboration across the cluster.

WHOLE TRUST EVENTS HAVE INCLUDED:

- Maths Challenges for year 9
- Preparation for A level English: 'Aspire to be'
- Athletics competition for all secondary schools who send 50 students from years 7-10
- Performing Arts events locally and for the whole trust which are broadcast live for those unable to attend.
- Science competitions where the winners from each school showcase their experiments on a wider stage.
- Meridian Earth Day to build the trust's Carbon Zero commitment
- Archeology Trip to local excavation centre as part of the history and geography curriculum.



TRUST AND HUB EVENTS, ACTIVITIES AND RESIDENTIALS



TRUST & SCHOOL RESIDENTIALS

Each year, the Trust offers a **flagship residential adventure** designed to challenge, inspire, and transform. Students from every secondary and special school come together for the annual **Aberdovey Experience** – an unforgettable five-day journey of discovery, resilience, and teamwork set in the outdoors.

Across the week, **168 pupils** from **16 schools**, supported by **19 dedicated staff**, step beyond their comfort zones, build confidence, and develop independence through shared challenge and adventure. Immersed in the natural environment, students learn by doing, strengthen relationships, and return with skills, memories, and self-belief that last far beyond the residential itself.



The Trust's work has been recognised by the leading magazine in the world of school travel.

Stronger together

Martin Campbell, executive principal of the Meridian Trust on the benefits of using a hub model for learning outside the classroom.



• Exploring the wonders of Iceland.



• Bonding as a team during a residential experience.

Could you tell us about the Meridian Trust?

Meridian Trust is a multi-academy trust of 35 schools spanning Cambridgeshire, Lincolnshire, Bedfordshire and Northamptonshire. As a values-driven Trust we believe in extending the boundaries of learning to help ensure the students who leave the trust are confident individuals.

How are you establishing the value of Extending the Boundaries of Learning in practice?

Through working together, in both geographical hubs and as a whole Trust, we have developed a range of learning outside the classroom (LOEC) activities that all schools subscribe to and attend. These include immersive two-day events, whole trust

activities, residentials and joint school trips. Working together to provide a rich curriculum for students helps to build resilience, motivation, skills and knowledge. Using the criteria of the LOEC Mark all schools can measure how effective their Extending the Boundaries of Learning curriculum offer is to students.

Can you tell us more about the hub model?

Each school organises an immersive programme of activities that they offer to other schools within their geographical hub. These comprise of academic, sporting and cultural activities such as media production in a film studio, paddle boarding and local performing arts showcases. Trust directors of subjects liaise and work with school subject leaders to organise joint school residentials and trips overseas to the likes of Iceland, Berlin and Paris.

Residentials can bridge the gap

Students from 15 different schools in the Cambridge Meridian Trust went on a five-day residential course to Aberdovey in early 2025. It's the fifth year the multi-school residential has run and this was the biggest, with 156 pupils, from 14 different trust secondary and special schools, and 17 staff taking part.

Activities included gorge walking, rock climbing, orienteering and abseiling, developing resilience, communication skills and leadership among the students. The trust began the trip to address the 'experiential' gap in students' view of the wider world, particularly after Covid.



• Skills including making a fire were also tested during the trip.



• Pupils faced challenges which took them out of their usual environments.

Executive principal, Martin Campbell said: "We're definitely seeing the impact of Covid on some students, especially in terms of attendance and mental health. Residentials are one way to bridge that gap and also to ensure we give them a sense of adventure, something many are missing. Residentials aren't just about a series of activities; it's about the whole journey."



• Students outside the Royal Albert Hall in London.

What benefits does this model have?

Trips that perhaps one school would not be able to offer are made easier with two or more schools taking part. Not only is there a greater pool of students to draw from but also the experiences of staff can be shared which supports the itinerary and programme. For example, we had an art trip to Paris led by a very experienced trust director of art who took two inexperienced art teachers in their first year of teaching. They learnt about trip management and logistics as well as developing their own subject knowledge. This development of staff will benefit future trips and enhances the expertise and knowledge of a new generation of teachers.

Of course, joint trips also benefits children who interact together and through challenging activities develop deeper friendships. The trust annual trip to Aberdovey through the Outward Bound Trust is an example where teams of 12 are constructed mixing all 15 schools, including three special schools. In 2025 we took 156 students who completed the adventurous five-day residential. Not only did they learn leadership skills and tested their fortitude but they also they learned how to work as a team.

Why is learning outside the classroom so important to the Trust?

It's not just about skills and knowledge. It's about broadening experiences for the students, especially for those who are disadvantaged. There is a growing experiential gap between advantaged and disadvantaged students and trips, visits and activities that schools and the trust offers help close the gap. It builds relationships between staff and students and creates opportunities for all to excel. LOEC gives them a sense of achievement – you never know what that might lead to.

What are the challenges?

Funding is always a challenge but because Extending the Boundaries of Learning is a core value across the Trust and

A TRUST'S APPROACH TO LOEC

integrated into the curriculum, schools find a way to ensure children attend. The Trust also has its own charter for those in receipt of Pupil Premium funding and one element of this is to ensure a full range of experiences for those disadvantaged students which helps to close the gap.

What is your involvement with the Council for Learning Outside the Classroom?

We use the LOEC Mark's criteria as a way to quality assure each school's Extending the Boundaries of Learning curriculum. We also use the Mark as a way to bring staff together to share ideas, look at resources and programmes in each school.

We have 23 schools across the Trust currently holding either a Bronze, Silver or Gold LOEC Mark and this year we intend to renew our applications across all 35 schools.

What are your thoughts about LOEC still being seen by some as an 'extra'?

In my experience almost all schools value LOEC. There is a thirst to develop programmes which encourage growth of character, skills and knowledge through LOEC activities and an understanding of the benefits from almost all school leaders. The challenges though are many and growing: cost of venues, transport, cover for staff and reliance upon the good will, often, of teachers to lead, manage and organise.

The need for schools to utilise their school grounds and the local learning area will become even more pressing and the forthcoming 'Enrichment Framework' may help schools better place LOEC activities at the centre of their curriculum. •



• Dressing the part at the Imperial War Museum Duxford.



BESPOKE EXTENDING THE BOUNDARIES OF LEARNING OFFER

Each Academy and Primary school offers a comprehensive **Extending the Boundaries of Learning (EtB)** programme for students across all year groups.

Activities are available **before, during, and after the school day**. The delivery, content, and structure of EtB are determined by each academy, allowing schools to tailor provision to their local context and the needs of their students. There is no prescribed EtB curriculum; instead, academies offer a wide range of opportunities, including sporting clubs, computing, reading, and leadership activities.

All secondary schools offer the **Duke of Edinburgh (DofE) Award**, with three sixth forms providing the **Gold DofE**, including expeditions to the Peak District and the lochs of Scotland.

Every secondary and special school offers **local, national, and international trips**. Schools collaborate to provide shared opportunities, including visits to Iceland, Berlin, Boulogne, and Paris. This collaboration, led by Directors of Subject, ensures trips are cost-effective, high-impact, and designed to develop confident, well-rounded individuals.

Music, drama, and dance are **flourishing across the Trust**. One of the Trust's earliest Curriculum Director appointments was the **Director of Performing Arts**, reflecting a clear and long-standing commitment to the arts as a vital part of every child's education.



Across many schools, performing arts sit at the heart of the Extending the **Boundaries of Learning (EtB)** offer, where creativity, collaboration, and confidence are nurtured and celebrated. This commitment culminates in a **high-profile, well-attended, and truly joyous programme of annual performing arts events**, delivered at both Hub and Trust level. These events bring communities together, showcase exceptional talent, and give students unforgettable opportunities to perform, shine, and be inspired.



BESPOKE
EXTENDING THE
BOUNDARIES OF
LEARNING
OFFER



PLEDGES

(Primary, Secondary, Special schools)

The Meridian Trust's PLEDGES programme is an award-based character development framework designed to widen the boundaries of learning and strengthen leadership, initiative, community spirit, and personal growth. It ensures that every pupil experiences meaningful opportunities beyond academic study, nurturing qualities like participation, leadership, excellence, diversity, giving and environmental responsibility. Through PLEDGES, students build confidence, moral purpose and a strong sense of community as part of their holistic education. It ensures that every pupil experiences meaningful opportunities beyond academic study, nurturing qualities like Participation, Leadership, Excellence, Diversity, Giving, Environment and Service'

In our **primary schools** the PLEDGES curriculum is designed to encourage an outward focus on leadership, initiative, and community among our young learners.

The **Primary PLEDGES curriculum** helps our children grow into confident, kind, and curious learners by offering exciting experiences beyond the classroom. Each half term focuses on a different theme, giving pupils time to practise new skills, reflect on their learning, and celebrate achievements. Through PLEDGES, children build resilience, self-belief, and independence, helping them to enjoy learning, reach their potential, and leave primary school happy, confident, and ready for their next steps.

'...Each **Secondary and Special School** will motivate all students to achieve a Bronze PLEDGES award by end of year 9 and a Silver PLEDGES award by end of year 11 and the school will take immense pride in celebrating the achievement of all students' accomplishments...'

Each student is expected, under the supervision of the form tutor and Senior House Tutor, to choose and complete one element of each strand from Participation, Leadership, Excellence, Diversity, Giving, Environment and Service (PLEDGES).

	PLEDGES CMAT						
	Gold: TO LEAD		Silver: HELP OR GUIDE		Bronze: TAKE PART IN		
	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
BRONZE	Attend an after school club, school or community event. (100 hours)	Take part in an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)
SILVER	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)
GOLD	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)	Attend an after school club, school or community event. (100 hours)

	PLEDGES						
	Gold: TO LEAD		Silver: HELP OR GUIDE		Bronze: TAKE PART IN		
	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT	SERVICE
BRONZE	Take part in a school event	Lead an activity in my class	Show Kindness, Curiosity or Hard work	Take part in a cultural event	Share with others	Put things I use away	Help someone in my class
SILVER	Complete 50% of '99 Things'	Plan and deliver an assembly as part of a team	Represent my class in a school event	Communicate with someone from a different cultural background	Take part in an event which raises awareness of a charity or community project	Consistently demonstrate responsibility for keeping the classroom tidy	Help someone when they are finding something difficult
GOLD	Create an article for the school newsletter	Be a class monitor and complete this to my teacher's satisfaction	Receive an academic, sporting or cultural award from school	Actively participate in activities which explore/ promote/ challenge diversity	Complete a sponsored event	Help organise activities which would actively improve the school environment	Take part in a service activity outside school such as a school trip

	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	GIVING	ENVIRONMENT
EYFS / RECEPTION	To learn, participate and being a part of something	The responsibility of improving yourself and others	The excitement of achieving your best	The joy of embracing difference	The satisfaction of contribution	The duty of caring for the world around us
YEAR 1 / YEAR 2	To learn, participate and perform in a class song	To have the opportunity to lead the class line when moving around school	To show an appropriate and consistent level of politeness and good manners	To experience stories from a variety of cultures	To help with a job at home	To look after the class plants
YEAR 3 / YEAR 4	To take on responsibility for something in the school	To represent school in a positive and excellent manner when outside the school grounds	To take part in Empathy Week	To be part of a charity		

“ ...The school's 'PLEDGES' award develops pupils' life skills and cultural awareness. Pupils take part in, organise and lead activities in school and the local community. Pupils also access a high-quality offer of enrichment opportunities. The diverse range of activities include sports, arts, drama, charity work and the Duke of Edinburgh's Award. Pupils are particularly proud of chamber choir performances at Ely Cathedral. There are educational visits to museums, theatres and field trips in the local area and abroad. These activities are well attended by pupils, including disadvantaged pupils... Many pupils develop their leadership skills. They take up opportunities to become house ambassadors, school councillors or librarians... ”

Ofsted Ely College
March 2025

“ ... The school provides pupils with the opportunity to participate in a wide variety of school trips. The 'trips roadmap' shared with pupils enables them to know what opportunities they will have as they move through the school. Pupils talk enthusiastically about 'PLEDGES', which enable them to achieve recognition for undertaking activities, such as the '44 things to do before you are 14...' ”

Ofsted Martin Bacon Academy
September 2023

“ ... The curriculum for personal development is exemplary. The school's values and 'PLEDGES' system consistently underpin this... ”

Ofsted
Swavesey Village College
30th–31st January 2024



CAREERS

(CAREER INFORMATION ADVICE AND GUIDANCE)



The Trust values the role of **Careers Education, Information, Advice, and Guidance (CEIAG)** in helping pupils become confident individuals. A **Director of Careers** leads the development of professional, dedicated career leads across all Trust secondary and special schools. These leaders are drawn from a mix of trained support staff, senior leaders, and lead teachers.

Rather than a single Careers curriculum, the Trust sets **aligned objectives and expectations**, including:

- All schools achieving 100% of the **Gatsby Benchmarks**
- All schools gaining the Quality in Careers Mark
- Participation in the **Future Skills Questionnaire (FSQ)** for Years 7, 10, and 12
- Ensuring **100% of Year 10 pupils complete a work experience placement**
- Guaranteeing all pupils, especially those receiving Pupil Premium funding, have at least two interview with a **Level 6 qualified careers advisor**

The Trust works with 'Compete Careers' to maintain standards, provide CPD, and offer external quality assurance. Schools also access training and development for both their careers leaders and wider staff through Complete Careers.

To support families, the Trust has developed **Meridian Pathways** (<https://pathways.meridiantrust.co.uk>), a dedicated careers website. This resource helps parents understand qualifications, potential career pathways, and ways to support their children's decisions. It includes over **100 alumni biographies**, showing the qualifications and routes taken by former pupils, and offers guidance on the local jobs market, conversation starters, and practical advice.



CAREER
INFORMATION,
ADVICE &
GUIDANCE



“
...All pupils receive unbiased information on potential next steps and high-quality careers guidance. This prepares them exceptionally well for making informed choices for the next stages of their lives...”
Sharnbrook Academy
February 2025

“
... A high-quality careers curriculum, for instance, is part of a range of experiences that motivate pupils to want to do well. This builds pupils' confidence and resilience. Pupils meet speakers or other external visitors through 'flatpack days'...”
Ofsted
North Cambridge Academy

“
High-quality careers advice and guidance run through the school's work. Pupils make well-informed decisions about their curriculum, activities and next steps. Students in the sixth form move on to a range of appropriate destinations, including universities, workplaces and apprenticeships...”
Inspection of Ely College
March 2025

MERIDIAN TRUST ALUMNI

ROSIE-MAY

Sawtry Village Academy
Self-employed Textile Designer



I left Sawtry Community College after completing A levels with A*, A*, A and B. Unsure which subject to pursue, I completed an Art and Design foundation course, graduating with a Distinction*, before earning a First Class degree in Weaving from Norwich University of the Arts. I now run a Prince's Trust-supported hand-weaving business in Cambridgeshire, work as an Art and Design Technician, and am completing a Level 6 Bioscience apprenticeship with GSK and Manchester Metropolitan University.

JOSHUA

Stamford Welland Academy
Ladbroke's



Since leaving Stamford Welland Academy, I studied A Levels at Harington School before graduating from De Montfort University in 2023 with a first class honours degree in Economics and Finance. Much of my degree was completed during the pandemic, which challenged the university experience but strengthened my resilience and skills. I am currently working as a Customer Service Manager at Ladbroke's while seeking an ideal graduate role in finance, particularly aspiring to build a career as a financial adviser professionally.

SARAH

Stratton School
South Central Ambulance Service



After completing my A-levels at college, initially studying Performing Arts, I changed direction and joined the ambulance service as a student paramedic. I worked full time while completing my Paramedic degree during the COVID pandemic through a hybrid work-study programme with my NHS trust. I qualified as a Paramedic in 2021 and now work for South Central Ambulance Service as a Paramedic Mentor and Educator, supporting and training future paramedics.

CAYDN

Ely College
Software Engineering Apprentice - Sky



After leaving the sixth form, I continued working part-time at a local takeaway. I left this in August 2023 and started at Sky in September 2023. My apprenticeship at Sky is a software engineering role. I started with a training 'bootcamp' to prepare me for my role. I have now completed the bootcamp, so I spend my time working on programming projects with other apprentices and colleagues at Sky. My apprenticeship is a Level 4 qualification. Sky is my employer, and Multiverse is my training provider.

PUPIL PREMIUM CHARTER

The **Meridian Trust Pupil Premium Charter** sets out a clear and shared commitment to **closing both the academic and experiential gap** between disadvantaged pupils and their peers. It ensures that Pupil Premium funding is used not just to improve attainment and attendance, but also to **expand opportunities, enrich experiences, and raise aspirations** across all Trust schools. A strong focus within the Charter is on **high quality careers guidance and memorable experiences**

— including trips, visits, and personal development opportunities — so that all pupils, especially those in receipt of Pupil Premium, can extend the boundaries of learning and thrive both inside and outside the classroom. The Charter's impact is regularly monitored for both **compliance and impact** to make sure every pupil benefits fully from these commitments.



MERIDIAN TRUST SPECIAL SCHOOLS

Our three Meridian Trust special schools – **Martin Bacon Academy, Nenegate School and The Harbour School** – are united in a shared commitment to provide an ambitious, appropriate and accessible Extending the Boundaries of Learning programmes. At the heart of each school's approach is the belief that learning should be meaningful, memorable and inclusive for every pupil.

All three schools prioritise Learning Outside the Classroom to bring learning alive and create moments of awe and wonder. This includes:

- Regular curriculum-linked educational visits
- Visits from external speakers and specialists
- Making purposeful use of local community spaces and environments

These experiences are carefully planned to ensure they are accessible to all learners, whatever their needs, and are adapted so every child can participate and succeed.

Each school has developed its own **PLEDGES** alongside a **"99 Things to Do Before You Are 15%"** programme. These initiatives reflect high aspirations for every pupil and form part of each school's Pupil Premium Charter. They ensure that enrichment is not an "add-on", but an entitlement.

Across the three schools, pupils engage in a wide-ranging enrichment offer that includes:

- Sports and inter-House competitions
- Arts and cultural experiences
- Practical learning such as Forest School
- Rewards activities designed to create exciting and memorable experiences

Importantly, these opportunities are available to all pupils through both curriculum time and extra-curricular activities, exemplifying a culture of genuine inclusion and high expectation.



In addition to school-based provision, a Meridian Trust Special School activities programme has been developed to strengthen connection and belonging across the Trust. This has included:

- Science Festival
- "Ready Steady Cook" competition
- Special School Olympics

These shared events allow pupils to celebrate success, build confidence and experience being part of a wider community of special schools.

The residential programme across the three schools continues to expand. Pupils have already benefited from camping and activity holidays, with the first joint special school residential visit to France planned for October 2026 – a powerful example of ambition, inclusion and opportunity for all.

Together, **Martin Bacon Academy, Nene Gate School and The Harbour School** demonstrate how a carefully designed, inclusive enrichment programme can truly Extend the Boundaries of Learning for every pupil.



MERIDIAN TRUST PUPIL PREMIUM CHARTER

'Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom...' (Meridian Trust Pupil Premium Statement of Principles)



ACADEMIC MENTORING AND SUPPORT

Each student will benefit from a personalised academic mentor who will work to ensure:

The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed

At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor

Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year

CAREERS GUIDANCE

Each student will have access to the best possible career guidance and as a minimum will:

Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)

Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11

Complete at least one aspirational and high quality work experience placement during Y9-11

EXPERIENCES AND ENRICHMENT

Each student will have memorable experiences that will support engagement and grow independence through:

Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11

Attending at least three off site 'experiences' trips or visits during Y7-8

Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition

ATTENDANCE AND PROGRESS

Each student will be supported to ensure attendance and achievement in line with their peers through:

Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8

Close monitoring and early help or support to remove any barriers to poor attendance

Individual support and assistance to remove the barriers to success such as help with homework and personal study





LEARNING OUTSIDE THE CLASSROOM

Each school in the trust, Primary, Secondary and Special, is committed to pursuing and maintaining the **Gold Learning Outside the Classroom (LOtC) Mark**, using this national accreditation to quality assure all areas of its **Extending the Boundaries of Learning (EtB)** offer. The Trust works closely with the **Council for Learning Outside the Classroom (CLOtC)**, the UK's leading charity championing high quality learning beyond the classroom for all young people. CLOtC promotes and supports meaningful educational experiences outside traditional classrooms – from local visits and outdoor learning to residential – because these opportunities broaden horizons, deepen understanding, and support academic attainment, wellbeing, social skills and motivation. Their work includes **influencing and shaping policy, raising the profile of LOtC, providing quality assurance (such as the LOtC Mark), and offering professional support, training and best practice resources for educators.**

THE TRUST HOLDS:

- 3 Gold LOtC Marks
- 8 Silver Marks – Secondary
- 8 Silver Marks – Primary
- 1 Bronze Mark – Secondary



USING THE LOTC MARK ACROSS THE TRUST HAS HELPED US TRANSLATE OUR VISION INTO PRACTICE BY:

<p>Driving strategic planning of Trust and hub trips, improving calendar coordination and enabling robust impactful feedback.</p>	<p>Supporting schools' understanding and development of LOtC, with audits showing increased planning of high quality, curriculum linked experiences.</p>	<p>Ensuring consistent practice in key operational areas such as Educational Visit Coordinator (EVC) risk assessment and whole school standard operating procedures, aligned with national guidance.</p>	<p>Expanding the breadth of provision for all young people in the trust.</p>
<p>Enhancing quality assurance and accountability for school leaders and the EtB offer</p>	<p>Increasing the impact of experiences available to all pupils across the Trust.</p>	<p>Fostering collaboration and sharing of best practice among staff.</p>	

By working with CLOtC and embedding its principles, Meridian Trust ensures that extending learning outside the classroom is not an add on but a core part of our curriculum and culture, enriching every pupil's educational journey.





**Meridian
Trust**

Meridian Trust Offices,
Fen Lane,
Sawtry,
PE28 5TQ,

Tel: 01223 491600
Email: enquiries@meridiantrust.co.uk