Teaching Policy

For teachers and leaders at Meridian Trust, to set out our Trust-wide approach to teaching, include remote learning

Version number	1.0
Applicable to	All academies
Committee	Curriculum & Standards
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Review cycle	Annually
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Revisions since last version	Policy rewritten to include the previous Teaching & Learning Policy and Remote Learning Policy

Introduction

High-quality teaching and learning are central to Meridian Trust's mission, values and ambition to secure *Achievement for All* across our diverse family of academies. Our schools operate across a wide range of phases, contexts and communities, and this policy reflects our shared commitment to ensuring that every learner experiences a high-quality, inclusive education.

The Trust believes that every pupil can learn, achieve and thrive when teaching is ambitious, inclusive, evidence-informed and responsive to individual needs. The Meridian Teaching Framework sets out our Trust-wide approach to teaching. It has been developed collaboratively by leaders and teachers across phases and settings within the Trust. It reflects national expectations, including the **Teacher Standards**, and draws upon a strong evidence base to define and support effective classroom practice.

Our approach is inclusive by default. We aim to remove barriers to learning so that all learners, regardless of background, prior attainment or need, can thrive and achieve highly aspirational outcomes.

Our approach also recognises that learning is not bound by classroom walls but extended through meaningful engagement with the world beyond it, as exemplified in all schools' Extending the Boundaries of Learning programmes. We recognise that Learning Outside the Classroom (LOtC) encompasses environments, communities and experiences that enable knowledge to be applied and deepened.

Purpose of this policy and the Meridian Teaching Framework

The purpose of this policy and the Meridian Trust Teaching Framework is:

- to ensure a consistently high standard of teaching and learning across all Meridian Trust academies;
- to ensure that all learners experience a coherent, well-sequenced and well-planned curriculum;
- to provide a shared language across our academies to articulate and develop excellent teaching;
- to support teachers and leaders in implementing evidence-informed practice in ways that are appropriate to their context.

The Meridian Teaching Framework



The **Meridian Teaching Framework** articulates the core components of effective teaching. While the approaches and pedagogies used by teachers will vary across subjects, phases and contexts and environments, the framework identifies the key elements that have the greatest impact on

learning over time.

It is not intended to be a set sequence for every lesson, but an articulation of the key elements that comprise great teaching.

Each strand is essential to ensuring that learners benefit from high-quality teaching:

Routines and Standards

To establish consistent, calm and purposeful learning environments where expectations are high, relationships are positive, and learners are supported to focus, participate and succeed.

Explanation and Modelling

To ensure that new learning is introduced clearly and precisely, with expert modelling and explicit instruction that supports understanding and reduces misconceptions.

Questioning and Discussion

To use purposeful questioning and structured discussion to check understanding, promote thinking, and ensure all learners are actively engaged in the learning process.

Practice and Retrieval

To secure learning through deliberate practice, rehearsal and retrieval, enabling learners to develop fluency, build confidence, and transfer knowledge to long-term memory.

Assessment and Feedback

To use assessment and feedback effectively to identify starting points and guide learners in making meaningful progress.

Across all strands, the framework is underpinned by:

- positive culture and relationships;
- an ambitious curriculum, collaboratively developed across our

schools;

- a focus on foundational knowledge (communication and language, reading, writing and numeracy);
- a commitment to inclusion and equity.

The **curriculum** is the progression model for learning and teaching is the vehicle through which the curriculum is delivered.

In most phases and subjects, aligned or co-constructed Trust curricula provide coherence across all schools. Whilst individual schools may tailor aspects of content or delivery to meet local or specialist needs, teachers must ensure that:

- learning is planned and sequenced to build knowledge and understanding over time;
- pupils revisit and strengthen prior learning;
- key concepts, vocabulary and skills are explicitly taught;
- learning is adapted appropriately to ensure access for all pupils;
- assessment informs future teaching and curriculum delivery.

Professional learning and development to support teaching

Meridian Trust is committed to the continuous development of all teaching staff and colleagues who support learning. We recognise that high-quality professional learning is essential to improving outcomes for learners.

Evidence-informed professional development is supported through:

- a coherent career-long development pathway, from Initial Teacher Training (ITT) through Early Career Teacher (ECT) provision and beyond;
- the Cambridgeshire and Peterborough Teaching School Hub (CPTSH)

network;

- Meridian Learning and trust-wide professional learning programmes;
- academy-based professional learning cycles aligned to school priorities;
- Collaborative planning through subject, phase and leadership networks across the trust;
- opportunities for collaboration, curriculum development and sharing of practice between schools;
- partnerships with local, regional and national organisations.

Professional learning is aligned with the Meridian Teaching Framework and informed by evidence, ensuring that development is both meaningful and impactful.

Monitoring and accountability

The quality of teaching and learning and the implementation of the Meridian Teaching Framework are evaluated through a coherent and proportionate cycle of monitoring at multiple levels.

This includes:

- the Teacher Performance Development Review (PDR) cycle, supported by the Trust's appraisal and capability policies where appropriate;
- department and team self-evaluation and development planning;
- Academy Development Plans, with a clear focus on teaching and learning in all environments;
- academy-level monitoring through self-evaluation processes and the Academy on a Page Evaluation (APE), including engagement

with Academy Councils;

- Trust-wide monitoring of the quality and impact of each strand of the Meridian Teaching Framework, captured through APE and central evaluation processes.

Monitoring focuses on improving teaching practice (both within and outside the classroom), supporting professional development, and ensuring coherence and equity for learners across the trust.

Remote education and continuity of learning

At Meridian Trust, we believe that learners benefit most from being taught in school. However, where attendance is not possible, we have a responsibility to ensure continuity of education.

Remote education will be provided as soon as possible where learners are unable to attend and are well enough to learn, and where the school determines that provision is appropriate.

This may include:

- whole-school or partial disruption (e.g. temporary closure or site issues);
- individual absence due to illness, exclusion or other exceptional circumstances.

Remote education will not normally be provided on request and will not usually be provided for short-term illness or unauthorised absence.

Remote learning may include:

- online learning platforms;
- recorded or live teaching;
- paper-based resources;
- independent learning activities;

- adapted provision for pupils with SEND.

In cases of longer, authorised absence, schools may consider a proportionate remote education offer.

Industrial action

Where disruption arises from industrial action, schools will take reasonable steps to maintain provision, including remaining open where possible. Teachers will not be asked or expected to cover for striking colleagues.

Remote education may be considered where it is reasonable and practicable but is not guaranteed and will depend on staffing and circumstances.

Responsibility for decisions rests with school leaders and not individual staff participating in industrial action.

Where remote education is not provided, schools will support learners to catch up on missed learning.

Each school will maintain a remote education plan that can be implemented as soon as possible.

Online learning and safeguarding

All remote education and online learning must:

- adhere to the Trust's safeguarding and child protection requirements;

- use approved platforms and systems;
- maintain professional standards of conduct;
- take account of learners' access to technology and provide alternatives where needed.

Detailed operational expectations are set out in the Trust's safeguarding, ICT acceptable use and Code of Conduct policies.

Review of the framework and policy

This policy and the Meridian Teaching Framework will be reviewed regularly through the Curriculum & Standards Committee of the Trust.

The review process will:

- incorporate feedback from schools, leaders and staff;
- reflect developments in research and national policy;
- ensure alignment with trust priorities and improvement strategies.

Final approval rests with the appropriate trust committee.

Sources and evidence base

The Meridian Teaching Framework and this policy are informed by a range of evidence-based sources, including (but not limited to):

- Teacher Standards (DfE);
- Education Endowment Foundation (EEF) – including the *5-a-day principles for effective SEN support;*
- The Great Teaching Toolkit (EEF);
- Teaching WalkThrus;
- Deans for Impact;
- Rosenshine's Principles of Instruction;

- The Leaders of Their Own Learning – Ron Berger;
- Teach Like a Champion – Doug Lemov;
- Ambition Institute – Inclusive Teaching Framework;
- wider research on cognitive science, curriculum design and effective pedagogy.

These sources provide a robust evidence base to support high-quality, inclusive teaching across all phases and contexts.