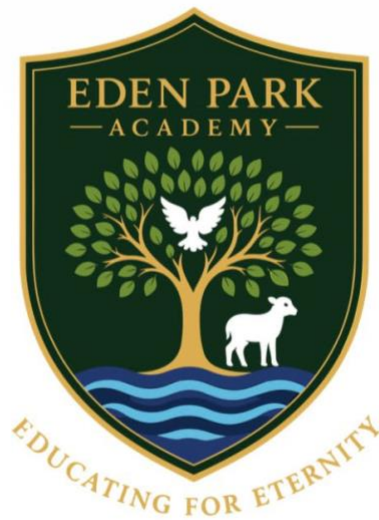


Continuity of Education Policy



Approved by:	The Board of Governors	Date: 31 st of August 2026
Last reviewed on:	1 st September 2025	
Next review due by:	31 st August 2027	

1. Purpose and Scope

This policy outlines Eden Park Academy's approach to ensuring the continuity of education in the event of staff absence. It establishes robust strategies to maintain high-quality learning experiences for students, ensuring minimal disruption. This policy applies to all staff, including teaching and support staff, and covers both short-term and long-term absences.

2. Legal and Statutory Frameworks

Eden Park Academy is committed to complying with relevant **legal and statutory obligations** that govern continuity of education, including:

- **Education Act 1996**– Ensuring all students receive a full-time education suitable to their needs.
- **Children and Families Act 2014**– Providing support for students with Special Educational Needs and Disabilities (SEND).
- **Equality Act 2010**– Ensuring fair access to education for all students, including those with disabilities and additional learning needs.
- **Keeping Children Safe in Education (KCSIE) 2024**– Maintaining safeguarding measures when alternative educational arrangements are made.
- **Independent School Standards Regulations 2014**– Ensuring adequate staffing and planning to meet educational standards.
- **Working Together to Improve School Attendance (DfE 2022)**– Ensuring consistent attendance and engagement in learning.
- **The National Curriculum (2014)**– Maintaining curriculum continuity even in staff absences.

3. Strategies for Continuity of Education

3.1 Proactive Planning and Preparedness

Our Continuity of Education Supervisor is Marion Coward. She can be contacted at m.coward@edensparkacademy.co.uk. She is Assisted by Laura Osei headteacher@edenparkacademy.co.uk

Pre-Prepared Cover Work and Lesson Banks

- Every teacher must upload a **minimum of two weeks' worth of emergency lesson plans** and materials onto the **school's shared digital platform (Google Drive/Microsoft OneDrive)**.
- Subject Leads must review and update lesson banks termly.
- Differentiated materials should be available for **SEND and EAL learners**.

Cross-Training Staff for Multi-Role Coverage

- Teaching Assistants (TAs) and learning support staff will receive **basic subject knowledge training** to support students in the absence of subject-specific teachers.

- Senior teachers and part-time staff will be identified as **‘floating cover staff’** to step in when necessary.

Clear Staff Absence Protocols

- Absences must be reported to the **Senior Leadership Team (SLT)** by **7:30 AM**.
- The **Cover Coordinator** will assign available staff and distribute lesson plans accordingly.

3.2 Flexible and Adaptive Classroom Strategies

Use of Digital Learning Platforms

- **Google Classroom/Microsoft Teams** will serve as the primary learning hub for pre-recorded lessons, assignments, and student interaction.
- Teachers will provide **self-guided learning tasks** and interactive quizzes to sustain engagement.

Peer Learning & Student-Led Activities

- Assign **student learning leaders** to assist peers with tasks.
- Encourage structured **collaborative projects** that promote independent learning.
- Implement a **‘buddy system’** for struggling learners.

Rotational and Flipped Learning

- Classes will be structured into **learning stations**, ensuring multiple tasks can run simultaneously:
 - **Independent study station**– Online or workbook-based tasks.
 - **Peer discussion station**– Group-based collaborative learning.
 - **Teacher-assisted station**– Where available, a teacher or TA supervises smaller groups.
- Students may be assigned **pre-recorded lessons** to watch at home to prepare for the next class.

3.3 Leveraging Technology for Remote Teaching

Live Virtual Cover Classes

- In cases of multiple staff absences, live virtual lessons will be conducted via **Zoom, Microsoft Teams, or Google Meet**.
- Remote guest educators and supply teachers will be utilised when required.

AI-Powered Tutoring & Support

- Platforms such as **Century Tech, Seneca Learning, and Sparx Maths** will be integrated for subject-specific support.
- AI-assisted assignments will provide automated feedback to students.

3.4 Staff Pooling and Collaboration with External Partners

Multi-Class Supervision

- Classes may be merged **with structured learning stations** and video-based instruction where appropriate.
- Available staff will facilitate **question-and-answer sessions** after digital content delivery.

Collaboration with Local Schools & Online Tutors

- Eden Park Academy will establish partnerships with **local schools and educational networks** to share digital resources and live virtual classes.
- Trusted **online tutors** may be engaged for **emergency educational support**.

3.5 Safeguarding and Well-Being Considerations

Pastoral & Well-Being Support

- **Designated Safeguarding Leads (DSLs)** will ensure students at risk receive structured support even in the absence of pastoral staff.
- Temporary well-being check-ins will be conducted for **vulnerable students**.

Routine Parent Communication

- Weekly **email updates** will inform parents about any major disruptions and provide home learning resources.
- Parents will have access to **an emergency support line** for academic queries.

3.6 Long-Term Strategic Solutions

- **Recruit peripatetic staff and supply teachers** for long-term coverage needs.
- Maintain an **“on-call” retired teacher network** to provide emergency educational support.
- Develop **detailed subject resource banks** accessible to all staff and supply teachers.

4. Implementation and Review

- The Senior Leadership Team (SLT) will review the effectiveness of this policy **every term**.
- All staff will receive **annual training** on the continuity strategies outlined in this document.
- A **staff absence simulation exercise** will be conducted **once per academic year** to test the resilience of contingency measures.

5. Monitoring and Evaluation

- Lesson completion and student engagement will be tracked via **digital learning platforms**.
- **Student feedback surveys** will be conducted termly to assess the impact of continuity measures.

- The Governing Body will **evaluate policy effectiveness annually** and recommend improvements where necessary.