

# Continuity of Education Policy

The Eden School



**Approved by:**

The Board of  
Governors

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1<sup>st</sup> September 2025

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31<sup>st</sup> August 2026

# 1. Purpose and Scope

This policy outlines The Eden School'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

The Eden School 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

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### 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

- The Eden School 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.