

EYFS Supervision Policy

Updated January 2024



What is Supervision and why do we do it?

The senior leaders at St Peter's CofE Primary School support staff to undertake appropriate supervision and training to ensure they can continually improve the quality of learning and development experiences they offer for children, whilst allowing a safe confidential space to discuss any issues or concerns. This is in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) which states:

'3.28 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.'

3.29 Supervision should provide opportunities for staff to:

- Discuss any issues - particularly concerning children's development or well-being, including child protection concerns.*
- Identify solutions to address issues as they arise.*
- Receive coaching to improve their personal effectiveness.'*

(EYFS Statutory Framework for Group and School-Based Providers, January 2024)

Who undertakes Supervision?

The supervision process is in addition to regular staff appraisals, in school counselling, and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have

access to the support, training and procedures they require for professional growth and development. Supervision enables leaders and practitioners to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

Purpose of This Policy

1. To ensure that all staff working within the St Peter's CofE Primary School EYFS team provide a safe and effective service which meets the needs of children and their families as well as best practice requirements as outlined in the EYFS Statutory Framework for Group and School-Based Providers (January 2024).
2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.
4. Ensuring that decisions made are in the best interests of the children and meet national and local expectations, policies and procedures.

The Supervision Process

At St Peter's CofE Primary School supervision meetings are between the Headteacher, Deputy Head and the EYFS practitioner. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

Supervision at St Peter's CofE Primary School will follow the below procedures and guidance for meetings.

Before The Supervision Meeting

Prior to the meeting practitioners will complete a 'pre-supervision questionnaire' and provide this to the Headteacher and Deputy head in ample time for them to read it. This questionnaire will form the basis of the meeting and guide the discussions and goal setting. See Appendix 1: Pre-Supervision Questionnaire.

In The Supervision Meeting

The supervision meeting will take place at a mutually convenient time between the Headteacher, Deputy Head and practitioner. One of the senior leaders will complete the discussion while the other makes notes on the outcomes. These notes will be

Provided to the practitioner to agree and sign. These will be kept confidential, unless a safeguarding issue has been disclosed for which necessary and lawful procedures will be acted upon. See Appendix 2: Supervision Record.

Setting Targets/Goals

At St Peter's CofE Primary School the 'GROW' model is used for setting targets/goals.

G.R.O.W.	Objectives	Possible Questions
Goal	Identify goals e.g. end goals, interim goals, SMART* targets	<ul style="list-style-type: none">• What do you want to get out the session?• What do you want to and achieve and by when?• How will you know when you have achieved it?• Are there any interim goals?
Reality	Explore current reality Be objective, curious, tap into emotions, follow the line of interest	<ul style="list-style-type: none">• What actions have you taken so far?• What were the effects of this action?• What is happening around you at the moment?• How confident do you feel about this on a scale of 1-10? Why do you feel like that?• What worries you about this?
Options	Identify a number of ideas and options	<ul style="list-style-type: none">• What options do you have?• When are you going to do it exactly?

		<ul style="list-style-type: none"> • If anything was possible, what would you do? • What are you avoiding? • Would you like another opinion/suggestion?
Will	<p>Convert the discussion into action points</p> <p>Conclude and summarise</p>	<ul style="list-style-type: none"> • What are you personally going to do? • When are you going to do it exactly? • What obstacles might you meet along the way? • How will you overcome them? • What support do you need? • Where are you on a scale of 1 to 10? • How enthusiastic are you? • How clear are you? • How willing are you?

* see Appendix 3 for 'SMART' target definition

(Taken from 'Supervision for Leaders of Early Years Settings, Lancashire Early Years Quality Improvement Team)

Three Key Areas of Supervision

1. Line Management

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, line managers must evaluate practice and provide feedback and guidance to the practitioner. Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Line managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities, and will be agreed in advance and recorded.

2. Supervision to Support Practice with Key Children

Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with St Peter's CofE Primary School EYFS policies & procedures and that all decisions are fully recorded. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources to support children's learning and development. Supervision allows time for conversations regarding safeguarding concerns of Key Children and all children within the setting.

3. Learning and Development

Effective supervision should support the continuing learning and development of practitioners to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process. Through discussion, an individual's learning needs will be assessed and addressed.

Ensuring Effective Supervision

Supervision sessions should be clearly focused, following the completion of the 'Pre-Supervision Questionnaire' and reflecting on targets/actions from the previous meeting. Line Managers and practitioners must prepare for supervision sessions. Supervision sessions are held three times yearly plus one performance management meeting. When supervision is held less frequently the reasons for this should be recorded. Supervision meetings should take place in a comfortable, private place, without interruptions.

Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each

practitioner identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key tasks discussed and agreed during the appraisal.

Resolving Difficulties

When difficulties arise which cannot be resolved between the line manager and the practitioner, the formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

Recording and Reviewing

All matters discussed in supervision must be recorded. The only exception is where a practitioner wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the practitioner's work performance, this must be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the practitioner's personnel records. The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED and Early Years Consultants.

Agreement

All EYFS staff and will sign an annual agreement/contract for the completion of Supervision Sessions. See Appendix 4: Supervision Agreement.

Destruction of Supervision Records

Supervision records are kept securely and in accordance with GDPR legislation. When a practitioner leaves the setting, the supervision records will be held by the employer for five years. After this time the records will be destroyed securely and confidentially.

Reviewing This Policy

This policy will be reviewed, and amended as necessary, with the release of any new EYFS Statutory Framework from the Department for Education.

Completed by: Phillipa Franklin

Role: EYFS Leader

Appendix 1: Pre-Supervision Questionnaire

Burnley St Peter's Cof E Primary School EYFS Supervision PRE MEETING QUESTIONNAIRE (Using Lancashire Format)



The following document is a pre-supervision questionnaire for you to consider. This can be shared with your supervisor prior to the meeting taking place to inform the discussion.

Name:

Date of Supervision Meeting:

1. Describe the best day in your current job.

2. Reflecting on the past 12 months what changes have you seen?

3. Do you feel quality has improved or not? If so give examples or if not why do you think that is?

4. Do you feel you meet the needs of your children and families? How?

5. Where do you see your setting now and where do you think it could be?

6. What are your biggest work place challenges?

7. What breathes life into your team when it is performing at its best?

8. What are your current strengths?

9. What are your current areas to develop?

Appendix 2: Supervision Record

Burnley St Peter's Cof E Primary School EYFS Supervision Record

(Using Lancashire Format)



Remember by engaging in this process we are entering into a confidential, safe arrangement, where no information is shared outside of the discussion. Please note safeguarding concerns will be the exception.

Supervision using the GROW model: Goal Reality Options Way

Name:

Date of Supervision Meeting:

G – Identify some things that must be covered in the meeting. What specifically do you want to achieve? (impact)	R – Why/what is it linked to? (bigger picture) What is currently happening?	O – What have you tried already? What options to improve?	W – Actions from meeting. What will you do now? (intent and implementation)

Achievements e.g. courses, qualifications, compliments, good feedback, new ideas, successes

Other areas for discussion e.g. worker relationships, staffing, workload, CPD, time management

Next steps/ future plans

Signed (Supervisor):

Date:

Signed (Supervisee):

Date:

Appendix 3: SMART Targets

S	Specific	Set one goal at a time.
M	Measurable	Set measurable terms e.g. time frame, quantity, quality or cost.
A	Achievable	Goals set should be do-able and realistic.
R	Relevant	Choose a goal that directly supports your performance requirements.
T	Time Frame	Decide on a way to track progress and time frames.

(Taken from 'Supervision for Leaders of Early Years Settings, Lancashire Early Years Quality Improvement Team)

Appendix 4: Supervision Agreement

St Peter's C of E Primary School, Burnley



EYFS Supervision Agreement

We agree that supervision will be given and received in accordance with the St Peter's C of E Primary School EYFS Supervision Policy which includes more details of the supervision process.

This supervision agreement is between _____
(insert name of supervisor)

and _____
(insert name of supervisee)

and outlines what each of us can expect from the supervision process and what our responsibilities are.

- We will arrange supervisions on a termly basis and neither of us will cancel these unless there is an urgent reason to do so.
- Where possible the agenda will be set prior to the meeting by both the supervisor and the supervisee following the completion of the 'Pre-Supervision Questionnaire'.
- Supervisions will start promptly and will finish after an hour or when we have had time to discuss all issues.
- We will treat our conversations with respect for each other's views. Both of us should feel free to express personal views and opinions without prejudice.
- We will hold supervisions in a quiet area where other people cannot overhear us. We will keep the contents of supervisions confidential, although some issues may need to be referred to the supervisor's Line Manager or other agencies if necessary (e.g. Social Care). If either person is unclear about the boundaries of confidentiality on a particular issue, this will be discussed at the time the issue arises.
- The supervisor is responsible for recording supervision meetings. His/her notes should reflect the nature of discussions at the meeting and contain all action points. We will keep a written record of each supervision meeting which we shall both sign and each of us shall have a copy.
- We will both complete any actions agreed at supervision within the agreed timescale. At our next supervision, we will review the notes of the previous supervision to ensure that all actions have been carried out.
- We recognise that discrimination against people, on grounds of race, gender, disability, age, sexual orientation, religion or belief and for other reasons, can exist in overt and covert, unintentional forms. We agree that anti-discriminatory practice should be promoted through the supervision process, by addressing issues of diversity and equality positively, openly and with sensitivity.
- During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to

Signed:
(Supervisor signature)

Signed:
(Supervisee signature)

Date:

Date: