

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

*'Let your light shine before others,
that they may see your good deeds and glorify your Father in heaven.'*

Matthew 5:16

Supervision Policy (EYFS)

Date adopted by Governors:	July 2025
Date for policy review:	July 2026
Person responsible for review:	Headteacher
Signed by Chair of Governors	<i>L. Oranally</i>

What is 'Supervision'?

Supervision is an effective tool for supporting staff members, developing personal and professional skills and creating a culture of mutual support and teamwork.

Supervision is primarily a tool to support the management of practice and therefore a key part of staff support systems. Where successful, it should provide practitioners with a route through which they can raise any professional queries, to discuss career progression, clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It is also an opportunity for staff to raise any concerns that they might have about children in their care and to receive support to help them deal with difficult or challenging situations at work. Supervision meetings should also be a process that enables both parties involved to develop a positive and mutually supportive discussion and on-going development plan. Not all supervision needs to be planned. Spontaneous supervision must occur in the event of concerns or safeguarding issues arising. At Shottery St Andrew's C of E Primary School, we have an 'open door' culture and staff are actively encouraged to speak to their line manager at any time. Supervision meetings do not replace the need for Staff Professional Development Review but will feed into this system.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and wellbeing.

Statutory Requirements

The Early Years Foundation Stage Framework (2017) states:

'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.'

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Management

- To find out about staff as individuals and enable them to see where the setting they work for is going and how they can contribute to it.
- To provide an opportunity to respectfully challenge practice.
- To manage performance and capabilities.
- To reiterate organisational expectation.
- To make sure children and their families receive the highest quality care and service.
- To improve communication and share responsibility.

- To maximise the safeguarding of children.

Learning and Development

- To provide an opportunity to look at staff roles and responsibilities.
- To reflect on, analyse and evaluate own practice.
- To support the setting of personal goals and a chance to review, change or adapt recent or past actions.
- To promote confidence and safe working practices.
- To provide an opportunity to agree actions for both parties.
- To allow disagreements to be recorded and solutions explored at the earliest opportunity.

Supportive

- To provide a time to listen to each other.
- To value, motivate and empower staff in their work and on-going commitment.
- To enable staff to be involved in decision making and problem solving.
- To support staff to manage work effectively.
- To discuss any issues including issues related to health and safety, safeguarding and workload.

What will be discussed in Supervision Meetings?

Supervision should provide opportunities for staff to:

- Review actions from last supervision meeting.
- Discuss any issues (particularly concerning children's wellbeing or development, in particular SEND, EAL and G&T children).
- Identify solutions to address issues.
- Receive coaching to improve professional effectiveness and discuss how successes can be shared with other members of staff to enrich the experience of all children.

Key Responsibilities for Individuals Carrying Out Supervision

To be an effective supervisor, a line manager needs to consider how they will:

- Organise sessions in advance and only change the arrangements in exceptional circumstances.
- Ensure meetings are well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- Select an appropriate place for the meeting that is free from interruptions.
- Cover all the areas included within the School's Supervision Policy.
- Ensure issues raised are not discussed with other members of staff.
- Record the meeting accurately and provide a copy for the supervisee.

Key Messages for Supervisees

For everyone to gain the maximum benefit from supervision, it is essential that supervisees:

- Prepare for each meeting by reviewing notes and thinking about the issues to discuss.
- Are ready to share their thoughts and ideas in the meeting.
- Talk openly about what has gone well and what has been challenging.
- Ensure issues raised are not discussed with other members of staff.

- Are prepared to plan and undertake training and other development activities as agreed with their supervisor.
- Read and agree the notes from the meeting and carry out any required actions.

Frequency of Supervision Meetings

The frequency of supervision meetings will vary with the experience of the individual, how long they have been in post, the complexity of their role and any particular support needs that have previously been identified however, one supervision meeting per half term will be scheduled.

Completing the Written Record of the Supervision Meeting

Every supervision meeting will result in an agreed written record of what has been discussed and what actions should be taken next with clear timescales and identified responsibilities. This will support CPD and feed into the Professional Development Review system. The supervisor and supervisee will need to agree on the content as an accurate record of the meeting, with both individual signing and retaining a copy of the notes for future reference. Any issues or action points will be discussed at the next meeting. If the issues are concerning safeguarding or welfare, then the procedures stated in the Safeguarding and Child Protection Policy must be followed immediately.

Supervision Meeting Record
Shottery St Andrew's C of E Primary Early Years Setting

Supervisee			
Supervisor			
Review of previous supervision session			
Review of last supervision and progress on actions			
Content of discussion (include Management, Learning and Development and Support needs)			
Notes of individual children discussed			
Details of a discussion of an individual child should be recorded in the child's individual record.			
Actions agreed			
Performance Management	Agreed actions	Completed	Not completed
Learning and Development	Agreed actions	Completed	Not completed
Support	Agreed actions	Completed	Not completed
Date of next meeting			
		Supervisee	Supervisor