



# Barton CE (VA) Primary School

## EYFS Supervision Policy

Date policy last reviewed: 26.03.25

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## Introduction

The daily experience of children in Early Year's settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

Barton CE (VA) Primary School aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer to children. The Staff Supervision in Early Years and Childcare, July 2022, states that Supervision should provide opportunities for staff to:

- review and monitor practice
- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Supervision is an individual meeting between a school leader and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families. Supervision applies to all Early Years staff. The supervision process is in addition to regular staff appraisals 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 school leaders and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice which is part of safeguarding; placing the child at the centre.

## The Supervision Process

Supervision is primarily a 1:1 meeting between a member of staff and a school leader (typically the Early Years Lead).

The supervision process includes the three following areas:

### 1. Line management

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, leaders must evaluate practice and provide feedback and guidance to the employee. Leaders conducting supervisions 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. Leaders 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.

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## 2. Supervision to support practice with key children

At Barton, the EYFS lead and Class Teacher is the key person for all children in Reception. All the staff working in Robin Class play a vital role to each child's learning and development and therefore there is the opportunity to discuss the needs of the children to ensure that staff feel supported to make choices that are in the best interest of the children and their families and that all decisions are fully recorded and where applicable added to children's records, learning journeys and assessments. Supervision also aims to ensure best use of resources.

## 3. Learning and Development

Effective supervision should support the continuing learning and development of employees 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. Leaders and employees must prepare for the sessions. Supervision sessions will be held termly, as a minimum, based on the experience of the staff. Supervisions must take place in a comfortable, private space, without interruptions. Supervisors should also make themselves available outside of the formal supervision process. It is good practice that each employee 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 session.

### **Recording and Reviewing**

All matters discussed in supervision must be recorded (see Appendix 1). The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced on the supervision record, where this issue impacts the employees work performance.

All records will be filed away in the employee's personnel records alongside a signed copy of the Supervision Agreement, Appendix 2.

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

### **Destruction of Supervision Records**

When an employee leaves the setting, the supervision records will be held by the employee for five years when they can be destroyed securely and confidentially.

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## Appendix 1

### Supervision Meeting Record:

Name of Supervisee:	Name of Supervisor:	Date:
Progress on actions agreed from previous meeting:		
Management: (resources, workload, targets, specific duties, time management)		
	Actions:	When:
		By Whom:
Professional Support: (key person role including review and reflection of work with individual children, groups, and the progress of each of their key children, observation, assessment, planning, and children's next steps, evaluation of practitioners work and interventions, safeguarding, designated person role, work life balance and well being)		
	Actions:	When:
		By Whom:
Mediation/collaboration: (work relationships, communication, safeguarding, work with other agencies, work with parents, and where appropriate other settings which their key children attend)		
	Actions:	When:
		By Whom:
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, constructive feedback and observation of practice, training needs including Safeguarding updates)		
	Actions:	When:
		By Whom:

Has there been any change in your circumstances which is relevant to the setting or your role e.g., you being investigated, cautioned, or charged for an offence which calls into question your suitability for the role, disqualification by association etc.? Since your last supervision		
	Actions:	When:
		By Whom:
Wellbeing Support: (work/life balance, current wellbeing levels, any support needed to improve wellbeing)		
Any other areas for discussion:		
Date of next meeting:	Signed (supervisee):	Signed (supervisor):

## Appendix 2

### **Supervision Agreement**

We agree that supervision will be given and received in accordance with the Barton CofE Primary School 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.
- 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).
- 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.

Signed: ..... Signed: .....  
(Supervisor signature) (Supervisee signature)