

DOROTHY BARLEY INFANT SCHOOL



EYFS Supervision Policy

Approval by Governing Body: Autumn 2024

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Intent:

Supervision will support and strengthen the safeguarding culture we are committed to in our setting. Dorothy Barley Infant School EYFS aims to provide appropriate, responsive, flexible services for all the children in our care. We take our pupil supervision seriously as we do with monitoring our staff supervision of our pupils.

We can only do this if our staff:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Are fully supported in their work and managed effectively

This policy applies to all staff working within the EYFS setting, including teachers, teaching assistants, and any other staff directly involved in the care and education of children.

Main objectives:

- Ensure the safety and well-being of all children
- Support staff in delivering high-quality teaching and care
- Foster staff development through ongoing training and mentorship
- Create a collaborative environment that encourages reflective practice
- Address any concerns about children's development or safeguarding promptly

Implementation:

- **Frequency:** Supervision sessions should take place at least once per term for all EYFS staff and more frequently if needed. Informal supervision may occur on a day-to-day basis.
- **Format:** Sessions can be individual or group-based, depending on the needs of the staff and topics discussed.
- **Content:** Topics include curriculum planning, child observations, safeguarding issues, professional development goals, and any concerns.

In practice:

- **Team Development:** Providing feedback to all staff (including support staff), allows us to identify any individual needs of staff in terms of training/coaching.
- **Pupil Progress meetings:** Teachers have the opportunity to talk through any pupils or issues of concern.
- **Weekly planning meetings:** Teachers are supported with planning and have time to share concerns/feedback.
- **Fortnightly group support staff meetings:** Professional development for support staff focusing on the needs of the children in their class/overall effectiveness of the setting, opportunities for staff to raise thoughts/concerns/issues.
- **Informal discussions:** Regular check-ins and informal feedback.

Roles and responsibilities:

Supervisors (Head of School / SLT / EYFS Lead):

- Conduct and document supervision sessions.
- Provide guidance, feedback, and support for staff.
- Address issues related to safeguarding, performance, or professional development.

Supervisees (EYFS Staff):

- Participate actively in supervision sessions.
- Reflect on their practice and raise any concerns or support needs.
- Implement agreed-upon actions and development goals.

Content of Supervision Sessions:

Supervision sessions will typically cover:

- **Child Development and Learning:** Discussion of children's progress, areas of concern, and strategies for supporting individual needs.
- **Safeguarding and Welfare:** Any safeguarding concerns or training needs to further support vulnerable pupils.
- **Professional Development:** Identification of areas for training and professional growth, setting development goals.
- **Emotional and Professional Support:** Providing a safe space to discuss workload, challenges, and well-being.

Performance Monitoring and Development:

- **Observation:** Regular classroom observations should complement supervision to provide constructive feedback.
- **Goal Setting:** During each supervision session, staff will set achievable goals related to their teaching, planning, and professional growth.
- **Review:** Progress against goals is reviewed in subsequent sessions, and new objectives are set as necessary.

Safeguarding:

Safeguarding is a core focus in every supervision session. Staff must be encouraged to raise any safeguarding concerns immediately and should feel supported in doing so. Supervisors must be prepared to address safeguarding issues and refer concerns following the school's safeguarding policy.

Confidentiality:

All supervision discussions are confidential, with records only accessible to relevant staff and senior management. Any information related to safeguarding concerns will be shared in line with statutory guidance and school policy.

Policy Review:

This policy will be reviewed annually to ensure it meets current best practices and statutory requirements.

This policy provides a foundation for a structured, supportive approach to supervision in EYFS settings. Regular, reflective supervision can enhance staff effectiveness, support their well-being, and improve outcomes for children.