

EYFS Supervision Policy

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1. Purpose and Aims

The aim of this policy is to provide a framework for the professional supervision of all Staff working at Hampstead Hill School. The principal aim is to ensure that it meets the needs of the School, the Staff and their supervisors regardless of the area in which they work and sets out the procedures for supervision. HHS must put appropriate arrangements in place for the supervision of Staff who have contact with children and families. Effective supervision provides support and training for Staff 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 provides opportunities for Staff to:

- Discuss any issues – particularly concerning children’s development or wellbeing
- Discuss any child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

This policy is based on the [Statutory Framework for the Early Years Foundation Stage](#).

2. Structure of Supervision within the Performance Management Framework

- Supervision – planned, regular one to one meeting between the supervisor (line manager) and the supervisee in order to meet organisational, professional and personal objectives
- Group Supervision - a meeting between one of the supervisors and the team in order to meet organisational, professional and personal objectives
- Performance Management Meeting - an annual meeting (reviewed six monthly), the aim of which being the review of objectives set the previous year, to set measurable objectives that drive individual and whole School performance
- Targeted Improvement - this impromptu process forms part of the appraisal process and aims to encourage the line manager and supervisee to identify and evaluate practise to date.

3. Principles of Supervision

Supervision is a regular, planned, accountable process, which must provide a supportive environment for reflecting on practice and making well-informed decisions using professional judgement and discretion. Supervision should enable Staff to:

- Be accountable for their practice and uphold professional standards; build purposeful, professional relationships and communicate effectively
- Make sound professional judgements based on good practice and seek advice from line manager
- Proactively contributing to the organisational structure of the School to ensure consistency for Staff and pupils
- Reflect on, analyse and evaluate their practice and seek support to manage the emotional impact of their work e.g. in relation to child protection, SEN, Staffing, CPD
- Share, debrief and identify any further required resources to address stressful situations or those that cause them concern
- Challenge constructively in the interests of children, families, Staff and other professionals who are in contact with the children in the care of HHS
- Develop the knowledge, skills and values required for their own role, professional development and as part of the wider School structure
- Contribute to research and use knowledge and experience to explore new ways of working

- Ensure peer and management review of professional decisions and to encourage mutual learning and development
- Communicate with their line manager on issues that are identified in the School in relation to policies, procedures, organisational factors and children's wellbeing and development
- Adhering to Whistleblowing Policy if concerns arise around a member of Staff
- Manage realistic workloads and discuss proactive ways of targeting this if levels increase

4. Supervision to Support Practice with Key Children

According to the EYFS Framework, each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

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 HHS policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning progress and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources.


5. Methods of Supervision at HHS

At HHS we use a variety of methods for monitoring and evaluating Supervision and Performance Management

- Lesson observations
- Book looks
- Learning walks
- Staff surveys
- CPD
- Appraisal
- Mid-year review
- Staff meetings

6. Links with Other Policies and Documents

- Performance Management Policy
- Staff Capability Procedures
- EYFS Policy

Last Review	November 2022
Next Review	November 2023
Name	 Ross Montague Headteacher