



POLICY AND PROCEDURES ON STAFF SUPERVISION FOR EARLY YEARS FOUNDATION STAGE

NEXT REVIEW DATE: September 2026

This policy applies to all EYFS practitioners.

1 Introduction

- 1.1 Effective supervision provides support, coaching and training for the practitioner and promotes the interests of the children. At LGS Stoneygate School, supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages discussion of any issues, but particularly those concerning children's development or well-being, including child protection concerns. (EYFS Statutory Guidance 3.22 and 3.23)
- 1.2 The aim of supervision is to discuss and provide support and empowerment to staff to make sure they feel equipped and happy to fulfil their job effectively. These meetings provide an opportunity for open discussion where staff have time to discuss any worries, concerns or constraints within their role and the school as a whole.
- 1.3 The key elements are coaching, training and personal development and the focus on children and their well-being. It is a two-way process to enable both parties to develop a positive and mutually supportive discussion and ongoing provision.
- 1.4 Not all supervision is planned. Unplanned supervisions may also occur during the course of the year to identify solutions to address issues as they arise. An 'open door' culture is encouraged.
- 1.5 Supervision is a termly one to one meeting.

2 The Purpose of Supervision

- 2.1 Supervision has several purposes and forms an important part of the continuing professional development and staff support system at LGS Stoneygate School.
- 2.2 It aims to support personal achievements and EYFS Practitioners and to enable them to understand the aims of LGS Stoneygate School and how they can contribute to these aims. It provides an opportunity to respectfully challenge individual and team practice for the benefit of the setting, improving communication between staff.

2.3 It provides an opportunity to discuss individual roles and responsibilities and to discuss future professional development. It should provide an opportunity to reflect on, analyse and evaluate practice. It will support the setting of targets for the EYFS setting and enable best practice to be explored within the appraisal process. It will promote safe working practices and ensure a thorough understanding of safeguarding issues.

3 Frequency of Supervision Meetings

3.1 Meetings will take place once a term with the EYFS Lead or member of SLT. However, further meetings are always available, and an open-door policy is encouraged.

3.2 For newly appointed members of staff meetings may take place more regularly.

Appendix 1

Record of EYFS Staff Supervision and Coaching

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|-----------------------|-------|
| Name of staff member: | Role: |
|-----------------------|-------|

| | | | |
|---|--|---------------------------|-------------|
| Date of meeting: | | Meeting led by: | |
| Children – development, well-being and safeguarding matters: | | | |
| Action: | | By: | Time scale: |
| Main Responsibilities (including core roles – planning, lesson execution, observations and assessment, key person role, health and safety, policy updates, matters arising from staff meetings): | | | |
| Action: | | By: | Time scale: |
| Relationships (with staff members, children, families and other external agencies): | | | |
| Action: | | By: | Time Scale: |
| Personal Development: | | | |
| Action: | | By: | Time Scale: |
| Signed: | | Staff member | |
| Signed: | | Head of EYFS and Pre-prep | |
| Date of next meeting: | | | |