



**BLENHEIM
SCHOOLS**

EYFS SUPERVISION POLICY

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CONTENTS

1.0	PURPOSE.....	2
2.0	RESPONSIBILITY.....	3
3.0	PROCESS AND FREQUENCY.....	3
4.0	SUPERVISION STANDARDS	4
5.0	RECORDING SUPERVISION MEETINGS	5

Terminology

- “Our teams” and” “team member/s” include everyone working in Outcomes First Group’s settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.
- “Parents and carers” refer to the person or -people with legal parental responsibility for the child/young person
- In this policy the term “senior manager” means the School Headteacher, EYFS Lead, Manager and their designated deputies.

1.0 PURPOSE

Supervision is a formal process through which professional practice is regularly reviewed, monitored, and supported to promote continuous improvement and ensure the provision of high-quality care and support for children and their families.

Supervision acts as a means for ensuring that team members have access to the support, training and procedures they require for professional growth and development as well as an opportunity for leaders and managers to monitor the mental health and well-being of team members.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for team members to:

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

This policy has been developed in line with:

- [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Working Together to Safeguard Children](#)

And should be read and implemented alongside the Group and school's other policies, including:

- EYFS Scope & Attendance Policy
- Key person (EYFS) Policy
- Safeguarding Policy
- Code of Conduct & Ethics
- Low-Level Concerns Policy
- Data Protection Policy.
- Whistleblowing Policy

2.0 RESPONSIBILITY

Supervisors are responsible for preparing for supervision, maintaining confidentiality, recording agreed actions and escalating safeguarding or welfare concerns immediately in line with school procedures. Team members are expected to engage openly with supervision, complete agreed actions and identify any support or training required.

The EYFS Coordinators, managers and/or the Headteacher are responsible for ensuring that supervision meetings are conducted with every team member. The team member is responsible for ensuring that they meet the required standard for their role.

3.0 PROCESS AND FREQUENCY

Supervision happens in several ways; initially for new team members it begins with induction and mentoring and for all team members there follows a regular support system as below;

Daily/ Weekly

- support from assistants and colleagues
- support and guidance as needed from senior managers and room leaders, through staff meetings, event evaluation, planning, profile and assessment monitoring

Termly

- Observations from a senior manager followed by feedback
- Self-reflection documentation and feedback meetings with senior team members looking at strengths/ weaknesses/ training needs and where relevant focus areas/targets.
- Peer to peer observation; an opportunity for team members to observe other team members and year groups in action and benefit from best practice sharing
- Evaluation of data associated to children's progress ensuring delivery of EYFS is effective
- CPD programme, internal inset/ cluster group, local borough and external courses

Annually

- Annual appraisal as part of the development cycle consisting of a self-review form to be completed, formal focused observation followed by a review meeting with a senior manager. This can inform training needs, target setting as well as recognition of excellent practice.

Discussions should encourage reflective practice and include safeguarding responsibilities, safer working practice, whistleblowing, low-level concerns, equality, SEND where appropriate, wellbeing and professional development. Actions should be SMART, reviewed at the next supervision and monitored by leaders.

Individual Named Supervision (1:1)

In addition to the above, every team member will receive a formal named 1:1 supervision meeting at a minimum frequency of every six to eight weeks, and no less than once per term. This named individual supervision is distinct from general team meetings or peer observation sessions. For new and probationary team members, 1:1 supervision will take place at least monthly during their first term in post. Records will be maintained in accordance with Section 5.0 of this policy. The frequency of individual supervision must be sufficient to allow the supervisor to identify and respond promptly to any welfare, safeguarding or practice concerns (EYFS Statutory Framework, 3.35).

4.0 SUPERVISION STANDARDS

Team members should expect:

- To be given clear objectives and standards, appropriate deadlines and help in achieving their objectives (this includes relevant and current knowledge of the EYFS statutory guidance.)
- To be able to question how things are done and what is expected.
- To be given the opportunity and time to express any concerns
- To be given appropriate support and receive coaching where necessary.
- To be told in a constructive way if their work is poor, incompetent or unacceptable and to have a strategy for improvements discussed and agreed.
- To be told when a piece of work/ initiative or activity has been done well.

The Manager should expect:

- To have their management responsibilities understood and respected by the team member they manage.
- Once targets and/or objectives are set the team member will produce work to an agreed standard in a sensible timeline.
- That team members will demonstrate a willingness to strive for continuous improvements.
- That team members will be open, honest and non-defensive when their work is being discussed.
- To be able to withdraw a team member from a particular piece of work or activity, or to terminate that piece of work or activity if there are reasons for doing so and this will be communicated to the team member.

Records should be completed promptly, agreed by both parties where appropriate, stored securely in accordance with the UK GDPR and the Data Protection Policy and retained in line with the school's retention schedule. Safeguarding concerns identified during supervision must also be recorded on the school's safeguarding recording system without delay.

5.0 RECORDING SUPERVISION MEETINGS

The supervision meeting will be recorded by the manager within 7 working days. A copy of the supervision record will be given to the team member and stored in the EYFS folder.

To ensure that the confidentiality and identity of individual children is maintained within the supervision record, no names of the children discussed will be used, only initials.

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