Early Years Supervision Policy

Policy Owner:	Lighthouse Multi Academy Trust
Approved/ Ratified:	Pat Hunt
Review Dates:	September 2027

Document Version Control Log

Version	Modification Date	Synopsis of Changes
1.0	October 2025	
2.0	August 2026	Updated policy in line with new Early Years Statutory Framework effective 1st September 2026.

The Lighthouse Multi Academy Trust has an early years supervision policy because it is a statutory requirement under the Early Years Foundation Stage (EYFS) framework to ensure staff are supported, their practice is monitored, and children are kept safe. This policy helps to safeguard children by providing a framework for staff to raise concerns, receive support, reflect on their practice, and improve the quality of care and education.

Introduction

The new and revised Early Years' Foundation Stage 2021 places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement.

The Statutory Framework for the Early Years foundation stage Framework for schools and providers statutory framework for the Early Years Foundation Stage (EYFS) (effective 1st September 2026) makes the following statements on **Page 30:**

3.35 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner 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.

3.36 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

Our planned supervision will provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

What is supervision?

Practitioners often manage increasingly complex issues in their intensive work with children and families. They can feel anxious, discouraged or overwhelmed, lose confidence and perspective, feel threatened and unable to cope with the demands of their jobs. Even when things are going well, there is a need to step away from the day-to-day demands and review and reflect on practice.

Supervision is an individual meeting between a manager and each staff member, including teachers, Teaching Assistants (TA's), Learning Support Assistants (LSA's), Higher Level Teaching Assistants (HLTA's), Apprentices completing Level 2 or 3 training in order to support their role as key persons working with children and their families.

Supervision provides a regular, dedicated time (approx. 30 mins-1 hour) for 1-1 reflection and discussion.

The Lighthouse Multi Academy Trust aims to support staff in all our academies to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer the children.

Supervision should be regular, and although OFSTED does not specify how often or how long supervision should take place, the Lighthouse Multi Academy Trust has made the decision to hold a 1:1 meeting, a minimum of twice per year for 30 minutes- 1 hour.

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 professional actions are examined and reviewed.

There are 5 types of supervision we use at the Lighthouse Multi Academy Trust:

Type of supervision	What is it?	What do we do?	How long?
Day to day conversations	Daily conversations between colleagues regarding the plans for the day / session	Deal with day to- day issues as they arise, including whistleblowing. Ad hoc, as required. Record significant issues and actions agreed	As required on any working day
Individual supervision	Individual supervision means face-to-face contact between a supervisor and an individual supervisee in a private session wherein the supervisor and supervisee deal with problems unique to the practice of that supervisee.	1:1 meetings twice per year *	30 mins- 1 hour
Group supervision	Group supervision involves the use of a group setting to enable members to reflect on their work. By pooling skills, experience and knowledge, the aim of the session is to improve the skills and capability of both individuals and the group.	Phase meetings fortnightly with the Early Years leader ** Whole academy weekly diary dates (whole academy) Weekly Staff Inset (teachers) TA's/ LA's invited when applicable	20-30 mins 10-15 mins 1 hour
Inter-Professional Supervision	When 2 or more professions work together to achieve a common goal.	Academy may work alongside: • Speech and Language Therapist • Health Visitor/ School nurse • Educational psychologists • Occupational therapist • Paediatrician • Social Worker • Play Therapist • CAMHS	30 mins- 1 hour as and when required
External Supervision	External supervision takes place between a supervisor and practitioner who do not work for the same organisation and it occurs outside of the worker's normal place of work	The Lighthouse Multi Academy Trust deliver termly Early Years network meetings and annual GLD moderation to share expertise and quality assure data judgments across the Academy's. External advisor Jo Austin to support where necessary.	Early Years network meetings termly 2 hours (6 hrs total) GLD moderation (2 hours annually)

*Although individual supervision meetings are scheduled twice per academic year, staff can request a 1:1 meeting with the Early Years Leader or Director of Early Years and Curriculum at any time throughout the academic year if they require additional support, guidance or advice.

Some academies may also choose to hold **weekly phase meetings with their Early Years team members to provide regular opportunities for communication, collaboration, support and professional discussion.

What is the purpose of supervision?

- ✓ To develop confidence, and increase skills, insight and courage when working with children, parents and the community.
- ✓ To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust, respect and a non-judgemental style.
- ✓ To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
- ✓ To reduce stress-related absences, and increase confidence in dealing with complex safeguarding and other dilemmas.
- ✓ To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- ✓ To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with Trust and Academy values, policies, procedures and quality standards.
- ✓ To monitor progress in relation to appraisal objectives.
- ✓ To identify and acknowledge strengths, deliver praise and provide targeted support through coaching.
- ✓ To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting.
- ✓ To model a preferred way of working and relating, which can be transferred to other working relationships.

Supervision promotes well-being. Formal one-to-one supervision, within the line management structure of an Early Years setting, can support, encourage development and foster self-management in practitioners whose work requires them to encourage development and foster self-management in children and families. Good working relationships are developed when formal and informal support combine to help staff feel they are important and valued members of the team.

The Crucial Cs (Bettner & Lew, 1990) is a framework that practitioners find useful in remembering that equality does not mean that people are the same, but that throughout life, emotional well-being and constructive behaviour depend upon fundamental human psychological needs being understood and met. Four words beginning with the letter 'c' can help a setting work to ensure that the needs of staff members, teams, children and families are taken into account, their needs:

1) to belong, fit in, feel secure or feel connected;

2) to be competent, to improve and to take responsibility or to feel capable;

3) to feel significant, be seen as self-determining and able to make a difference or to feel they count; and

4) to feel able to handle difficult situations and overcome fear or to have courage. These promote mutual respect, genuine self-esteem and teamwork.

The Crucial Cs

If I have the Crucial Cs		If I don't have the Crucial Cs
	CONNECT	
I feel secure I can reach out I can make friends I co-operate	I believe **I belong** I need communication skills	I feel insecure, isolated I am more susceptible to peer pressure I seek attention I compete
	CAPABLE	
I feel competent I have self-control & self discipline I am self reliant	I believe **I can do it** I need self-discipline	I feel inadequate I try to control others I become dependent I seek power
	COUNT	
I feel valuable I can make a difference I contribute	I believe **I matter** I need to assume responsibility	I feel insignificant I may try to hurt back I seek revenge
	COURAGE	
I feel hopeful I am willing to try I am resilient	I believe **I can handle what comes** I need Good Judgement	I feel inferior I may give up I use avoidance

Bettner, B.L. & Lew , A. (1990): *Raising Kids Who Can*. Newton Ctr MA: Connexions Press.

Monitoring

The Lighthouse Multi Academy Trust Early Years and Curriculum Director will:

- ✓ Complete Termly Early Years visits
- ✓ Check Supervision Records are up to date
- ✓ Complete an annual staff survey to gather staff views on the quality of the Supervision sessions

The Senior Leadership Team (SLT) and the Early Years Leader from each Academy will:

- ✓ Scrutinise planning
- ✓ Observe practice through termly lesson visits
- ✓ Observe practise through termly learning walks
- ✓ Complete termly environment checks
- ✓ Deliver annual meetings with the SENDCo to discuss the needs of the SEND pupils and what specialist/ individual resources they need
- ✓ Hold termly Pupil progress meetings to discuss Arbor data
- ✓ Complete termly book checks including:

<u>Nursery</u>

- Individual children's learning journeys
- Class book including SCARF PSHE
- Little listeners/ RWI book/letterjoin
- Maths book
- Art Sketch book

<u>Reception</u>

- Individual children's learning journeys
- Class Book
- PSHE SCARF, Circle time and RE time big book
- RWI book
- Handwriting book
- Maths book
- Writing book
- Art Sketch book

This monitoring will inform Supervision meetings to improve and develop practice and children's outcomes. Monitoring will be regular and the Trust Early Years and Curriculum Director may request to see this monitoring during the termly Early Years visits.

How is supervision organised?

The Lighthouse Multi Academy Trust Early Years and Curriculum Director will lead 1:1 Supervision meetings with the Early Years Leader from each Academy at least once per academic year. The Early Years Leader in each Academy will lead 1:1 Supervision Meetings for all members of their Early Years Team at least twice per academic year.

Supervision is primarily a 1:1 meeting between a member of staff and their manager. However, supervision functions may also be carried out additionally through other mechanisms such as phase meetings and informal peer/ group supervision.

Supervision will be in addition to Performance Management, be face-to-face, and take place in a private room free from disturbance.

Supervision is provided by the Early Years Leader or a member of SLT in their absence.

Staff who receive group supervision will also have a minimum of two individual supervision meetings annually.

All supervision is recorded by the supervisor, shared with the supervisee and stored in a supervisor folder for SLT and the Lighthouse Multi Academy Trust Early Years and Curriculum Director to access.

Group Phase meetings will take place on a fortnightly basis led by the Early Years Leader. The agenda and notes will be minuted and staff will receive these via email and have access to copies on the Google drive. A copy of these is also shared with the Lighthouse Multi Academy Trust Early Years and Curriculum Director. (see Appendix 1)

A n Early Years Staff Supervision Agreement is in place which all staff have read, agreed and signed. (see Appendix 2)

An agreed Staff Supervision Record form will be used to capture discussion points and decisions made. (see Appendix 3)

Any CPD training which staff attend is discussed at Phase meetings. Staff complete a CPD evaluation to explain how they will implement aspects of the training in their day to day practise. (see Appendix 4)

Discuss Trust messages at phase meetings as they arise and are shared by the Lighthouse Multi Academy Trust Early Years and Curriculum Director

The Individual Supervision Record will be printed and given to the staff member at the end of the meeting or within 5 working days.

The staff member will check the notes and sign the supervision record, returning it to the supervisor to add to the supervision folder.

The Early Years leader will complete the Early Years Supervision Overview record (see Appendix 5) and email this to Mrs Emma Wanglin the Director of Early Years and Curriculum Development.

Ensuring effective supervision

- ✓ Supervision sessions should be clearly focused.
- ✓ Line managers and employees must prepare for supervision sessions.
- ✓ Supervision sessions are held twice yearly plus one performance management meeting.
- ✓ Supervision meetings should take place in a comfortable, private place, without interruptions.
- ✓ Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions.

Recording and Reviewing

All matters discussed in supervision must be recorded. 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 in the supervision record, however where this issue impacts on the employees work performance, this must be recorded in the supervision record.

The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of theinspection process. This may include OFSTED, Local Authority and Early Years Consultants.

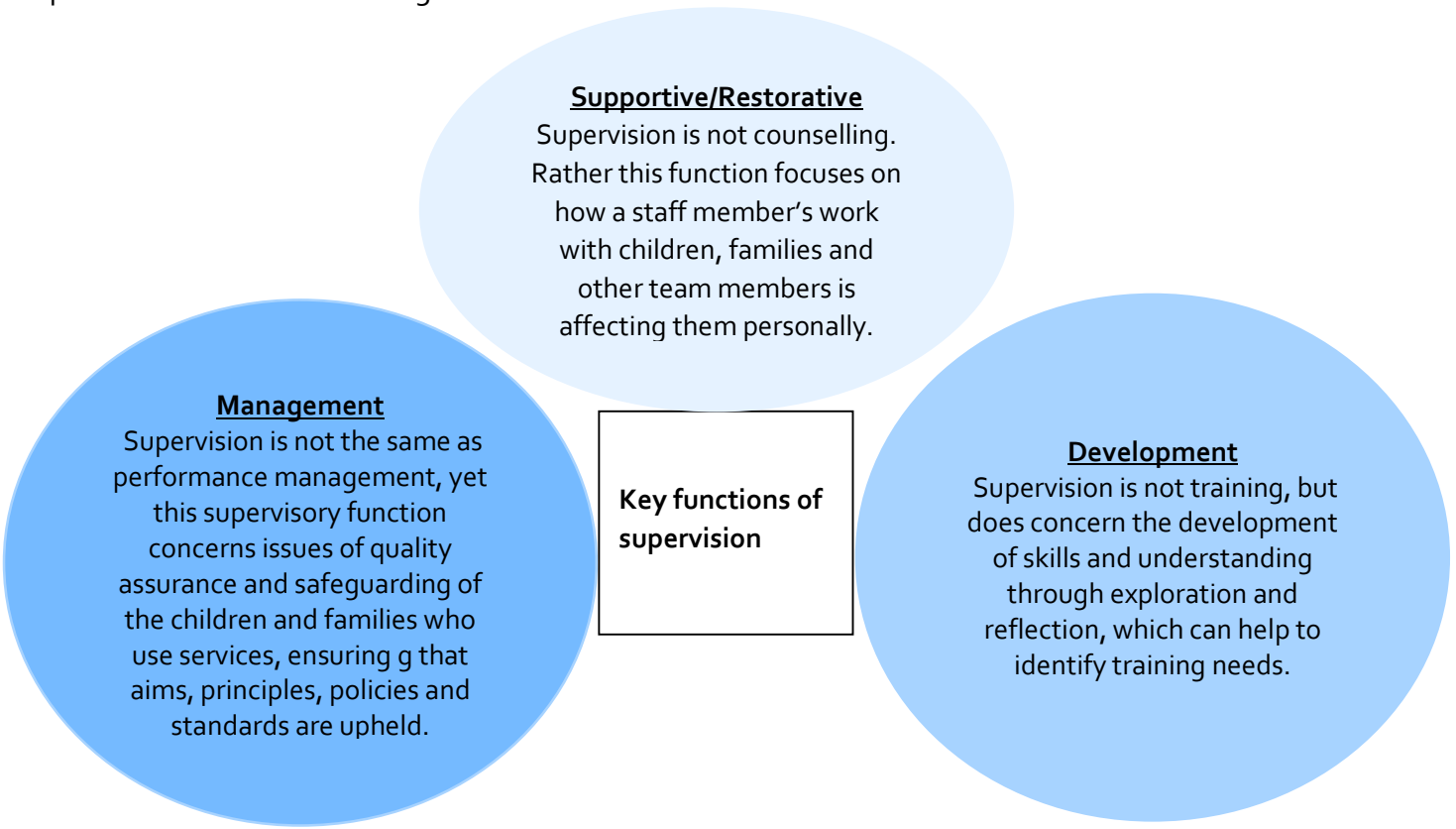
Destruction of Supervision Records

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

The Functions of Supervision are:
Supervision has several functions to ensure the role and needs of all stakeholders are fully addressed.

Management	**Accountability for practice and quality of service. It including managing team resources, performance issues, delegation of workload, performance appraisal, ensuring a duty of care, support and other people- management issues.**
Development	**Continuing professional development for practitioners to ensure they have the relevant skills, knowledge, understanding and attributes to do the job in line with the setting's priorities. Constructive feedback and observation of practice should be included, as part of the process is to identify learning needs, target support, and build on expertise.**
Professional Support	**Personal and professional for the practitioner to enable them to deliver quality provision including home learning. A key aspect of this function is reviewing and reflecting the impact the practitioner's work and interventions are having on all children's development and progress.**
Mediation (collaboration)	**Enabling the practitioner to communicate and work in partnership with colleagues, other settings, partners and other agencies, and the wider community to best support children and families.**
Wellbeing support	**Personal support for practitioner can have a positive impact on children, through stronger relationships between staff and children. As well as this, it can benefit personal development leading to increased productivity along with improving job satisfaction and feeling valued and supported.**

Supervision fulfills the following three main functions:



Appendix 1

Phase Meeting

Academy:					
Phase meeting:	Early Years	**Date:**		**Room location:**	
Present:	Have Hub	Nursery	Reception		
Apologies:					

Agenda

1. **Updates from SLT/ General messages**
2. **SEND and Inclusion**
3. **Behaviour**
4. **Health and Safety/ Safeguarding**
5. **Attendance**
6. ***Early Literacy & Mathematics***
7. **Curriculum**
8. **CPD**
9. **Other**

- Bank and Financial Education

10. **AOB**

Date of next meeting and time:	

Appendix 2

Supervision Agreement

Supervisor:		**Supervisee:**	

The supervision arrangements we have agreed are as follows:

How often we will meet:	Twice a year
Where we will meet:	Staff room
How long each session will last:	30mins- 1 hour
Who will make a record of what was discussed/ agreed:	Early Years leader (supervisor) or member of SLT in their absence
What we will do to try to make sure we don't get interrupted:	Staff room has been booked out and a do not disturb sign is added to the door
Where the supervision records will be kept:	Supervision folder in the SLT office&EY folder
Who can access the supervision records:	LHT Executive Director of Operations, LHT Early Years and Curriculum Director, Head Teacher, SLT, Early Years leader, OFSTED, Local Authority, Early Years Advisors

In supervision we will:

- Spend a few minutes finding out if you are okay and how you are feeling
- Check the progress on any actions agreed during the last meeting
- Review your work through discussion, reports and observation, including Safeguarding children and adults which will include:
  - time for reflection on your experience and feelings about work andrelationships
  - discussion and feedback on the work you have been doing
  - agreement on future actions
  - talk about your skills, knowledge and experience and development needs
  - provide an opportunity for you to feedback on yourexperience/expectations of supervision
  - confirm the date of the next meeting

There will only be interruptions if there is a safeguarding emergency or OFSTED call.

Signed (Supervisee)		**Date:**	
Signed (Supervisor)		**Date:**	

Appendix 3

Supervision Record Form

Supervisor:		**Supervisee:**	
Date:		**Number of key children:**	

Welcome:	
Progress on actions agreed from previous meeting:	

	Discussion	Action	
Management **Main responsibilities**: (resources, workload, specific duties, time management) Can I do anything to help you with any issues regarding your key person role?			When: By whom:
Management **The Curriculum:** (observation, assessment, planning, workload) What have you achieved and what's worked well? What are you proud of? Any difficulties? What actions have you agreed to overcome them?			When: By whom:
Collaboration **Relationships**: (staff, children, parents, external professionals, federation, other settings)			When: By whom:
Professional Support **Pupils:** (Behaviour, concern, SEN, S&L) **Issues and successes* (reflection of work with individual children, groups, and the progress of each of their key children, observation, assessment, planning,			When:

and children's next steps, evaluation of practitioners work and interventions) Do you have any issues or concerns regarding children's development or well-being? Is there anything hindering you supporting any individual children? What interventions do you plan/ deliver to support pupils? What is the impact?			By whom:
Professional Support **Safeguarding/ Health and safety/ Attendance**: Do you understand your responsibilities to keep children safe? (KCSIE) Are you confident logging concerns on CPOM's? Have you got any concerns about any pupil's attendance? Has this been raised/ monitored?			When: By whom:
Development **Personal development/CPD**: (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) Is there any training you have identified you require/would like to help you in your current role? Have you any ideas about how you can improve or develop yourself/your practice?			When: By whom:
Wellbeing Support: (work/life balance, current wellbeing levels, any support needed to improve wellbeing)			
Any other areas for discussion:			

Signed:(Supervisee)		Date:	
Signed: (Supervisor)		Date:	
Date for next meeting:			

Appendix 4

CPD Evaluation- Early Years

Name:	**Role:** Teacher TA LSA	**Year group**: Nursery Reception Haven Hub
Course attended:	**Date and time attended**:	
What was the course about?		
Was the course beneficial? How and why?		
What could we implement and how?		
Would you recommend the course to others? Why?		
Are there any other courses / areas you need to develop for you CPD?		

Signed:		Date:	

The CPD training was discussed at the Phase meeting on _____.

Signed: (Phase leader)		Date:	

Appendix 5

Early Years Supervision Overview Record

Early Years

Academy Name	
Early Years Leaders Name	

Name of staff member	Job role	Date supervision completed (Autumn Term)	Date supervision completed (Summer Term)

This record is to be emailed to the Director of Early and Curriculum Development once staff supervisions have been completed. (Autumn Term and Summer Term)