



We demonstrate tolerance and respect through child-led play

Supervision and Appraisal policy

Contents

1	Scope & Purpose.....	2
2	Outline.....	2



We demonstrate tolerance and respect through child-led play

Supervision and Appraisal policy

1 Scope & Purpose

1.1 The scope and purpose of this document is to ensure a consistent approach to supervision throughout Croft Playgroup, which supports and motivates all staff who work directly with the children, encourages reflective practice, and monitors performance and targets set at appraisal, thereby linking with the EYFS aims and objectives and in doing so enhance the quality of staff performance in providing education services to our children and parents.

2 Outline

2.1 Introduction and rationale

'Effective professional supervision can play a critical role in ensuring a clear focus on a child's welfare. Supervision should support professionals to reflect critically on the impact of their decisions on the child and their family. Any professional working with vulnerable children should always have access to a manager to talk through their concerns and judgements affecting the welfare of the child.' (Working Together 2018)

"Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families" (Statutory Framework for the Early Years Foundation Stage 2017, Section 3 for the safeguarding and welfare requirements)

All staff working in Early Years have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they: -

- are clear about what is expected of them
- have the skills, knowledge, behaviours, values and attitudes to carry out their role
- are fully supported in their role and managed effectively

Supervision is one of the ways in which this can be achieved. This policy sets out how staff can expect to be supervised and provides supervisors with the key elements needed to supervise staff effectively.

2.2 Definition and functions

Supervision is best described as '*an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team*' (Taken from 'Providing Effective Supervision' – Skills for care / CWDC 2007)

The main functions of supervision are: -

1. Management
2. Learning and development
3. Support



We demonstrate tolerance and respect through child-led play

2.2 Management

This function should include discussion about: -

- The supervisee's work plan and priorities, including current workload.
- For keyworkers, the opportunity to discuss their key children's learning and development and to identify areas of focus and support.
- Individual case/s which have been identified by the supervisee and the supervisor
- Key achievements
- Previous actions identified at the last supervision meeting

2.3 Learning and development

This function is to encourage staff to reflect on their own performance, identify their own learning and development needs and develop plans or identify opportunities to address those needs.

2.4 Support

The role of staff working to keep children safe can sometimes be demanding and emotionally draining and requires resilience, determination and courage. This function recognises this and offers opportunity to reflect on the impact of the work upon them and prevent issues adversely affecting them and their work.

2.5 Frequency of supervision

As a general principle and where possible, there should be opportunity for supervision once a term (6 weekly) and as a minimum should be supervised no less than 12 weekly intervals.

It should also be recognised that due to the pace of the work and change and the frequency of supervision, there may be times when staff have to check something out with a supervisor, obtain a decision or gain permission to do something before the next planned supervision session. This form of supervision is, of course, a normal and acceptable part of the staff/supervisor relationship. New staff, apprentices, trainees and volunteers may need more frequent supervision.

2.6 Agenda and structure

Both parties should agree the agenda items at the start of the session in order to make the most effective use of time. All supervision is recorded on the attached 'record of supervision' sheet (appendix 1) where individual cases are discussed; reference to this will be added to the child's individual chronology. The record of supervision includes the discussion points, agreed actions, timescales and who is to undertake the action/s. Copies of the record will be available to both the supervisor and supervisee. The record will be signed and dated by both parties once the session has finished. If there is any disagreement as to the content of the record this should be recorded by the supervisor.

In the event that a supervision meeting has to be cancelled by either party, it will be re-scheduled at the point of cancellation. The session will be re-scheduled within 5 working days of the original date, where possible. In the event of the supervisor being absent for more than two weeks, it is the responsibility of the supervisee to report to the supervisor's line manager for alternative arrangements to be made.

2.7 At the first supervision meeting an agreement should be made about:-

- the purpose of supervision



We demonstrate tolerance and respect through child-led play

- the frequency of supervision
- the venue for meetings
- the recording of supervision
- the settings complaints process

The supervisee will be given a copy of this policy to read prior to the first supervision meeting taking place.

2.8 Confidentiality

Supervision is a private but not a confidential process. This means that the records are the property of the setting, not the individual. From time to time, the supervisor will need to discuss the content of the meeting with others. This should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and should be locked away, due to the sensitive information which may have been discussed about individual children.



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Appendix 1.

Record of supervision for Keyworkers

Name: Date.....

Name of supervisor:

Date of last supervision meeting:

Date of next supervision meeting:

INDIVIDUAL CHILD'S RECORDS WILL BE UPDATED WHERE APPROPRIATE

ISSUES ADDRESSED	DISCUSSION	ACTIONS AGREED	WHO & WHEN
<p>Review of last supervision/ Actions</p>			



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<p>Case Discussion Individual/ Key children</p> <p>Staff should be encouraged to talk in detail about each child and to become familiar with discussing their learning, progress and areas for support and focus.</p> <p><i>(Remember to include safeguarding discussions in child's chronology)</i></p> <p><i>Where are the children in their learning?</i></p> <p><i>How do you know they are making progress? What are they doing now that they weren't before?</i></p> <p><i>Where are the gaps in their learning? How are you moving their learning on?</i></p>			



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<p>Encourage, challenge and support.....</p> <p>What is going well?</p> <p>Demands and frustrations?</p> <p>Personal reflections?</p>			
<p>Other current projects and priorities.</p>			
<p>ISSUES ADDRESSED</p>	<p>DISCUSSION</p>	<p>ACTIONS AGREED</p>	<p>WHO & WHEN</p>
<p>Safeguarding updates</p>			
<p>Do you have any concerns about colleagues?</p> <p>Reminder re policy and procedures</p>			
<p>Learning, Development & Training Needs. Training Attended etc.</p>			



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AOB –

Signed..... (Supervisee) **Date**.....

Signed..... (Supervisor) **Date**.....



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Record of supervision for Managers and Admin

Name:.....

Date:.....

Name of supervisor:.....

Date of last supervision meeting.....

Date of next supervision meeting.....

Children's individual records will be updated where appropriate.

Issues Addressed	Notes from discussion	Actions Agreed	Who and when?
Review of last supervisions/actions			
Current priorities/projects Children's progress What does tracking show? SEND related issues Staff well being Numbers on roll/waiting list Allocations Ongoing regular checks etc.			



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Issues Addressed	Notes from discussion	Actions Agreed	Who and when?
<p>Supporting well being</p> <p>How are you feeling at work?</p> <p>Encourage, challenge and support.....</p> <p>What is going well?</p> <p>Demands and frustrations?</p>			
<p>Safeguarding updates</p> <p>Do you have any concerns about children or adults (colleagues/parents etc.)?</p> <p>Remind re policy and procedure as appropriate.</p>			
<p>Learning, development and training needs</p> <p>Note training attended or booked for future</p>			



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AOB:

Signed.....(Supervisee)

Date:.....

Signed.....(Supervisor)

Date:.....



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Record of Appraisal

Name:

Date.....

Name of supervisor:

Date of last supervision meeting:

Date of next supervision meeting:

Date of next Appraisal:

	What do you consider to be your main achievements from the previous year?	
	Key objectives for previous year	Evidence
A		
B		
C		



We demonstrate tolerance and respect through child-led play

	Key objectives for forthcoming year	Notes on how the Objective might be achieved/required resources	By when?
A			
B			



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C			

Assessed as: Exceeded
 Achieved
 Partially Achieved
 Not attempted / Not achieved

What support do you think you need from playgroup to ensure you are able to work to the best of your abilities?

How will you ensure that you continue to contribute positively to the playgroup this year?



We demonstrate tolerance and respect through child-led play

Do you have any specific training needs that haven't already been addressed?

Is there anything which we can support you with in terms of your own career development and the next steps in your career?

REMEMBER CPD is not just about courses, it is about taking a personal responsibility for your own development for your benefit, for the playgroup and therefore ultimately for the children you look after.

Signed..... (Supervisee) Date.....

Signed..... (Supervisor) Date.....



We demonstrate tolerance and respect through child-led play

This policy was adopted by Croft Playgroup

Signed on behalf of the Croft Playgroup

Croft Playgroup Committee

Croft Playgroup Manager

Print Name: Katherine Chan

Print Name: Michelle Barrow, Helen Dearlove

Signed.....

Signed.....

Dated.....

Dated.....

Date policy to be reviewed: April 2024 or earlier if required