



## **STAFF MONITORING AND EYFS STAFF SUPERVISION POLICY**

*This Policy includes the Early Years Foundation Stage*

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### **Policy aims**

1. To support staff in all aspects of their work, to promote professional and personal development in alignment with the Staff Code of Conduct.
2. To ensure that academic provision is of the highest standard.
3. To ensure that School and department policies are a) effective and b) being followed.

*All staff* will be expected to show effective planning to meet children's needs, to use a range of teaching strategies, monitor and assess progress, give clear and effective feedback and have records of pupils' attainment.

*Heads of Department* (HOD) and Assistant Head (with responsibility for Early Years) will be expected to show that their scheme of work is effective in promoting progress for all pupils, that they are themselves monitoring delivery of the scheme of work within the department and that they are liaising with pre-prep and other departments.

### **Monitoring procedure (for Years 1-8)**

All HOD's should have evidence that they have looked at the policies, planning, marking and record keeping of each member of their department during the academic year. Department meetings should be minuted and the records should be stored in the staff shared area.

Monitoring of teaching staff will include the following:

- Sampling pupils work
- Analysis of record keeping, assessment and reflective practices
- Scrutinising planning
- An observed lesson

Monitoring of staff will occur at least once per academic year. If necessary a follow-up session will reappraise findings from the first and will be at least one term later in the vast majority of cases.

### **Sampling pupils work**

Evidence will be sought that books are being marked in line with School/department policies. Is the work in the books consistent with planning? Are there a variety of learning experiences? Are the pupils making progress?

### **Analysis of record keeping and assessment**

Is there an up to date record of children's performance in tests and/or class work and prep?

### **Scrutinising planning**

Is there evidence of short term planning and is this consistent with the medium and long term plans of the department?

### **Lesson observation**

This will involve a member of the Senior Leadership Team (SLT) or a HOD observing a lesson following the ISI guidelines. One weeks' notice will be normally be given and a feedback session will occur.

### **Feedback and action plan**

The feedback session will be a discussion that will lead to setting *mutually agreed objectives*. Examples of such objectives may be related to improving the learning environment for some pupils or may be related to professional development. These observations are normally discrete from the performance management system, however they may be used as evidence for staff self evaluation purposes.

## **Early Years Foundation Stage (EYFS) Supervision**

### **Monitoring Procedure**

The Assistant Head (with responsibility for Early Years) and the Nursery Manager will monitor staff by:

- Scrutinising planning
- Observing practice including formal observations
- Checking learning journeys and tracking grids
- Regular supervision (see EYFS supervision)

Monitoring will occur informally throughout the year. In addition, at least one formal observation and meeting will take place to monitor progress.

Supervision is an effective tool for supporting staff members, developing personal and professional skills and creating a culture of mutual support and teamwork.

Supervision is now a statutory requirement of the revised EYFS and will be provided regularly, on a 1 to 1 basis, for all staff who have contact with children, or their parents, by a trained supervisor.

Supervision is primarily a tool to support the management of practice, and therefore a key part of staff support systems and a leader or manager's role. It will provide practitioners with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It should also be an opportunity for practitioners to raise any concerns that they might have about children in their care, and to receive support to help them deal with difficult or challenging situations at work.

The revised EYFS Framework (2014) now makes the following statements:

*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.*

Our planned supervision will provide opportunities for staff to:

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- 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

The frequency of supervision meetings will vary with the experience of the individual, how long they have been in post, the complexity of their role and any particular support needs that have previously been identified.

A written record must be kept documenting details of the supervision meeting. It should include feedback on the children; any training needs; any concerns regarding practices within the setting; and agreed action points. The form must be signed by both individuals.