

RMET

Early Years Foundation Stage (EYFS) and Including Supervision Policy

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Document Change History

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30 th September 2024	1.0	First Release

1. Introduction

- 1.1. In Rainham Mark Education Trust, our Foundation Stage Classes have children from the ages of 3-5.
- 1.2. All children begin school or nursery with a wide variety of experiences and learning and it is important for the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians and the Foundation Stage team work effectively together to support the learning and development of the children in their care.
- 1.3. This policy aims to ensure:
 - That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
 - Quality and consistency in teaching and learning so that every child makes good progress.
 - Close partnerships between practitioners and parents and/or carers.
 - Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation, Guidance and Curriculum

- 2.1 Our EYFS settings policy is directly related to our Trust's vision and values. We follow the curriculum and statutory guidance as outlined in the Statutory Framework for the EYFS.
- 2.2 It documents further aims and strategies we employ in order to address the four overarching principles of EYFS:
 - 2.2.1 Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
 - 2.2.2 Children learn to be strong and independently through **positive relationships**.
 - 2.2.3 Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
 - 2.2.4 We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates.
- 2.3 Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities. Effective Practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is detailed in the Statutory framework for the early years foundation stage:

[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671422/statutory-framework-for-the-early-years-foundation-stage-for-group-and-school-providers.pdf)
- 2.4 The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

2.5 The 3 prime areas are:

- 2.5.1 Communication and language
 - Listening, attention and understanding
 - Speaking
- 2.5.2 Physical development
 - Gross motor skills
 - Fine motor skills
- 2.5.3 Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

2.6 The prime areas are strengthened and applied through 4 specific areas:

- 2.6.1 Literacy
 - Comprehension
 - Word reading
 - Writing
- 2.6.2 Mathematics
 - Numbers
 - Numerical patterns
- 2.6.3 Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- 2.6.4 Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

2.7 Through creating an enabling environment both inside and out and planning engaging activities we make sure each of these areas are covered and meet the needs of all the children.

2.8 Achievement in these prime and specific areas of learning is supported by monitoring how the children learn. These are the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

3. Statement of Equality

3.1. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitments to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

4. Observation, assessment and planning

- 4.1 Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas.
- 4.2 Staff also consider the individual needs, interests, stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- 4.3 In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Activities provided are a mixture of adult led and child initiated and take place both inside and outside.
- 4.4 Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers. Tapestry is used as our learning journal and parents have constant access to observations recorded on this as well as having the opportunity to add their own.
- 4.5 We complete the Statutory Baseline Assessment within the first six weeks of Reception. At regular intervals throughout the year, we assess the children's learning and track their progress and attainment. and assess against the 17 Early Learning Goals at the end of the EYFS, when children leave Reception. Within this assessment, pupils are assessed against the 17 Early Learning Goals, indicating whether they are:
 - Meeting **expected** levels of development in each of the 17 areas;
 - Not yet reaching expected levels.

This is then shared with parents at the end of the Foundation Stage.

5. Early reading and phonics

- 5.1 We provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. For early phonics teaching, the schools follow the Read Write Inc. (RWI) phonics scheme to ensure that we are effective in teaching children to be successful early readers from the beginning of their Reception year. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge. Children also bring home self-chosen picture/story books, to share at home, to encourage reading for pleasure from an early age. Adults also strive to promote a love of reading though daily story time and carefully chosen books within the learning environment.
- 5.2 The Trust also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able, to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment.

6. Maths

6.1 Maths is taught through a range of experiences including counting as part of the daily routine, discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year.

7. Home and school links

7.1 We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools, parents, and carers to work closely together. This link is supported through the use of online platforms Class Dojo and Tapestry. Both of these platforms provide parents with a window into the classroom and direct links with class teachers through messaging and/or commenting on posted activities and learning. Face-to-face parent consultations are also held regularly throughout the year. We encourage home and school links through introductory meetings, regular parents' events including workshops, stay and read sessions and invites to class assemblies and Christmas performances.

8. Intimate care

8.1 "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet, changing a nappy and changing underwear following an accident.

8.2 Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Ongoing intimate care, for example nappy changing, is given with written permission by the parent or guardian of the child when they join the Foundation unit.

9. Monitoring

9.1 There is regular monitoring of the EYFS. This is carried out by the EYFS lead, SLT, Headteacher, Trust leaders and committee members.

9.2 Monitoring with schools within the trust takes place to moderate our judgements and ensure they are accurate and consistent.

10. Safeguarding

- 10.1 All staff have a current DBS and follow the Trust's safeguarding policy and any concerns are raised with a DSL.
- 10.2 Staff qualifications and ratios are specified in the Early Years Foundation Stage Statutory Framework document and these are adhered to by both RMET primary schools. Staff also undertake paediatric first aid training and this is updated every three years.

11. Inclusion and equal opportunities

- 11.1 Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. Curriculum plans and resources are adapted to enable access to the broad range of EYFS experiences. This includes children that are more able and those with specific learning difficulties and disabilities.
- 11.2 In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

12. RMET Early Years supervision

- 12.1. Rainham Mark Education Trust (RMET) recognises that the daily experience of children in the Early Years' setting and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.
- 12.2. Purpose:
- To ensure that all staff working within Early Years provide a safe and effective provision which meets the needs of children and their families as well as best practice requirements as stated in the Early Years Foundation Stage.
 - To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
 - To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.
 - Ensuring that decisions made are in the interests of the children and meet national and local expectations, policies and procedures.
- 12.3. Supervision for EYFS staff
- 12.3.1 RMET aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality of learning and development experiences they offer for children.
- 12.3.2 Supervision should provide opportunities for staff to:
- Discuss any issues – particularly concerning children's development or well-being.

- Identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.

12.3.3 Supervision will take the form of an individual meeting between the EY Lead and each staff member in order to support their role as practitioners working with children and their families.

12.4 The Supervision Process

12.4.1 Supervision is primarily a 1:1 meeting between a member of staff and the EY Lead. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

12.4.2 Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities, and will be agreed in advance and recorded.

12.5 The aims of supervision

12.5.1 The supervision process provides a structure to:

- Access to support, training and procedures
- Enable supervisors and supervisees to reflect on the quality of their practice
- Create a regular 'safe space' for staff to be supported in their work and general health and wellbeing
- Offer constructive challenge as appropriate
- Identify strengths and improve practice
- Recognise and resolve potential and existing problems
- Discuss how personal factors are affecting work and provide support
- Monitor staff conduct and adherence to school's policies and procedures

12.5.2 All members of the EYFS team receive regular supervision. This will be half-termly and will be provided by the Early Years Lead. Some staff, for example if they are newly qualified or less confident, may need supervision sessions to be held more regularly. Any member of staff can request additional supervision at any time.

12.6 Supervision meetings:

- Take place only when a supervision contract has been agreed and signed by the supervisor and supervisee
- Are regular and confidential
- Are formal and recorded
- Operate in a one to one format and team format if required

12.7 Benefits of supervision

12.7.1 Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with RMET's Early Years policies and procedures and that all decisions are fully recorded and where applicable, added to children's

records, learning journeys and assessments. Supervision also aims to ensure the best use of resources.

12.7.2 Supervision should support the continuing learning and development of employees to ensure that they have the relevant skills, knowledge and understanding to do a particular job and progress their career. Constructive feedback and observation of practice should be a part of this learning process. Discussion will allow an individual's learning needs will be assessed and addressed.

12.8 Ensuring effective supervision

12.8.1 Supervision sessions should be clearly focused. Supervisors and supervisees must prepare for the session in advance. The meeting should take place in a comfortable, private place, without interruptions. It is good practice for each supervisee to identify continuous development as part of their meeting. Supervision will provide opportunity for the regular review of key tasks discussed and agreed during meetings.

12.9 Example questions

- Is there any training you have identified you require/would like to help you in your current role?
- Do you have any issues or concerns regarding children's development or well-being?
- Can I do anything to help you with any issues regarding your role?
- Is there anything hindering you supporting any individual children?
- Have you any ideas about how you can improve or develop yourself/your practice?

12.10 Resolving difficulties

12.10.1 When difficulties arise that cannot be resolved between the supervisor and supervisee, formal procedures for grievances and disciplinary will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with relevant policy and procedure.

12.11 Recording and reviewing

12.11.1 All matters discussed in supervision meetings 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.

12.11.2 Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel records. The process and effectiveness of supervision will be reviewed annually.

12.11.3 Supervision records are also available to inspectors who may wish to review them as part of the inspection process.

12.11.4 In the event that a scheduled supervision session needs to be cancelled, it will be re-scheduled at the point of cancellation. The session should take place within 5 working days of the date of the original booked session. It is the

responsibility of both the supervisor and the supervisee to ensure that the new session is carried out as soon as is conveniently possible.

12.12 Retention of supervision records

12.12.1 When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

13 Policy Monitoring Arrangements

13.3 This policy will be reviewed by DoE every three years.

13.4 At every review, the policy will be approved by the Trust Board.

14 Links with other policies

14.3 This EYFS policy is linked to the following policies/documents:

- RMET Attendance Policy
- RMET Complaints Policy
- RMET Health & Safety Policy
- School Emergency Evacuation Procedures
- RMET Safeguarding Policy
- RMET Supporting Pupils with Medical Conditions Policy

Appendix 1: Staff supervision contract

Staff Supervision Contract

Supervisor:

Supervisee:

The supervision arrangements we have agreed are as follows:

- How often we will meet
- Where we will meet
- How long each session will last
- What we will do to try to make sure that we don't get interrupted
- Who will make a record of what was discussed/agreed
- Where the supervision records will be kept
- How we will/will not use the supervision records
- Who else may see the supervision records

In supervision we will:

- Begin by agreeing what we need to talk about
- Spend a few minutes finding out if you are okay and how you are feeling
- Check that the notes of the last meeting were accurate
- Make sure that, as far as possible, we have done the things that we agreed to do last time
- Review your work through discussion, reports and any observations, including safeguarding children and adults which will include:
 - Time for reflection on your experience and feelings about work and relationships
 - 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 your experience/expectations of supervision
 - Confirm the date of the next meeting
 - There will only be interruptions if

Signed:
(Supervisee)

Signed:
(Supervisor)

:

Appendix 2: EYFS supervision

EYFS SUPERVISION

Name of Supervisor..... Name of Supervisee.....

Location Date.....

TOPIC:		
KEY POINTS:		
ACTION:		
TIMESCALE:		
WHO IS RESPONSIBLE:		

Agreed by (NAME OF SUPERVISEE).....Signature.....Date.....

Agreed by (NAME OF SUPERVISOR).....Signature.....Date.....

Review of progress on action from previous sessions	Who is responsible for action

Agreed by (NAME OF SUPERVISEE).....Signature.....Date.....

Agreed by (NAME OF SUPERVISOR).....Signature.....Date.....