

# **ST. THERESA'S CATHOLIC PRIMARY SCHOOL**

**St. Theresa's**  
Catholic Primary School



## **EYFS Policy**

### **Our Mission Statement**

At St. Theresa's School

We learn together

We play together

We pray together

We grow together in the love of God.



Validation grid

<b>Title</b>	Early Years Foundation Stage (EYFS) Policy
<b>Author</b>	Wioleta Reimus
<b>Target Audience</b>	All staff
<b>Stake holders consulted</b>	All staff
<b>Curriculum / non curricular</b>	Curricular
<b>Associated Policies / Documents</b>	Assessment Policy, Behaviour Policy, Special Educational Needs and Disabilities (SEND) Policy, Learning and Teaching Policy, Child Protection and Safeguarding Policy, Alcohol and Drugs Policy, Equality Policy, Supporting Pupils with Medical Conditions and First Aid Policy, Health and Safety Policy, Data Protection Policy, Complaints Policy and Procedure, Staff Code of Conduct
<b>New Policy or Review of existing policy.</b>	Review
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Headteacher

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Chair of Governors

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## **Statement of Intent**

At St. Theresa's Catholic Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## **1. Aims**

Through the implementation of this policy, we aim:

- to support and nurture The Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- to establish Positive Relationships- Our children learn to be strong and independent from a base of loving and secure relationships with parents and/or a practitioner (key person).
- to develop Enabling Environments – The environment plays a key role in supporting and extending children's development and learning.
- to safeguard Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

As outlined in the EYFS Statutory Framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

## **2. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2023
- DfE (2024) 'Statutory framework for the early years foundation stage' (EYFS reforms early adopter version)
- DfE (2023) 'Keeping children safe in education'

- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent duty'
- Equality Act 2010

### **3. Roles and responsibilities**

The governing board is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Staff Code of Conduct.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS Leader is responsible for:

- Ensuring all staff members read and implement this policy.

- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the '[Statutory framework for the early years foundation stage](#)'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the Headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing 1:1 meetings with staff to support professional development.

All teaching staff are responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current '[Statutory framework for the early years foundation stage](#)' and the requirements therein.
  - The DfE's current '[Early years foundation stage profile handbook](#)'
  - The STA's current '[Early years foundation stage assessment and reporting arrangements](#)'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

#### **4. Spiritual and Moral development**

At St Theresa's, development in the spiritual and moral areas of learning will be ensured, through:

- The example of the staff in their care and concern for one another and all living things.
- Opportunities to discuss and consider acceptable behaviour.
- The teachings of the Catholic Faith as outlined in the 'Framework of Learning for Catholic Primary Schools' as written by Doctor Margaret Carswell.
- Encouragement to participate in prayer times in the classroom, and during school assemblies.
- Being taught in Reception the sign of the cross, some prayers and hymns.
- Experiencing preparation for the annual festivals of Christmas, Harvest and Easter.

## **5. Learning and development**

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- **Communication and language:**
  - Listening, attention and understanding
  - Speaking

The school gives pupils the opportunity to experience a rich language environment, and to develop their confidence and skills in expressing themselves.

- **Physical development:**
  - Gross motor skills
  - Fine motor skills

The school provides opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. We help to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, social and emotional development:**
  - Self-regulation
  - Managing self
  - Building relationships

The school helps pupils to develop a positive sense of themselves and others to enable them to form positive and respectful relationships. Pupils develop social skills and learn how to manage their feelings and behave appropriately in groups, and to be confident in their own abilities.

The 'specific' areas of learning and development are:

- **Literacy:**
  - Comprehension
  - Word reading
  - Writing

The school encourages pupils to link sounds and letters, and to begin to read and write. To assist

pupils in doing this, the school gives pupils access to a wide range of reading materials.

- **Mathematics:**

- Numbers
- Numerical patterns

The school provides pupils with the opportunity to develop their skills in counting, understanding and using numbers, and working out simple addition and subtraction problems. Pupils are taught to describe shapes, spaces and measures.

- **Understanding the world:**

- Past and present
- People, culture and communities
- The natural world

The school guides pupils to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design:**

- Creating with materials
- Being imaginative and expressive

The school enables pupils to explore and play with a wide range of media and materials, and provides pupils with the opportunity and encouragement to share their thoughts, ideas and feelings through a variety of activities including art and music.

The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

## **6. Learning through play**

Play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We aim to provide play experiences which have a balance between adult-led and child-initiated play, allowing pupils to explore their own ideas and apply what they have learnt in different situations.

Pupils will be able to explore at their own pace, but are given consistent boundaries.

Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity.

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the class teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development is implemented through activities the teacher believes are the most effective for the children they are teaching. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.



Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **7. Inclusion**

All children are valued as individuals irrespective of their ethnicity, national origin, culture, religion, gender, disability or sexual orientation.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO. Guidance will be sought from outside agencies such as Barnet's Inclusion Advisory Team (IAT) to support staff in meeting the needs of individual children.

## **8. The learning environment and outdoor spaces**

The Early Years is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Activities are planned throughout the learning environment to help the children develop in all areas of learning.

We aim to educate children on boundaries, rules and limits and to help them understand why these boundaries exist. We provide children with choices to help them develop this important life skill.

Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

## **9. Assessment**

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

When planning activities, the following aspects are taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour

- The learning environment
- Necessary resources
- Provocations
- The early learning goals (ELGs)
- Staff members' roles

Staff members develop knowledge of pupils and their families, and use this information to plan learning experiences.

Data for groups of pupils is collected on a termly basis in order to inform the learning foci of the termly plan.

All plans are evaluated to ensure breadth, challenge and relativity.

On-going formative assessment and daily evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

Assessment does not entail prolonged breaks from interaction with pupils, nor does it require excessive paperwork.

To ensure all pupils can reach their full potential, EYFS staff members are alert to the general diversity of each child's interests, needs and inclinations, and reasonable adjustments are made to the assessment procedure, where necessary.

Parents will be kept up-to-date with their child's progress and development on a termly basis and the SENCO will address any learning and development needs in partnership with parents.

EYFS staff complete a baseline assessment on each child within the child's first six weeks of attending Reception.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

Reception staff track each child to identify needs and next steps to ensure good progress is being made for every child on a half termly basis.

In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed by the child's class teacher. The profile will be shared and discussed with parents and/or carers with the teacher who completed it.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

In the summer term; an annual report will be given to the parents of Reception children. Parents are invited to give feedback regarding their child's learning in the report.

## **10. Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **11. Staffing and Supervision**

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS Lead / Head of School. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Please see Appendix II for the school's guidelines on Supervision of Staff in the Early Years.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'.

## **12. Information and records**

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person/practitioner.

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

### **13. Parental involvement**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Parents also share learning on the school's secure online platform, Seesaw.

(Seesaw is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years curriculum, to build up a record of your child's experiences during their time with us. This system allows the school to work with parents and carers to share information and record the children's play and learning in and outside of the classroom.)

We value the on- going contributions to these from parents.

An annual report will be given to the parents of Reception children, in the summer term. Parents are invited to give feedback regarding their child's learning in the report.

### **14. Transition periods**

The school understands the importance of the transition process and, therefore, we adapt our practices to support pupils settling into their new learning environment. The school offers home visits and sessions prior to pupils starting Reception.

## **Transition into Reception**

Parents are invited to attend, throughout a year, transition meeting for Reception to best support their child for 'school readiness.'

During the meeting, before entry to Reception:

- Parents/Carers are being asked for as much information as possible about their child including their feeding, sleeping and changing routines so individual needs can be planned for.
- Parents/Carers are being informed about staggered admission.
- Children are being encouraged to bring a familiar object from home; such as a teddy or blanket.

During the first half term:

- Parents can choose for their child to start full time from their first day in school.
- Parents also have the option to stagger entry into the Reception class. Should they choose to stagger their child's entry;
  - Children will stay at school for half days - until lunchtime – for one week.
  - Children will then stay then stay at school for lunch for one week.
  - Children will stay at school for the full day from week 3.

A parents' evening is held to provide parents with information about the curriculum, and give them the opportunity to reflect on the transition process and have any concerns or questions addressed.

Reception children begin to attend assemblies and hymn practice with the main school, additional to special assemblies throughout the year.

Reception children join the main school on the playground during lunch time.

## **Transition into KS1**

In the final term of the year in which a child reaches the age of five, and no later than 30 June in that term, an EYFS Profile must be completed for each child.

The EYFS Profile must provide an outline of the child's progress, assessed against the early learning goals, and their readiness for Year 1.

Prior to the children entering Year 1:

- Reception teacher completes assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings are all passed on from the Reception teacher to the Year 1 teacher.
- Reception children will attend sessions in the Year One classroom with their Year One teacher and teaching assistant.
- Reception children are given a Year 6 buddy.
- Reception pupil parents are invited to a 'Transition into Year 1' meeting where changes in the curriculum, assessment, routines and procedures are explained.

During the first term of Year 1:

- The Year 1 timetable, in terms of provision, planning and child-led learning, remains similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children continue to be assessed on the EYFS Profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

The following process will be in place to ensure children's successful transition to Year 1:

- Parents will be invited to a meeting in the Summer term of Reception to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.
- The children will be invited to visit their Year 1 class in the Summer term.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

## **The 10 Keys for unlocking school readinessTransition into Reception\***

- I can settle happily without my parent or carer
- I can tell my grown-ups and friends what I need
- I can take turns to play and share when I'm playing
- I can go to the toilet on my own and wash my hands
- I can put on my own coat and shoes and feed myself
- I can tell a grown- up if I'm happy, sad or cross
- I know that what I do and say can make  
others happy or unhappy
- I am curious and want to learn and play
- I can stop doing what I'm doing, listen and  
follows simple instructions
- I enjoy sharing books with grown-ups

\*If a child is developing typically for their age



### **Supervision at St. Theresa's Catholic Primary School**

Whilst supervision is offered to all staff working in the EYFS, it is not compulsory for staff to take it.

#### **The main functions of supervision**

##### **Management** (competent accountable performance/practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of:

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the supervisee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

##### **Learning and development** (continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance and to identify their own learning and development needs. The learning and development function will be achieved through:

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

##### **Support** (personal support)

This function is to provide support for staff to carry out their role.

This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained.
- Clarifying the boundaries between support and counselling in the supervisory relationship.
- Enabling and empowering expression of feelings in relation to the work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.



### **Mediation** (engaging the individual with the organisation)

This function is to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective.

This will be achieved through:

- Briefing senior managers about key issues raised by staff.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing staff on changes that affect their area of work.
- Mediating between worker or team and other parts of the school.

### **Supervision methods**

#### **One-to-one supervision**

One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.

All members of staff within the organisation who are in direct contact with children will have access to this method of supervision.

#### **Group supervision**

This involves a group of staff who are all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team.

This may be done in the context of a regular team meeting or as a separate session.

#### **Unplanned or 'ad-hoc' supervision**

The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions.

In addition, members of staff who work closely with their supervisor will be communicating daily.

Any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.

Where supervisees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.

### **The frequency of supervision**

Supervision will be offered every half -term but it can be requested by members of staff more frequently.

Particular circumstances that apply to the employee may mean that they require more frequent supervision.

Staff in direct contact with children should be supervised at no less than 8 weekly intervals (once every half term).

The actual frequency for individuals will be agreed between the supervisor and supervisee when negotiating the supervision agreement.

Agency and temporary staff should receive supervision in the same way as permanent staff,

following the same process detailed above.

Disciplinary measures will include an increase in formal supervision.

## **Supervision records**

### **Recording standards**

The detail included in the supervision record is a matter of judgement for the supervisor.

The record will contain enough detail so that the issue can be revisited, if necessary, at a later date and still be understood.

Where possible supervision records will be typed.

Supervisors must give a copy of the record to the supervisee for signature within two weeks.

Records should clearly detail:

- Any decisions been made
- The reasons for those decisions
- The agreed actions
- The records should be signed and dated by both parties

Disagreements between the parties involved in the supervision session must be recorded by the supervisor and a copy should be retained by both parties.

Hard copies of records must be kept.

### **Confidentiality and access**

Supervision is a private but not a confidential process. This means that the records are the property of the school, and not the individual.

From time-to-time supervisors will discuss the content of supervision sessions with others, such as their own line manager. The employee being discussed will be informed of this.

Access to supervision records will be controlled and all records will be locked away. Employees should be aware, however, that other than themselves and their supervisor, others may access records, including:

- Senior managers
- Investigating officers
- Inspectors

### **Storage and retention**

The individual supervision agreement and the supervision records will be kept on the employee's file in a locked cabinet.

When an employee leaves the organisation, the records will be retained for two years after the member of staff has left and then shredded.

### **Individual supervision agreements**

The purpose of the individual supervision agreement is to establish a basis for which the supervisor and supervisee will work together during one-to-one supervisions.

The individual supervision agreement will contain a written record of:

- The purpose of supervision.
- The frequency of supervision.
- The venue for the supervision sessions.
- Any specific responsibilities of both supervisor and supervisee.
- The recording of supervision, including where records will be kept to safeguard confidentiality and how quickly records will be given to the supervisee for signature.
- The arrangements for any ad-hoc or unplanned supervision.
- The complaints and review process.
- The practical arrangements.
- The arrangements for agenda setting.

### **Complaints**

Complaints will be dealt with as detailed in our Complaints Policy or Grievance Policy.

## Individual supervision agreement (ISA)

St. Theresa's Catholic Primary School	
Supervisor:	(Insert name)
Employee:	(Insert name)
<b>Expectations of supervision</b>	
<p>At St. Theresa's we expect employees to be supervised at <b>no more than eight weekly</b> intervals</p> <p>The main areas of focus are:</p> <ul style="list-style-type: none"><li>○ To enable the supervisee to perform in the early years department to the standards specified.</li><li>○ To make sure that the employee is clear about their roles and responsibilities.</li><li>○ To ensure accountability for the employee's work.</li><li>○ To assist in the employee's personal and professional development.</li><li>○ To be a primary source of support for the employee.</li><li>○ To provide regular and constructive feedback to the employee on their performance.</li><li>○ To review the supervision contract</li></ul>	
<b>Arrangements agreed for supervision</b>	
Frequency:	
Length:	
Location:	
Recording of supervision:	
Purposes for which supervision can be used:	
Storage of supervision records:	
How the agenda for sessions will be agreed:	
Interruptions will only be permitted if:	
Procedure if information shared in supervision needs to be passed on:	