



Department
for Education

**Ada Simpson
Early Years Quality and
Outcomes
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT**

South Devon Steiner School
Hood Manor
Totnes
TQ9 6AB

24th August 2021

Dear Jeff and Anja,

**DfE Ref: 21EYFSEPR020 EYFS Exemptions Application
South Devon Steiner School - 878/6029**

Thank you for your request for a direction from the Secretary of State under the Early Years Foundation Stage (Exemption from Learning and Development Requirements) Regulations 2008, as amended in 2012.

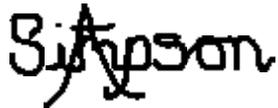
Your setting holds an existing exemption and requested for this to be applied with regard to the revised Early Years Foundation Stage framework effective from 1 September 2021. The Secretary of State has granted your request for continued exemptions and/or modifications as set out in the table below.

You must follow in full the learning and development, assessment and welfare requirements of the EYFS which the Secretary of State has not directed as exempted or modified as well as the agreed modified learning and development requirements in this direction.

We have notified your inspectorate and your local authority of our decision. In the meantime, as a condition of this Direction, you must inform the parents/carers of children at your setting of the exemptions that apply and ensure that any future parents are made aware.

Please note that there will be no renewal process for the direction granting these exemptions and modifications. The direction granting the exemptions and modifications will remain in place as long as the established principles under which it was granted are followed by the provider. If your provision no longer follows those principles, the direction will no longer cover the provision. If there are any concerns that this is the case, the Department may investigate and if necessary, could potentially withdraw the direction.

Yours sincerely,

A handwritten signature in black ink that reads "Ada Simpson". The signature is written in a cursive, slightly slanted style.

Ada Simpson
Early Years Quality and Outcomes

Sent electronically 24/08/21

Table outlining the provider’s request for modification/exemption from specific learning and development and/or assessment requirements of the EYFS and the Secretary of State’s decision

Early learning goal (ELG) / Educational programme	Exemption/modification requested	Secretary of State’s Decision
<p>Communication and Language</p> <p>Listening, Attention & Understanding:</p> <p>Children listen attentively and respond to what they hear with relevant questions, comments and actions <i>when being read to</i> and during whole class discussions and small group interactions.</p>	<p>Delete: “when being read to” so ELG reads:</p> <p>Children listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</p>	<p>Modification granted</p>
<p>Physical Development</p> <p>Fine Motor Skills:</p> <p>Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Modification: replace with:</p> <p>Children hold crayons and other writing materials using the tripod grip in almost all cases.</p>	<p>Modification granted</p>

<p>Literacy Programme</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>The Early Learning Goals (ELG)</p> <p>Children at the expected level of development will:</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate where appropriate key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Children will write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p>Complete exemption from the whole Literacy Educational Programme and Early Learning Goals.</p>	<p>Exemption Granted</p>
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including evens and odds, double facts and how quantities can be distributed equally.		
Early learning goal	Exemption/modification requested	Secretary of State's Decision
<p>Understanding the World</p> <p>The Early Learning Goals (ELG). Children at the expected level of development will:</p> <p>Past and Present Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Complete exemption from the Understanding the World ELGs.</p>	<p>Exemption Granted</p>
Assessment	Exemption requested	Secretary of State's Decision

Assessment at the end of the EYFS: The Early Years Foundation Stage Profile	Complete exemption from the assessment at the end of the EYFS – Early Years Foundation Stage Profile (EYFSP): 2.9 – 2.14 Submitting the EYFSP to the Local Authority: 2.15	Full exemption granted
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