



Department  
for Education

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

Bristol Steiner School  
Redland Hill House  
Redland Hill  
Bristol  
BS6 6UX

23 August 2021

Dear Nicola,

**DfE Ref: 21EYFSEPR005 EYFS Exemptions Application  
Bristol Steiner School - 801/6011 109345**

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 style with a large, stylized 'A' and 'S'.

**Ada Simpson**  
**Early Years Quality and Outcomes**

**Sent electronically 23/08/21**

**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><b>Communication and Language</b></p> <p><b>Listening, Attention &amp; Understanding:</b></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><b>Delete: “when being read to” so ELG reads:</b></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><b>Modification granted</b></p>
<p><b>Physical Development</b></p> <p><b>Fine Motor Skills:</b></p> <p><b>Children hold a pencil effectively</b> in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p><b>Modification: replace with:</b></p> <p>Children hold crayons and other writing materials using the tripod grip in almost all cases.</p>	<p><b>Modification granted</b></p>
<p><b>Literacy Programme</b></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</p>	<p>Complete exemption from the whole Literacy Educational Programme and Early Learning Goals.</p>	<p><b>Exemption Granted</b></p>

(articulating ideas and structuring them in speech, before writing).

**The Early Learning Goals (ELG)**

Children at the expected level of development will:

**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.

**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.

**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.

**Mathematics Programme**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across

**Modification: Replace with:**

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**Modification granted**

<p>all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p><b>The Early Learning Goals (ELG)</b></p> <p>Children at the expected level of development will:</p> <p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>everyday activities and play, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>Complete exemption from the Mathematics ELGs.</p>	<p><b>Exemption Granted</b></p>
<p><b>Early learning goal</b></p>	<p><b>Exemption/modification requested</b></p>	<p><b>Secretary of State's Decision</b></p>
<p><b>Understanding the World</b></p> <p><b>The Early Learning Goals (ELG). Children at the expected level of development will:</b></p> <p><b>Past and Present</b> 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><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion,</p>	<p>Complete exemption from the Understanding the World ELGs.</p>	<p><b>Exemption Granted</b></p>

<p>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>		
<b>Assessment</b>	<b>Exemption requested</b>	<b>Secretary of State's Decision</b>
<p><b>Assessment at the end of the EYFS: The Early Years Foundation Stage Profile</b></p>	<p>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</p>	<p><b>Full exemption granted</b></p>