

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>Complete exemption from the whole Literacy Educational Programme and Early Learning Goals.</p>	<p>Exemption Granted</p>

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 all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and

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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 orally and develop a deep understanding of the numbers to 10. By providing frequent and varied opportunities to build and apply this understanding through everyday activities and play, children will develop a secure base of knowledge

Modification granted

<p>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>The Early Learning Goals (ELG)</p> <p>Children at the expected level of development will:</p> <p>Number 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>Numerical Patterns 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>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>Exemption Granted</p>
<p>Early learning goal</p>	<p>Exemption/modification requested</p>	<p>Secretary of State's Decision</p>
<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</p>	<p>Complete exemption from the Understanding the World ELGs.</p>	<p>Exemption Granted</p>

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