



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Early Years Curriculum Assessment & Observation Policy

Version date: May 2024

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Transition Class

We believe that children thrive and make the best development and learning journeys when they feel safe and supported. We achieve this by empowering children's communication and observing them and those that they interact with. We also use every possible opportunity to model and address safe relationships and behaviours. We thread PSED learning opportunities throughout every day. We risk assess activities and promote children learning to assess their own safety with appropriate adult supervision.

We are open and honest in our communication and work closely with parents to identify any needs for support for the child or family as soon as possible. We have appropriately trained and inspiring staff employed in line with Safer Recruitment practices, as well as codes of conduct and a safeguarding policy that focuses on all adults being responsible for promoting the safety and well being of all children and adults (see safeguarding policy). We have a dedicated safeguarding team; we also have a whistle blowing policy in place. If parents or staff feel concerned about the well being or safety of any child at school, they are encouraged to report this to the safeguarding team or our local authority safeguarding team.

At the heart of our curriculum is the belief that children develop and learn best through immersive play in an enabling environment with skilful planning and careful observation to support optimal learning opportunities. Teachers understand the important balance between empowering rich play and addressing misconceptions and take this into account in their planning to ensure the learning is inclusive and child-focused. Children thrive when they feel safe and secure, and an embedded rhythm promotes a sense of well-being and belonging. Transition or the bridge class children are immersed in a variety of rich learning experiences such as dance, storytelling, singing, outdoor exploration, skipping and learning practical skills, over a period of 2-3 weeks, which is adapted to recognise their interest and readiness. Seasonal rhythms develop their sense of time, place and people. This is encouraged by the celebration of festivals from a variety of countries and cultures, including a rich and diverse range of literature. Significant days for the children are marked (e.g. Eid) allowing children to gain an awareness of diverse beliefs and to respect each other's differences. All families are encouraged to attend festivals so that a sense of community and togetherness can be strengthened in the children. Through their immersion in the seasons and natural phenomena children become in tune with nature and begin their journey of becoming caretakers of our world.

Our goal is to nurture each child and to fuel their curiosity and desire to become independent and to promote a love for learning. We offer consistent boundaries with a positive approach to helping children to develop behaviour and learning habits that help them to develop self-esteem and self-regulation.

Early years provision at Lancaster Independent School For Alternative Learning offers a warm welcome to children aged from 5-7. Our curriculum places the child's unique learning and development needs at the heart of all that we do.

We recognise that every child is unique and has equal right to a holistic education that empowers them to develop their own talents at their own pace. We also recognise that enabling environments positive relationships and experiences to promote each child's well-being, development, and love for lifelong learning. Our aim is to maximise opportunities to nurture and support their sense of curiosity and offer high quality learning opportunities that help them to feel secure and connected in a learning space which is homely, carefully planned and organised. We also hope to offer them opportunities for learning that inspire

a sense of confidence, resilience, awe and wonder in their world and the world beyond their own experiences.

Parents who choose for their children to join our school value our approach and work in partnership with our teachers to support their children's progress. They appreciate that we balance a predictable and secure routine with rhythms that celebrate nature, seasons and festivals from many different cultures, while exploring a gentle path towards formal learning at 7 years old in class 1. Learning journeys are used to record and celebrate children's progress and achievements.

Parents also know that we put each unique child's well-being and safety at the heart of all we do to support children's learning needs through the EYFS. We delay teaching formal numeracy and literacy skills until Class 1, in line with exemptions granted by DoE (see appendix). However, children have access to Montessori numeracy and literacy materials and each child is encouraged to work with them at their own pace and through their own initiative. Both the Montessori and Steiner are child-led approaches that foster the child's curiosity and agency in their own learning journey. Parents of the children we care for are aware that currently classes 1-5 follow a Steiner Waldorf approach and not follow the national curriculum. They also understand that if they wish their child to transition to a different setting at any point, we will do all we can to offer information about their child's progress with their new place of learning with their consent.

Communication and Language

Children at this age learn best through imitation, so each unique child is greeted warmly by their teacher as they arrive each morning. From the first moment the teacher models healthy communication and careful listening, while immersing them in a vocabulary rich environment. The teacher listens and speaks carefully, consciously ensuring that their language promotes respect, valuing the empowerment of all people while addressing misconceptions in a sensitive manner. This modelling and support includes helping children listen carefully to and speak with respect and care for their peers.

Storytelling, imaginative language and working with children's intrinsic motivation are key aspects of Steiner pedagogy which allows teachers to gently and subtly promote positive behaviour, care for their peers, their environment and themselves. Carefully chosen language, songs and stories flow throughout the day, woven into instructions, corrections, and the facilitation of imaginative play. Children enjoy acting out stories they have heard, experimenting with different parts and using vocabulary and phrases from them.

We celebrate the art and power of spoken written words and the meaning that they convey. Teachers offer a dedicated book corner which is accessible, cosy and welcoming. We audit our literature to celebrate and reflect the experiences of the children in our class and the children across the world that they have yet to encounter. This inclusive approach continues as the teacher tells stories orally and reads books with expressive language that allows them to create their own images and are chosen with respect for the children's interests.

We value and celebrate each child's additional language(s) and cultural experience through inviting them to share their experiences, words and their celebrations. Children also learn additional languages (Spanish and/or German) from a language specialist teacher through games, songs, and stories. Throughout the

week, the teacher may offer poems and songs in different languages and from other cultures, including in children's own languages.

At Lancaster Independent School for Alternative Learning we understand that all behaviour is communication, including non verbal communication. We observe and assess every child's language and communication development carefully to identify any special needs including EAL and work closely in partnership with parents, the SENCO and any outside services to meet and support any additional needs for each child in our class.

See Appendix for modification to ELGs

Physical development

At this age, children's energies are focused on building their physical bodies and developing a strong will which will allow them to relish challenges, become resilient when facing difficult tasks and persevere towards a completed goal. This aligns perfectly with the EYFS framework requirements for children to develop core strength and coordination, gross and fine motor skills, as at Lancaster Independent School for Alternative Learning we know healthy physical development has a massive impact on every other area of learning.

The children have access to a wide variety of natural, open-ended and purposeful resources and environments, both inside and outside. This allows children to engage in physical play, including learning to evaluate risks and benefits through activities such as climbing trees, and become truly immersed in their imaginations, building transferable skills including perseverance, problem solving (which promotes higher order thinking), cooperation and negotiation. Children also have access to Montessori activities that help develop fine and gross motor skills. These activities in the practical life area encourage carrying large objects, using the whole body in purposeful movement and refining the wrist and hand movements in preparation for handwriting.

Our outdoor space has a variety of areas and surfaces and resources that promote natural multisensory activities, inviting children to explore and play, naturally moving through their environment in different ways, whether that is climbing trees, performing in a circus or digging for "ingredients" for their bakery. Children play outdoors every day in all weathers; they eat their snacks and meals sat on logs in our fire circle. They also participate in activities such as gardening, outdoor learning, festivals, and they help with purposeful projects such a moving natural wood chippings in adult size wheel, barrows buckets and distributing them to protect our garden floor and enable safer surfaces for play.

Indoors, our environment daily rhythm empowers physical development and independence by offering a routine of playing outside, changing into indoor clothes and slippers, and a morning verse that includes gentle movements to bring their consciousness into their bodies. The daily and weekly rhythm is designed to build the children's will forces through working with their bodies in different ways, developing both fine and gross motor skills through weaving, bread baking, painting, wax modelling, sewing, cutting and glueing,

drawing, bead threading, washing, food preparation and dressing frames. They also develop their core strength, spatial awareness and coordination through balancing, using building using crates and blocks, sheets and by exploring their space (inside and out) through play and Montessori work.

We observe and assess every child's physical development carefully to identify any special needs and work closely in partnership with parents, the SENCO and any outside services to meet and support any additional needs for each child in our class.

See Appendix for modification

Personal, Social and Emotional development

The personal, social, and emotional development of each child's development is fundamental to their well-being and offers a gateway for them to achieve a sense of belonging and purpose at home, school, and in their community. Our transitions/ bridge class' holistic curriculum places each child's development of insight into their emotions, their sense of self, and their relationships at the heart of all we do. Each child is unique, so observation of their development is key. This allows teachers to offer consistent and individualised responses to each child's needs and challenges.

Teachers work in a strong and open partnership with parents with the child at the centre. A sense of continuity between home a school establishes trust, confidence and a sense of security and belonging for the child. We ensure that the child's voice is heard in this way, and keep parent up to date with observations, encouraging their thoughts and input. Family members who have specialist skills or knowledge to share are warmly welcomed, as are any who enjoy volunteering to support the class.

Imitation is a powerful force at this age, so teachers are careful to model how to be, as well as what to do or say. We model showing them respect offering attentiveness, and space for them to feel like an equal partner in their relationships and interactions. Adults throughout the school model empathetic, emotionally healthy holistic relationships with each other and with children. Children learn and imitate these positive attachments in their family, school, and friendships. The teacher shows children a warm welcome and values their individuality. The teacher models inclusive, secure, warm, supportive relationships with each child and empowers similar values and behaviours in the relationships between peers.

Developing emotional literacy is a vital skill and as such is woven through the whole pedagogy and curriculum. It allows children to navigate conflict with their peers, issues with friendships as well as regulating their own emerging emotions safely. Children are offered time, space and support as needed. Creative play is at the centre of their learning at all times, so stories, songs, poems and puppets are all used in teaching so that children can explore choices and process scenarios safely and comfortably. Bullying behaviour is not tolerated at Lancaster Independent School for Alternative Learning and is dealt with as outlined in our Behaviour and Anti-Bullying Policy.

All children in our school have access to a variety of resources that promote well-being, emotional literacy and teach strategies for good mental health. Each term we host a Well-being Day, designed to allow children to experience a variety of activities appropriate to the seasons that they can use at school or at home to promote good mental well-being. In the past, this has included guided meditation, breathing for calm, making pomanders and positive affirmations. Children have access to our Community Room, a nurturing space for when they need time out of class – sensory needs, friendship issues, bereavement; all are welcome and catered for with books (The Big Book of Feelings is a particular favourite), pillows, mindful colouring, and sensory boxes. A Worries and Questions box is set up in the corridor where everyone can access it. Children in our Transition class know they can draw a worry or ask an adult or older child to write it for them. Transition class children join the rest of the school for weekly assemblies where some PSHE topics are gently covered through small group discussions, role plays, quizzes, songs, and stories. This extends their feeling of belonging to the wider school community and provides continuity when they enter Class 1.

Staff benefit from regular training and CPD, including Seasons for Growth (a program for working with bereavements) and Children’s Mental Health First Aid (CMHFA).

For children who may show special needs relating to PSED, teachers observe, assess, and work in partnership with children, families and liaise with our SENCO, DSL and other professional services, including local mental health advisors.

Literacy

Our approach to literacy is designed to gently draw out an innate enjoyment of language and expression, a love of reading and an intrinsic desire to write. For this reason literacy is not formally taught until class 1, however, children do have access to literacy Montessori activities which they are encouraged to use at their own pace during and after their preschool years. Our transition class is full of opportunities which promote pre reading and writing skills, including opportunities for developing gross and fine motor skills which are the foundation of writing. Listening is a key aspect and the children listen carefully to sounds in nature and in the classroom. The children play games, learn rhymes and listen to and re-enact stories, all of which promote an awareness of phonics. Teacher’s planning celebrates our children’s interests and offers enriched, well informed and varied experiences.

In line with our child-lead approach, teachers support and encourage children who can read or write, or who show intrinsic motivation to learn. They address misconceptions sensitively and provide opportunities for challenge. Likewise, if children show any learning or developmental needs that may affect their learning in these areas, we assess and work in partnership with parents, our SENDCo, and any other appropriate support services.

Lancaster Independent School for Alternative Learning has complete exemption from the Literacy Education Programme and Early Learning Goals

Mathematics

Early maths is embedded into the daily, weekly and yearly rhythm. Our aim is to help children to learn to love and grow confidence in mathematics and whilst Transition Class is not formally taught this subject, teachers plan carefully to offer resources and experiences that support and promote development in numeracy skills as part of everyday activities. Amongst other things, this takes the form of counting games and rhymes, shape sorting or puzzles, books, counting children in the classroom and working out how much equipment they need, create balances, playing hopscotch, and games outdoors that include and celebrate numbers. During weekly bread making, children can weigh ingredients with scales and measure fluids in a jug, while in handwork they experiment with pattern, measure and sharing resources equally.

At this age, the forces of imitation are very strong, so the teacher models using mathematical vocabulary and terminology throughout the day and weaves it into children's play. Misconceptions are addressed sensitively and explored through a combination of child and adult lead activities.

The teacher works closely with the Maths subject coordinator to enrich and empower the children preparation for more formal learning in class one. We celebrate children's learning journeys, and the teacher works in partnership with parents to promote confidence building in this area of learning and works closely with the SENCO if there are identified barriers to progress or special needs in this area of learning. We also plan and differentiate to promote appropriate levels of challenge for children who show readiness for further progress in mathematics.

As with literacy, the children have access to the Montessori activities for numeracy during Reception and are encouraged to work with them when there is an interest to do so. We encourage a balanced child led approach that gives children the opportunity to benefit from a combination of Steiner and Montessori materials and activities. This in turn will create a smooth transition from Appledore Montessori Preschool to LISAL.

Lancaster Independent School for Alternative Learning has complete exemption from the Early Learning Goals, see Appendix for modification to the programme

Understanding the world

Children between 0 and 7 years old can be seen as whole body sense organs – their whole being is absorbing the world around them through all their senses. Their place in the world, the natural and man-made feature that surround them and their immediate community are of vital importance, beginning the development of their connection to the world locally and on a larger scale.

Care and respect for the environment and a connection with the natural world are central to our curriculum and pedagogy. Children spend large amounts of time outside in all weathers and have outdoor time daily. The rhythm of the seasons, changes in nature over time such as the life cycle of birds and mini beasts, and the role humans play in nature are explored through open-ended play, stories and a mixture of child and teacher led activities. Resources are thoughtfully made available for exploration such as magnifying glasses for close examination, books and charts for identification or string for knot making and tying sticks together. The children participate in ecological activities such as composting, gardening, recycling, and exploring conservation of water.

Community comes in many shapes and sizes and all are celebrated, from family, to school, to out of school commitments. Different heritages, cultures, beliefs, sexuality and races are embraced and celebrated through songs, stories, books and the festivals that mark the turning of the year, including Diwali, Rosh Hashanah, Hanukkah, Eid, Ramadan, Solstice, Midsummer, Advent and Three Kings among others. We celebrate differences and model attitudes and values that promote inclusion and equity for all. Children in Transition Class learn to embrace and celebrate one another's differences and understand that different children need help in different areas. This could be a diabetes nurse visiting to talk about the extra care a child needs or understanding that some children need extra space and don't like to be touched. Classes at Lancaster Independent School for Alternative Learning form little learning communities where everyone has a place and something unique to offer.

Stories are told with reference to time and place, including with reference to children's own lives and the lives of their families. We celebrate children's birthdays with a history of their birth and each year since offered by both their family and their teachers helping them to be the historian of their own lives.

Transition class children learn the importance of using tools safely and purposefully in the garden, in outdoor learning and in the classroom. They use a grinder to grind coffee and scales to weigh ingredients. At playtime they can experiment with how sound travels with a hosepipe telephone, and according to age aptitude and ability they will have the opportunity to design a vehicle that moves on land and a vehicle that moves on the water. Planning in the moment allows teachers to prepare any equipment the children might use in their exploration, such as an oximeter to find out how our breathing helps us, or a thermometer to answer their questions about how cold snow is. Their experiences of using these tools allows them to be curious about and experience the world they live in. Internet safety is taught through stories, assemblies and role-play.

Lancaster Independent School for Alternative Learning has complete exemption from the Understanding the World ELGs

Expressive arts and design

Working with children's creativity and imagination is at the heart of the education we offer. Children have access to a variety of natural, open-ended materials such as watercolours, modelling wax, bread dough, beeswax crayons, Lyra colouring pencils, tissue paper, card collage, materials such as fabrics of different textures, as well as tools they create themselves. They learn to weave, sew, embroider, work with wood, with each age group persevering with a different long term project. These types of creative media promote confidence in every child's self-expression and strengthen their will, determination and perseverance.

We offer a variety of high-quality opportunities for children to express themselves in creative media including deep play, use of high quality of media and materials and through valuing and displaying the things that they create. Intrinsic motivation for these activities is based on both Teachers modelling activities by using the same media at the same time as the children and the classes celebration of everyone's journey of effort through the process. Children have access to opportunities for creativity daily. They also explore the power and joy of colour through resources in their classroom and use of natural resources outside where they may find a variety of natural resources to build models with or create art.

Children develop determination and the will to overcome adversity, and long projects which do not result in instant gratification are important to this. It is our belief that the strengthening of the will leaves children with the skills to persevere when they start formal learning in Class 1.

From the moment they arrive, the children are immersed in poetry, narration, singing, music, rhymes, puppets, and stories. They dress up and act out the stories they hear as preparation from the beautiful class and school performances they will participate in from class one and onwards. The children have access to a variety of musical instruments, the use of which is carefully and reverently modelled by the teacher.

Classes at our school often gather share and show appreciation for their work this promotes a culture where artist endeavours are valued respected and celebrated. We celebrate the individuality effort, persistence, resilience, and process of every child's artistry including performances, valuing each contribution on its own merit, rather than compared to any other.

Observation, Assessment and Planning

Observation, assessment and planning are the foundation of good educational practice, and reflect the Steiner Waldorf philosophy and educational approach to viewing the child as a unique, active and developing human being. Good teaching practice occurs when the self-reflective teacher also regularly appraises and assesses his/her own teaching as well as the progress of each individual child, supported and affirmed by both colleagues and parents or carers of the child. Assessment for the very young child is based on the adult's knowledge of child development, and in line with statutory regulation, also has regard of the statutory Early Years Foundation Stage (EYFS) for children from birth to 5.

Teachers in transition class use a combination of long term, medium term and daily planning. They follow a yearly, seasonal rhythm which takes into account annual school events and festivals from different cultures and faiths from around the world. Medium or termly planning takes the different areas of learning into account with an overview of topics or concepts that will be introduced. Teachers also use planning in the moment to identify each child's interests and learning needs and to plan for next steps. These interests are used as a springboard for weaving medium and long term objectives seamlessly into the children's play and learning. For example, when a class shows an interest in light after a craft activity with coloured transparencies, the teacher may follow these interests and conversations and build a plan to further explore properties of light and colour. Adaptions are made to offer differentiation according to children's needs, readiness, levels of confidence, aptitude, interest, and abilities.

All assessment is formative and largely conducted through careful and discreet observation. Teachers note each child's individual interests, potential, challenges and barriers to their progress, and use this to inform their planning and next steps. Teachers observe the child's development and progress on a daily basis and make notes in the child's file or learning Journal. These on-going observations, photos, drawings, some activities and parent/carer contributions, as well as the child's own comments if applicable, contribute to the summative report and are used to record progress and attainment.

Communication and partnership with parents and carers are central to understanding the child, so we work together to meet their needs, asking for parent contributions to a child study and sharing the results of focused observations.

Lancaster Independent School for Alternative Learning has complete exemption from the assessment at the end of the EYFS Profile

Inclusion and SEND

There may be times where the child may need extra support if there are questions around their learning and development, language support or in any other area. When teachers notice indications or barriers to progress for any child, they will seek further support via our SENCO, subject leaders and work closely with any other professionals who are also seeking to support a child. This could take the form of provision mapping, whereby any extra support they need is documented or if necessary, and IPP will be created in conjunction with the parents so that a shared plan for the child's progress can be enacted.

Transition

If a child transitions into our school from another setting or out to a new one, teachers and the SENDCo work together to ensure the smoothest transition possible. We share relevant observations to help the new setting understand their progress, attainment, abilities and any additional needs or support that might be in place. To gain the best understanding of the child, teachers will meet with parents, invite the child to a trial day and visit the child in their current setting or at home. We are open to the same communication from other settings when children join or leave us.

During their final year in Transition class, if they are joining an existing class, children are invited to join several specifically chosen lessons to get to know their new class and the new rhythms. The transition teacher meets with the Class 1 teacher to gain some insight of the child's stages of development and achievement. Children are welcomed into the Lower School by the whole community during a simple ceremony.

Early Years Foundation Stage Framework

The Statutory Framework for the Early Years Foundation Stage (published 31st March 2021, effective from 1st September 2021) describes four overarching principles that guide and shape Early Years (which will be referred to as Transition Class in this policy) practice. These are:

- “• every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- 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.
- importance of learning and development, including children with SEND. Children develop and learn at **different rates.** “

These principles align perfectly with Steiner Waldorf pedagogy and practice and are the foundation of Transition class at Lancaster Independent School for Alternative Learning. In line with this, we are exempt from aspects of the EYFS Framework (see Appendix). This policy has been written in conjunction with other relevant policies, particularly the Safeguarding policy, Anti-bullying policy, SEND and inclusion policy and the Curriculum policy.

Appendix



Department
for Education

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

Lancaster Steiner School
Lune Road
Lancaster
LA1 5QU

23rd August 2021

Dear Bregje & Katie,

**DfE Ref: 21EYFSEPR012 EYFS Exemptions Application
Lancaster Steiner School - 888/6040 EY311336**

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,



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

<p>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>Mathematics Programme</p> <p>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</p>	<p>Modification: Replace with:</p> <p>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</p>	<p>Modification granted</p>

<p>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>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>providing frequent and varied opportunities to build and apply this understanding through 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>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 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>
<p>Assessment</p>	<p>Exemption requested</p>	<p>Secretary of State's Decision</p>

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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