



Department
for Education

Charlotte Clark
Quality,
Outcomes and Providers
Division – Early Years
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Louisa Sheppard
Rose Garden Early Years Centre
5, Christchurch Gardens
Reading
RG2 7AH

21st May 2018

Dear Louisa

**DfE Ref: 12EYFSEPR144 EYFS Exemptions Application
Rose Garden Early Years Centre – EY495291**

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.

The Secretary of State has decided to grant your request for exemptions and/or modifications. In relation to your request for exemptions and/or modifications, the Secretary of State directs as follows:

- I. A modification to the early learning goal '**understanding**' under the educational programme of *Communication and language* is granted as worded.
- II. A modification to the early learning goal '**moving and handling**' under the educational programme of *Physical development* is granted as worded.
- III. An exemption from the early learning goal '**reading**' under the educational programme of *Literacy* is granted in full.

- IV. An exemption from the early learning goal '**writing**' under the educational programme of *Literacy* is granted in full.
- V. A modification to the early learning goal '**numbers**' under the educational programme of *Mathematics* is granted as worded.
- VI. A modification to the early learning goal '**shape, space and measures**' under the educational programme of *Mathematics* is granted as worded.
- VII. A modification to the early learning goal '**people and communities**' under the educational programme of *Understanding the world* is granted as worded.
- VIII. A modification to the early learning goal '**the world**' under the educational programme of *Understanding the world* is granted as worded.
- IX. A modification to the early learning goal '**technology**' under the educational programme of *Understanding the world* is granted as worded.
- X. An exemption from the requirements set out in paragraph 2.6 to 2.11 of the framework relating to Assessments at the end of the EYFS – the Early Years Foundation Stage Profile, which require settings to complete the profile and submit the same to the local authority is granted.

A table outlining the educational programme and early learning goals mentioned in your request, with your requested exemption or modification and the Secretary of State's decision is attached.

You must follow in full both the learning and development 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,

Charlotte Clarke
Quality, Outcomes and Providers

Sent electronically 21/05/2018

Table outlining the provider's request for modification/disapplication from the learning and development requirements of the EYFS and the Secretary of State's decision

Early learning goal	Exemption/modification requested	Secretary of State's Decision
<p>Communication and language.</p> <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Understanding: Children follow instructions involving several ideas or actions. They demonstrate understanding in response to stories, events or when recounting their experiences.</p>	<p>Granted as modified</p>
<p>Physical development</p> <p>Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</p>	<p>Granted as modified</p>

<p>Literacy</p> <p>Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Exemption requested</p> <p>Exemption requested</p>	<p>Exemption granted in full</p> <p>Exemption granted in full</p>
<p>Mathematics</p> <p>Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Without adult questioning, the children may use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore patterns and characteristics of everyday objects and shape through play based learning.</p>	<p>Granted as modified</p> <p>Granted as Modified</p>

Early learning goal	Exemption/modification requested	Secretary of State's Decision
<p>Understanding the world</p> <p>People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Without adult questioning, children may talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes, without adult questioning.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes, excluding the use of information and communication technology (ICT).</p>	<p>Granted as modified</p> <p>Granted as modified</p> <p>Granted as modified</p>

Assessment	Exemption requested	Secretary of State's Decision
Assessment at the end of the EYFS: The Early Years Foundation Stage Profile (Paragraphs 2.6-2.11 of the EYFS Framework)	Complete exemption from the assessment at the end of the EYFS – Early Years Foundation Stage profile (EYFSP) - 2.6: completion of the profile including 2.7; 2.8; 2.9; 2.10 and 2.11: submitting profile results to LA	Full exemption granted