

## THE STATUTORY EYFS AND EXEMPTIONS

The Statutory **Early Years Foundation Stage** (EYFS) Birth – 5 years, applies to all settings including ours. It sets out both learning and development requirements and safeguarding and welfare requirements for children from birth to 31 August following their fifth birthday. You can find out more about the EYFS in the *Guide to the EYFS in Steiner Kindergartens* which you will find in your kindergarten or on <http://www.steinerwaldorf.org>. You can also find a *parent's guide to the EYFS* on the government website <http://www.foundationyears.org.uk>

Because there are areas which conflict with the Steiner Waldorf early childhood principles and practice, we have received some 'Exemptions and Modifications' to the EYFS Learning and Development requirements and Assessment regulations under the 'Established Principles' route. These are mostly to do with the introduction and in some cases formal teaching of reading, writing, mathematics and use of IT/media and electronic gadgetry. There is no exemption from the safeguarding and welfare requirements. We have modifications and exemptions in the following areas (please see next pages for full statement):

- Communication and Language (modifications)
- Physical Development (modifications)
- Mathematics (modifications)
- Understanding the World (modifications)
- Expressive Arts and Design (modifications)
- Literacy, Reading and Writing (exempt)
- Assessment at the end of EYFS (exempt)

## IONA EARLY YEARS EXEMPTION STATEMENT

### EXEMPTIONS AND MODIFICATIONS REQUESTED FROM THE LEARNING AND DEVELOPMENT REQUIREMENT & ELG /EYFSP

In the exemptions application form, we have asked to explain why exemption is needed and how the exemption will affect children's experience: *In brief and to add to the information below:*

Parents carefully and deliberately choose Steiner education in order to give their children a broad, rich and imaginative early childhood experience in mixed age groups. The education and care is holistic, enabling and providing for their diverse skills and abilities, concentration and enthusiasm. They do not acquire skills through any formal or teacher directed learning, but at their own pace through the example of well trained and competent adults in an enabling environment in which they develop life skills and which offers effective foundations for later formal learning. The children transfer to Steiner (or Primary) schools socially competent and good communicators, with excellent physical abilities and skills. They are generally enthusiastic and able to give purpose and direction to their lifelong learning.

The learning and development requirement (educational programme, early learning goal, profile assessment) affected	Exemption/modification requested	Rationale
<p><b>Communication and Language.</b></p> <p><b>Understanding:</b> 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><b>b) Understanding:</b> Children follow instructions involving several ideas or actions. <b>They demonstrate understanding in response to stories or events or when recounting their experiences.</b></p>	<p>The Steiner EY curriculum seeks to nurture and protect the child's imaginative world and direct teaching, questioning and reminding is seen as running counter to this. Although the teachers may answer children's questions, these initially stem from the child's own experiences and self-initiated learning. Teachers do not ask how and why questions to stimulate consciousness, or extend learning.</p>
<p><b>Physical development. Moving and handling:</b></p> <p>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 pencils for writing.</p>	<p>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 <b>crayons for mark making.</b></p>	<p>As children are not taught to read and write before rising 7 in the Steiner Setting, they are not provided with a full range of writing materials or any formal instruction. Children have the opportunity for mark making as in most cases crayons and paper is available. A range of arts and crafts contribute to the development of fine motor skills necessary for writing in the future.</p>
<p><b>Mathematics</b></p>	<p>Children <b>orally</b> count reliably with numbers from 1 to 20, place them in</p>	<p>Steiner settings do not teach number recognition (from written numerals) or written number formation before rising 7. Steiner children might not have the opportunity to see or</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>order and say which number is one more or one less than a given number. Using quantities and objects <b>in everyday activities and play</b>, they add and subtract two single-digit numbers and count on or back to find the answer. <b>In everyday activities and play</b> they solve problems, including doubling, halving and sharing.</p>	<p>recognize written numbers: there are generally no clocks, the scales used are generally balance scales, and measuring is done without using measuring jugs with numbers. It is an established principle in the Steiner EY curriculum that a sound foundation for grasping mathematical concepts comes from allowing the young child to first experience opportunities to count, calculate and problem solve in naturally occurring everyday situations. The Steiner EY curriculum integrates mathematical concepts and uses mathematical language and concepts through regular everyday activities and routines of the kindergarten that involve the child in, for example; pairing up the shoes when tidying up; weighing and measuring ingredients when preparing food, counting plates when setting the table for snack time.</p>
<p><b>Understanding the world</b></p> <p><b>Technology:</b> 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>Children recognise that a range of <b>simple or mechanical everyday technology</b> is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys runs counter to their aim to develop the imagination and nurture the child's cognitive capacities by physically learning through doing. Children instead use technology that provides direct experiences enabling them to gain knowledge of how things work.</p> <p>Computers are only introduced later in the Steiner curriculum on the grounds that passive activity is not healthy; it takes away time to play; there are problems associated with young children dwelling in virtual reality that can lead to confusion/distortion of values and that it can lead to the over-reliance on the computer as a teaching/learning tool</p>
<p><b>Expressive arts and design</b></p> <p><b>Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and <b>non-electronic</b> technology, art, music, dance, role play and stories.</p>	<p>Steiner site that research has shown that human speech and live music have many advantages over recorded speech or music in that all the senses of the child are addressed at the same time and that live music supports the development of the brain. They also believe that recorded sound is not necessary in a setting where the human voice is heard.</p> <p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys counter the effect of their aim to develop the imagination and nurture the child's human relationship to others.</p>
<p><b>Literacy</b></p> <p><b>The Programme is:</b></p>		<p>It is an established principle in Steiner EY curriculum that young children are not taught to read and write before rising 7. Children are told stories rather than read to because the spoken, rather than the printed word, allows the teachers to tell the story in their own words to suit the group of children in their care, and for the children to develop their own</p>

<p>Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p><b>The two goals are:</b></p> <p><b>i) Reading:</b> 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><b>j) Writing:</b> 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><b>Complete exemption from the whole literacy educational programme.</b></p>	<p>imaginary pictures to accompany the story, as well as to develop concentration and a broad vocabulary from the stories told. Steiner say that well-chosen words and good syntax support clear thinking and lay secure foundations for developing language and literacy.</p> <p>The Steiner curriculum introduces formal reading and writing at a later age preferring in the early years to put in place the foundations for reading and writing through developing listening skills and exploring sounds through speech development, and developing fine motor skills through play and everyday activities.</p> <p>Children have the opportunity for mark making, but the written word is not formally introduced, although the child's self-initiated writing is supported by the teacher when asked by the child. In most cases children do not have access to pencils, rather the preferred Steiner block or stick crayons are used. The books available are mostly picture books and children are encouraged to 'read the pictures' using their imagination stimulated by the pictures. The children know that print carries meaning from seeing adults using writing in the daily routine of the kindergarten.</p> <p>Children's language development is encouraged by the teacher modelling good language during every day activities, a broad vocabulary through storytelling, and using a range of poems, songs and stories in a daily movement and music session.</p>
<p><b>ASSESSMENT AT THE END OF THE EYFS: THE EARLY YEARS FOUNDATION STAGE PROFILE (2.6-2.11)</b></p> <p><b>This section is for Independent Steiner schools and settings <u>not in receipt of the funding</u>, or who's Local Authority has agreed that it will not affect the funding.</b></p>	<p><b>Complete exemption from the whole section on assessment at the end of the EYFS –Early Years Foundation Stage profile</b></p> <p><b>2.6: completion of the profile including 2.7; 2.8; 2.9; 2.10</b></p> <p><b>2.11: submitting profile to LA</b></p>	<p>Steiner conduct their own continuous observational assessment of the social, physical, spiritual and emotional development of the whole child in accordance with the Steiner ethos' developmental stages of the child. Observational assessments, which are usually recorded in a Steiner child profile, is an integral part of their practice and is an essential tool for practitioners in order to gain an overview of the child. The profile is particularly relevant when the child is about to move up to Class 1 (age 6+ ) in the Steiner school, where a summative evaluation of the child is passed on to the Class 1 teacher and shared with parents. The child's developmental progress is discussed regularly with parents in the form of individual meetings and written reports.</p> <p>To complete and submit the EYFS profile against goals, some of which conflict with the Steiner curriculum, (and from which they are exempt), is incompatible with their method of</p>

		<p>assessment. The children from schools that have requested exemption from the profile generally remain in Steiner schools and continue to Class 1 at rising 7 therefore the profile is not needed to inform Reception or Year 1 teachers in mainstream schools. If they do transfer to other schools, a thorough report is given to the next teacher via the parents.</p> <p>Parents also object to their child being assessed and the data collection on a set of goals (the ELG profile scores) which are not fundamental to Steiner Waldorf ethos and practice.</p>
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