

Executive Summary		
Title of the Work	A Critical Evaluation of Developing the use of Learning Stories in an Early Years Setting: Are Learning Stories an Effective Assessment Tool for the Early Years Foundation Stage?	
Author	Karen Wishart	Date of Completion (09/2009)
Institutional Contextual Details E.g. Phase (Optional)		
Major Needs Identified	<ul style="list-style-type: none"> • To strengthen a shared understanding of effective assessment principles and procedures with the setting • To embed effective assessment procedures involving children and their parent/cares in the assessment process • To implementing an assessment system that will support the EYFS (Early Years Foundation Stage) as well as supporting children to become learners for life • To value the assessment of children's dispositions to support their future learning 	
Methods used to collect data.	<ul style="list-style-type: none"> • Questionnaires • Interview • Observations • Learning Stories • Using relevant documents 	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> • Learning Stories meet the criteria to varying extents of the 8 principles of effective assessment as stated in the EYFS • Essential elements of the principles of the EYFS are met by the implementation of Learning Stories • Implementation supports the further development of a shared pedagogical approach within the setting • Practitioners see their value • Parent/carers engage with the process • Children take ownership of their Learning Stories and become involved in the assessment of their own learning • There is an interest in Learning Stories at both a local and national level 	
Impact of the Project (And evidence source)	<ul style="list-style-type: none"> • My own subject knowledge on early years assessment has developed (<i>Lit review</i>) 	

<ul style="list-style-type: none"> • Knowledge • Practice • Pupil/Student learning Experience • Pupil/Student Learning Outcomes <p>(What happened as result?)</p>	<ul style="list-style-type: none"> • I am more aware of the need to think of learning in the light of being a 21st century learner (<i>Lit review</i>) • Provided me with a new opportunity to develop as a critically reflective practitioner (<i>Lit review/data analysis</i>) • My understanding of research and research methodology has developed as has my knowledge of appropriate methods to apply to specific research questions (<i>Method sand Methodology</i>) • Supported the development of a 'Learning Community' within my setting (<i>Interviews/moderation report</i>) • Improved practitioner subject knowledge (<i>Interviews</i>) • Supports/develops good early years practice and provision as stated in the EYFS (<i>Exemplars</i>) • Learning Stories can be used effectively to evidence judgements made for the EYFSP (Early Years Foundation Stage Profile) (<i>exemplar materials</i>) • Learning is made more visible to parent/carers (<i>Interviews</i>) • Supports the development of a stronger parent partnership (<i>Interviews</i>) • Children are involved in assessment of their own learning (<i>Interview/moderation report</i>) • Evidence of children feeling more empowered (<i>Interviews</i>) • Learners dispositions valued and recognised (<i>Interviews/ Learning Story format/ moderation report</i>) • Interest show on a local authority and National Level (<i>Plan for future training</i>)
<p>Contact E mail or address (Optional)</p>	<p>Karen.wishart@sch.walthamforest.gov.uk</p>
<p>Other Information</p>	