



Hampshire  
County Council

School Ready Through Music  
Hampshire Family Learning Project 2020  
Supporting Online Transition

Delivered by Boogie Mites



Evaluation of Impact

Prepared by Achievement for All  
September 2020



ACHIEVEMENT  
**FOR ALL**  
EARLY YEARS - ACHIEVING EARLY

## Purpose of the report

The purpose of this report is to provide evidence of impact of the Boogie Mites project – *Online School Ready through Music*, commissioned by Hampshire County Council. The report gives an overview of the work undertaken and the impact against key objectives. The report can be used to demonstrate value for money to the funder, as evidence of impact for partners supporting the project (schools), for future funding bids and to influence future delivery plans.

## Context of the project

The project was commissioned by Hampshire County Council (HCC) as part of their Family Learning programme during the Covid 19 lockdown and delivered by Boogie Mites. The schools were selected from a list that was provided by HCC as the schools that are in the more disadvantaged areas of the County. The Early Years lead at the school was asked to encourage the parents with children starting at the school in September based on information from the pre-schools, would benefit the most (particularly with speech and language) to attend. Some schools offered it universally and then encouraged the targeted parents, others just invited targeted parents.

24 schools took part with 292 parents enrolled, of whom 279 completed the course, a completion rate of 95%.

## Description of the Project

The course consisted of three, 45 minute, Facebook Live online sessions run weekly. If a parent was unable to watch live they could watch the recorded session at a later time. The sessions were tutor led and consisted of games, songs, and activities to support parents with home learning activities. (see appendix 1 for weekly objectives)

The tutor contacted the parents after each session and there were follow up activities to complete. The course had 3 main objectives:

### **3 COURSE OBJECTIVES**

At the end of the 3 week online and home learning course, learners will be able to:

1. Name and describe each of the 7 Aspects of Letters and Sounds Phase 1
2. Practise creative music and craft activities at home to support development of foundations for literacy and lead all of the songs on the Boogie Mites school Ready Programme

3. Identify your child's development and progression in relation to the 7 Aspects of Letters and sounds Phase 1

## Individual Goals

The course also had 5 optional individual goals that parents could select as their own in the initial assessment or leave unchecked:

1	To learn how music can support children's development
2	To bond with my child through this shared experience
3	To learn how to support my child's school ready literacy listening and learning skills through music
3	To obtain resources and knowledge to continue home practise throughout the summer
5	To start a learning journey for myself and intend to find out what other courses are available to me
6	Other comments or additional goals

## Evaluation Method

The parents were asked to complete and submit the following online forms:

- an Initial assessment before the course that provided baseline evaluation for the 3 main course objectives and the 5 optional goals
- a learning diary after each session
- an online evaluation of achievement against the 3 course objectives and the 5 individual goals at the end of the project.

The evaluation is based on the feedback and perception of parents who completed these online forms

129 parents completed the initial assessment and the end of course evaluation of achievement

187 parents completed a diary after session 1

155 parents completed a diary after session 2

114 parents completed a diary after session 3

## Learning diaries

The percentage of parents who completed a learning diary after accessing each session is shown below. There was a slight decrease in numbers over the three weeks but 39% is still a significant number of returns on which to evaluate impact. (See note below regarding other evidence of learning).

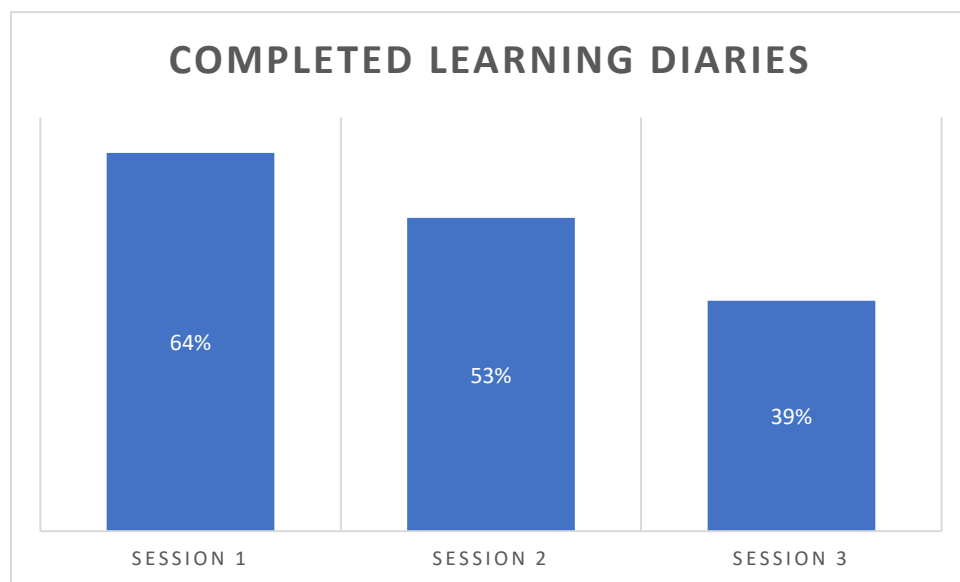


Figure 1 – percentage of parents who completed a learning diary after the sessions.

## Live sessions

The vast majority of parents who completed learning diaries accessed the sessions live indicating that this was seen as a priority for them – this did not drop off over significantly over the three weeks with 79% accessing the sessions live in week 1 and 2 and 78% accessing the sessions live in week 3.

## Observing Progress

Each week the parents were asked if they observed any progress with the activities at home. The percentage who answered yes sharply rises throughout the project which clearly indicates parents are becoming more aware of what and how their children are learning and progressing as time goes on and that their children are making progress.

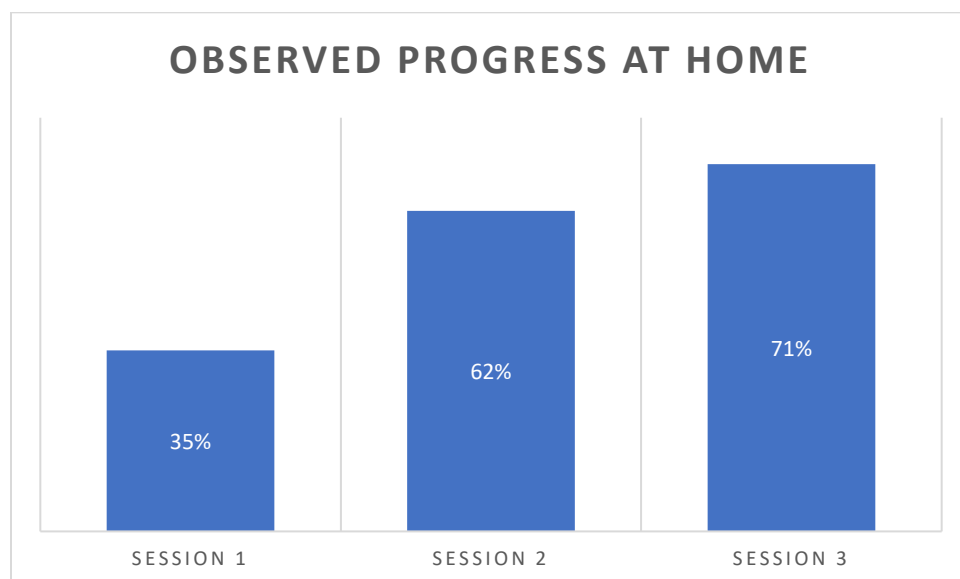


Figure 2 – parents who observed progress at home after the sessions

## Evidence of Impact against course objectives

### Course Objectives:

#### 1) “I am able to name 7 Aspects of Letters and Sounds phase 1”

126 parents answered the question at baseline and end of project regarding their knowledge of Letters and Sounds phase 1

Response options	Responses at the start	Responses at the end
I don't know anything about this	66	1
I know a little bit about this	50	30
I know quite a lot about this	6	79
I know all about this	2	16

It is clear that the majority of parents increased their knowledge around phase 1 letters and sounds on the programme, with 125 parents stating they know at least a little at the end compared with 58 at the start.

**2) “I am able to identify my child's development and progression in relation to 7 Aspects of Letters and Sounds (L&S) Phase 1”**

127 parents answered the question at baseline and end of project regarding their knowledge of their child’s development in relation to Letters and Sounds phase 1

Response options	Responses at the start	Responses at the end
I don't know anything about this	73	0
I know a little bit about this	40	43
I know quite a lot about this	7	68
I know all about this	2	16

This shows significant impact as by the end of the project 100 % of parents who answered were able to identify their child’s learning and development in some way in relation to this area.

The chart below demonstrates significant levels of knowledge and understanding in this area by the end of the project.



Figure 3 – percentage of parents who were able to name and describe each of the 7 aspects of Letters and sounds level 1

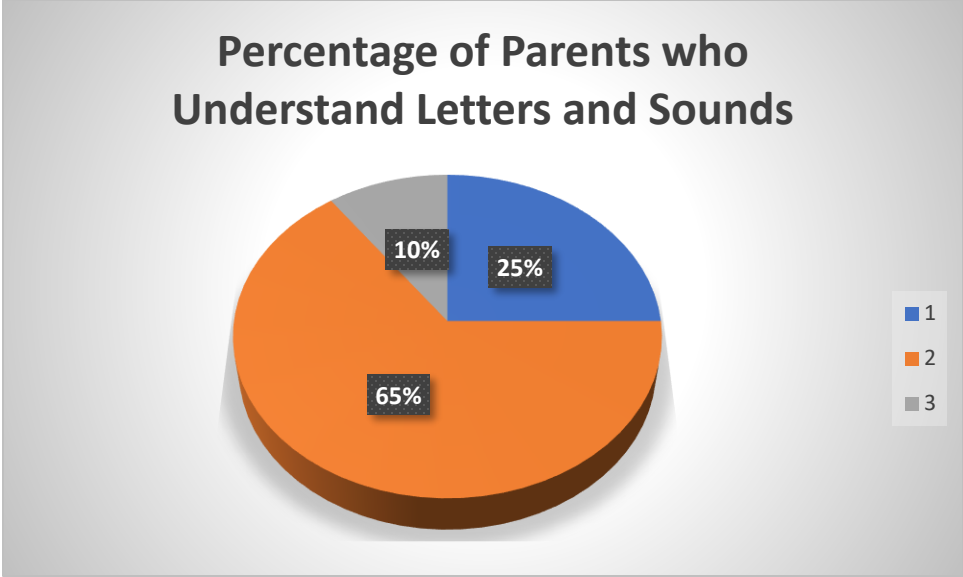


Figure 4 percentage of parents who understand Phase 1 letters and sounds at the end of the project

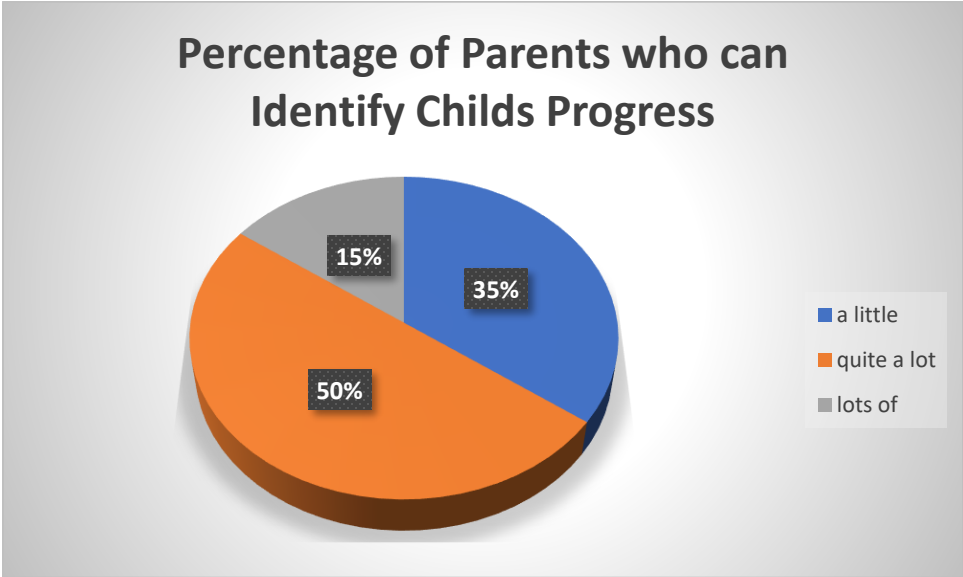


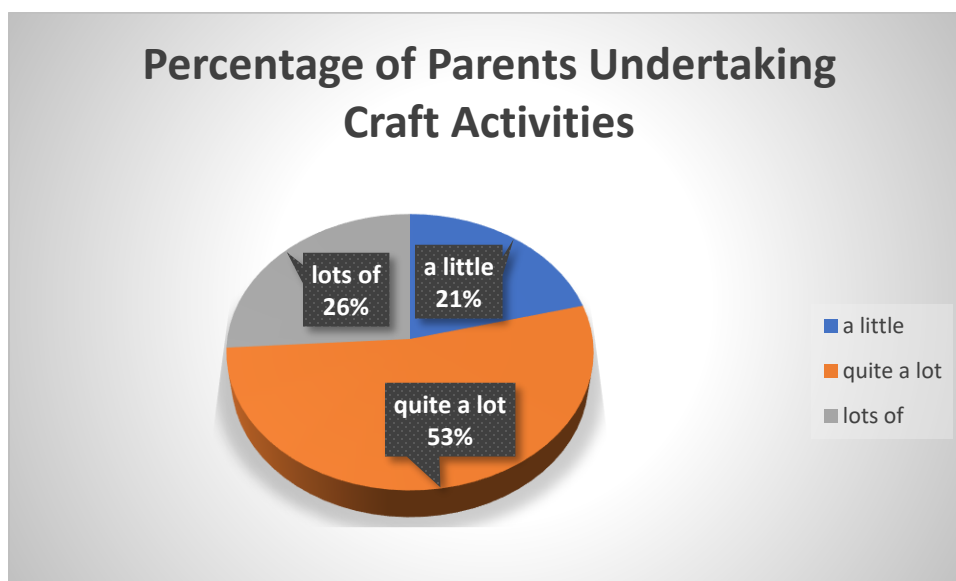
Figure 5- percentage of parents who can identify their child's progress in Letters and Sounds Phase 1 at the end of the project

**3) “I practise creative music and craft activities at home to support my child's development”**

126 parents answered the question about using creative resources to support their child’s development.

Response options	Responses at the start	Responses at the end
I don't do this	8	0
I do a little bit of this	60	22
I do quite a lot of this	39	68
I do lots of this	17	36

The impact of the project on parents supporting their children is clear to see with 100% of parents now undertaking at least a small amount of this and 82% doing quite a lot or more, compared with 44% at the start.



*Figure 6 – Percentage of parents undertaking creative activities at home at the end of the project*

**NOTE**

Tutors chased parents to complete and submit the learning diaries, but a majority did not, this may be because they were not confident to do so or they were too busy. Some parents who did not submit learning diaries communicated with the Tutor in different ways, providing evidence that they had completed the home learning. For example, via email or posting of comments and photos on the group. Tutors assessed whether parents had achieved the course objectives taking all evidence into account.



In total 74% of the 292 parents who enrolled on the course were judged by Tutors to have achieved the course objectives.

## Individual Learning Goals

The end of course evaluation of progress against individual objectives was completed by 114 parents:

86%	1	I have learnt how music can support children's development
74%	2	I have bonded with my child through this shared experience I have learnt how to support my child's school ready literacy listening and learning
86%	3	skills through music I have obtained resources and knowledge to continue home practise throughout
83%	4	the summer I have started a learning journey for myself and intend to find out what other
29%	5	courses are available to me
comments	6	Other He is also more open is his vocabulary To broaden my knowledge of teaching methods I wanted to get a better idea about phonics and how to help them start reading. The course has been a good starting point. We wanted to help our daughter's development over the summer holiday before school, and have found this course very useful Making time to play and learn together It has also helped my older son who has a disability where is learning is also affected. To improve her confidence levels. Yes, she has improved My goal was to get George to sit and concentrate on something longer than 15mins, this course engaged him and he followed the sessions closely for the duration

## Reflection from Boogie Mites:

We're so glad that we've been able to keep delivering music and movement to support transition at this time, on reflection we have found both pros and cons compared to our usual onsite delivery for parents and pre-school children:

### Pros

- the sessions could be watched any time making them accessible for working parents and available for repeat. This repetition is very valuable for children's development.
- parents had a line of communication direct with BM tutor for contact outside the group via fb DM or email, allowing them to raise issues or questions privately,

and allowing tutors to contact parents to chase attendance and submission of forms.

- parents could post suggested craft and home practice photos to share with the group. This may have increased other parents motivation for home practice.
- creating a community where people could feel the benefit of support in the comfort of their own home. Many parents commented on enjoying taking part in the privacy and comfort of their own home.
- we reached some less confident parents who would not have attended an onsite group
- we engaged some parents with children who had a short attention as they could take part in short sections. These parents may not have stayed or attended an on-site group.
- class teacher could drop into the groups after school and comment on the sessions, on children's craft and home practise photos. This was found to be a motivation for home practise.
- less printing of paperwork as all forms were completed and submitted online.

## Cons

- loss of social interaction, the teacher builds relationships with the parents and children at onsite groups. For the children these social skills are a big bonus to all the learning benefits music brings.
- parents and children could not build relationships with each other, something that is a wonderful wider benefit of our groups in the community.
- the Boogie Mites tutor could not observe the progress of individual parents or children, so they lost the opportunity for direct support tailored to individuals.
- the class teacher cannot join to meet the families and the families could not experience the school visits. This is a loss for children who might gain confidence about the school if they have attended onsite transition sessions in the Summer term.
- A lower percentage of learning diaries and course evaluation forms were submitted compared to when they are completed on site.

In conclusion we will return to onsite groups when possible but will consider running a Facebook group as well.

## Conclusion

Using the parental feedback gained, it is clear to see that the project met its three course objectives in full. The high completion and achievement rate of the course and

the commitment to accessing the sessions live is evidence that parents found it enjoyable and useful.

The impact on parental knowledge around how their children learn and develop is an area of significant success with 100% of parents knowing at least a little about Letters and sounds phase 1 and are now able to recognise their child's learning and development in relation to this. The rise in the number of parents able to notice this week by week was particularly encouraging.

The other area of significant impact is the increase in parents now undertaking creative activities to support their child's learning at home, with 100% of parents who responded doing at least some.

This is particularly significant as there is a weight of evidence<sup>1</sup> that concludes that the greatest impact on children and young people's learning arises from the things that parents/carers do with them at home. The activities were clearly well thought out and engaging as the number of parents doing these at home was very high (minimum of 84%)

The comments on the weekly learning diary feedback forms were overwhelmingly positive and highlighted how much the parents and the children enjoyed the sessions; a selection has been included in Appendix 3. There were no negative comments regarding the quality or delivery of the programme, although there were a few individual issues around using technology and children's ability to maintain attention.

The high percentages of parents achieving their individual goals provides evidence of the wider benefits derived by parents taking part.

*Achievement for All* wholeheartedly recommends this project as a key method of increasing knowledge and skills of parents and engaging them in their child's learning and development.

## Next steps for Boogie Mites

*Achievement for All* suggest that this project be run again with responses gathered from the school regarding progress in phonics to gauge longer term impact on children's outcomes. It would also be beneficial to gather some further evidence from the parents 2 or 3 months after the end of the project to see if they have continued to undertake learning activities with their child in the longer term.

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<sup>1</sup> Goodall, J., and Vorhaus, J., with the help of Carpentieri, JD., Brooks, G., Akerman, R., and Harris, A., 2011 *Review of Best Practice in Parental engagement Practitioners summary*

## Appendix 1 – weekly objectives

### **WEEK 1 OBJECTIVES:**

1. Understand the aims of the course and have set personal goal/s
2. Name and describe Aspect 1&2 Letters and Sounds.
3. Name 2 activities they have practised at home to support their child with environmental and instrumental sounds
4. Be able to describe any developmental progress that their child has made in respect of these Aspects
5. Have sung and supported their child learning 5 new songs from L&S Boogie Mites Music Programme

### **WEEK 2 OBJECTIVES:**

1. Name Aspects 3 and 4 of L&S Phase 1
2. Make up a Body Percussion routine for home practise
3. Identify 2 songs/activities practised at home to support Rhythm and Rhyme
4. Describe any developmental progress that their child has made in respect of these Aspects
5. Sing and Support their child with 5 new songs from L&S Boogie Mites Music Programme

### **WEEK 3 OBJECTIVES:**

1. Name and describe Aspects 5, 6 and 8 of L&S Phase 1
2. Make a JACK the robot with your child and explain Blending of phoneme sounds
3. Note alliteration games played at home with your child
4. Describe any developmental progress that their child has made in respect of these Aspects
5. Sing and supported their child learning 5 new songs from the School Ready Boogie Mites Music Programme

## Appendix 2 - Project Key Statistics

number of schools	24
number of parents enrolled	292
number of parents completed	279
Number of parents accessing week 1	187
Number of parents accessing week 2	155
Number of parents accessing week 3	114
percentage of parents completing leaning diaries week 1	64%
percentage of parents completing leaning diaries week 2	53%
percentage of parents completing leaning diaries week 3	39%
percentage of parents completing craft activities week 1	92%
percentage of parents completing craft activities week 2	84%
percentage of parents completing craft activities week 3	84%
percentage of parents accessing live sessions week 1	79%
percentage of parents accessing live sessions week 2	79%
percentage of parents accessing live sessions week 3	78%
percentage of parents who observed progress at home following session 1	35%
percentage of parents who observed progress at home following session 2	62%
percentage of parents who observed progress at home following session 3	71%
Percentage of parents who enrolled judged to have completed course objectives	74%

## Appendix 3 – Feedback comments

### Selection of feedback from week one

*“Really enjoyed by both of us”*

*“A was delighted to be able to guess the monkey and the lion sounds. He was desperate to do the drumming activity and that got him distracted from doing anything else. I will take shaking, drumming and stopping further to our playtime as this will probably help Aleksey to hone the listening skills.”*

*“Great, myself and my daughter got involved and loved it.”*

*“R is engaged for part 1 - environmental sounds and was shouting the answers back at Tash to the phone she loved it”*

*“It was very entertaining and even mummy joined”*

*“Very easy to follow and join in, C concentrated and enjoyed it all the way threw”*

*“Good session, would been good to have a zoom to see each other. My son would have engaged more if this was the case. I did like how Tash referred to the children by name as this drew my son in.”*

*“I found the session both fun and Informative”*

*“A mostly watched it and joined only if he liked something, my younger daughter was much better. I believe it will be better next time, everything new to him he observes first”*

*“Thought the session was good and flowed well.”*

*“Session is really fun.”*

*“Brilliant, my kids loved it and it is helping my 2-year-old just as much as my 4 year old so brilliant for all ages.”*

*“On repeat it was good to break it into chunks to keep the boys attention”*

## Selection of feedback from week two

*"A seem to engage more this time. We had quite a few teddies joining in also! We haven't made our drum yet but maybe over the weekend"*

*"C interacted well in the first session and knows a lot of the songs through nursery. She was less engaged in the repeat however I think it was more beneficial for me!!"*

*"Some catchy songs, K especially liked the one man band song"*

*"Really enjoyed the session, we repeated the session a little bit each day"*

*"I liked the body percussion section and easy to use during the day at different times with my daughters ."*

*"F enjoyed the welcome song and drumming using different methods."*

*"My daughter really enjoyed the session and was immersed in what Cheryl was saying & doing. Second time around my daughter could anticipate more the songs and actions"*

*"We enjoyed using our bodies to make sounds"*

*"Lovely session! My little boy thoroughly enjoyed it :)"*

*"C likes using the instrument that she had made."*

*"Lots of songs which B liked and remembered the second time we watched"*

*"T doesn't get very much into the video at the welcome song and vocal warm up so by the second time i made an effort to copy Cheryl and encourage T to join in still needs work but we are getting there. But as soon as the animals and musical instruments are introduced she fully involved and keeps up with the video"*

*"My son recognised the songs from the first lesson so was happy to engage"*

*"We all thought it was much more fun and obvious where the learning points were"*

*"M was a bit more involved and played along, especially to the noisy bits"*

*"E really enjoyed copying the actions and recalling the parts in the song"*

## Selection of feedback from week three

*"We really enjoyed the course and joining in with the activities live and also doing the horn work afterwards. J enjoyed going away and making the items and trying them out to see how they sound/work."*

*"H has been much more involved and enjoying singing along and taking part in the activities. She really wanted to make a robot!"*

*"We found this one a little harder, more to take in. F really enjoyed the feelings song."*

*"We like using scrap to make noises"*

*"Tasha did another brilliant session, H really enjoyed the Choo Choo song with the vehicle actions in particular the rocket and the Grand Old Duke of York with the marching to the beat"*

*"A very interesting session, one which has helped me to better understand how C will learn words when she goes to school."*

*"My son was rather hesitant the first time we did the session but joined in more the second time."*

*"Good session enjoyed what's in the sack and blending. Could do with a bit more on how to pronounce the alphabet in phonemes"*

*"The boys enjoyed stomping like dinosaurs, shouting answers and making lots of noise with their instruments. I enjoyed learning more about phonics and pure sounds. Most of all we enjoyed family time."*

*"Lots of interesting concepts for T to work on although he finds long periods in front of a screen a challenge."*