

# **Boogie Mites School Ready Music Programme Project**

## **St George's Beneficial School Portsmouth**

### **Funded by Portsmouth City Council**

#### **Project Overview**

Boogie Mites (BM) teacher training resources and parent education workshops have been well tried and tested over many years via a reflective and co-designed process, informed by neuroscience evidence, teachers, parents and children's feedback.

Boogie Mites Portsmouth Project Manager and Trainer Sue Newman worked with the Early Years Foundations Stage team, led by Vicky Ayres, to deliver this Boogie Mites School Ready Music Programme Project.

#### **Project Aims**

1. Increase practitioner/teacher and parent knowledge about how active music making can support development, motivate and inform their music practice in the setting and home.
2. Increase practitioner/teacher confidence and resources to initiate effective, active music making in the setting
3. Boost children's pre literacy skills in line with Phase One Letters and Sounds, boost their speech, language, social and emotional skills, physical development, foundations for maths and for music.
4. Support transition from pre-school to school, including parent involvement.

#### **Project Outcomes**

1. Evaluation of development of children involved in the project: School commitment to provide an evaluation of children's learning and development one term after completion of the onsite training and workshops.
2. The school, pre-school teachers and practitioners are empowered and equipped to lead the BM programme for future cohorts of children and parents in the EYFS classes.
3. The school is provided with lifetime access to the BM programme digital resources including online training videos, enabling refresher training as required and included in new teachers induction training so that the quality of provision is sustainable.
4. Parents taking part are provided with access to the BM programme parent pack digital resources including six video workshops so that the musical activities can be continued at home after the course.

## **The project has five parts:**

Parts 1-4 were delivered by Boogie Mites Trainer, Sue Newman, in Nov/Dec 2023, to equip the school EYFS team with the knowledge, confidence and resources to deliver the school ready music activities as part of their provision.

### **1. Teacher training**

After school Teacher training for BM Programme, covering an overview of neuroscience evidence, links to EYFS, phonological awareness and the 25 songs of the programme. The training is launched with onsite group training, then a six-week online training course that enable them to learn the songs and inked musical activities in detail.

### **2. Six weeks of one hour led by a BM teacher for the pre-schoolers**

BM tutors deliver 6 weekly 45 minute music sessions at the pre-school for all or selected children, role modelling the delivery, giving teacher tips for the staff and noting the responses of the children taking part so that activities can be best adapted for each unique child.

### **3. Three weeks of one hour led by BM teacher for target Year R children.**

BM tutors deliver 3 weekly 45 minute sessions for Year R target children, role modelling the delivery, giving teacher tips for the school staff member (usually the SENCo) and noting the responses of the children taking part so that activities can be best adapted for each unique child.

### **4. Three weeks parent education course.**

BM tutors deliver a 1-hour session at the school for the selected pre-school children and their parents. The first 15 minutes is for parents only allowing the teacher to explain the learning goals and songs to be covered that session. Parents then take part in a 45 minute music session with their children where the BM tutor will be role modelling the delivery and giving tips for home practice. Craft activities will be recommended for home or may be included onsite.

### **5. 10 weeks of EYFS team led music practice.**

From January 2024 to mid-March 2024 the school EYFS team, led by Vicky Ayres, are tasked with embedding the practice with pre-school and target Year R groups.

## **Evaluation**

An online evaluation was sent to Vicky Ayres the School Project Leader in mid-March 2024 requesting feedback about each stage of the project. Parents were also sent an online evaluation to complete.

The questions and responses have been copied below:

**How did you find the launch training and the six weeks of Boogie Mites teacher led sessions? Did these activities prepare you sufficiently to learn the songs, and understand the learning and development aims for the children?**

Response: Yes (excellent)

**How many times a week have children in the foundation stage been involved in the music activities this term? (After the six weeks of Boogie Mites teacher visits finished)**

Response: Twice a week

## Evaluation of development in Early Learning Goals (ELG's)

Early Learning Goal (ELG)	How to you feel children benefited from the regular music activities?	
Listening and attention	There was a significant impact for all of the children	Children were encouraged to develop their attention skills by taking part in full sessions. The programme was inclusive and encouraged all children to take part.
Speaking	There was some impact for the majority of children	
Gross motor skills	There was a significant impact for all of the children	Songs included large gross motor movements that developed young children's strength.
Fine motor skills	There was some impact for a minority of children	
Self regulation	There was some impact for a minority of children	
Managing self	There was some impact for a minority of children	
Building relationships	There was some impact for the majority of children	Children were encouraged to be a part of the team, working with peers and adults to perform songs.
Comprehension	There was some impact for a minority of children	
Word reading	There was a significant impact for all of the children	The programme develops listening skills in line with Phase 1 phonics, preparing children for word reading when moving on to Phase 2 Phonics. Some songs specifically focus on saying and blending phonemes. This has been an engaging way of helping children on their Phonics journey.
Writing	There was a significant impact for all of the children	As above with links to phase 1 phonics. Songs also included segmenting words into phonemes.
Numbers	There was a significant impact for all of the children	Songs include counting and number patterns. Children particularly remember and enjoy the number songs and we have used these as starters for Maths lessons.
Numerical Patterns	There was a significant impact for all of the children	

*“A small group of Year R children who have language and communication difficulties have made great progress when using the activities as an intervention. They have developed listening and attention skills within the sessions and this is beginning to be observed in other lessons. The songs have also had an impact on their Phonic ability. All the children are now able to identify the initial sounds in words and are beginning to orally blend sounds, particularly when using the songs.”* **Vicky Ayres, Class teacher/FSU Manager**

<b>Have you found that your own confidence with leading music activities has improved?</b>			
1 - Not at all	2	3	4 - Significantly
		✓	
<b>Have you enjoyed leading the music activities?</b>			
1 - Not at all	2	3	4 - Significantly
			✓
<b>Has the project contributed to your own wellbeing?</b>			
1 - Not at all	2	3	4 - Significantly
		✓	
<b>Has the project contributed to your job satisfaction?</b>			
1 - Not at all	2	3	4 - Significantly
		✓	
<b>Are you confident to embed and continue the practice going forward?</b>			
1 - Not at all	2	3	4 – Very confident
			✓

**Would you recommend the project to other schools?**

Response: Yes

**Any other comments:**

*“Sue was great at communicating information about the sessions. She was an expert and it was really helpful to watch her modelled sessions. The implementation plan had been really helpful in terms of teacher workload and had been easy to follow.”* **Vicky Ayres, Class teacher/FSU Manager**

**Parent feedback**

<b>Did you enjoy the Boogie Mites workshops?</b>					
	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
Response 1					✓
Response 2					✓
<b>Did you learn about how to use music activities to support your children’s development?</b>					
	1 – I didn’t learn anything about this	2	3	4	5 – I learnt lots about this
Response 1					✓
Response 2				✓	
<b>Did you learn ideas for supporting your child's language and literacy development through music activities?</b>					
	1 – I didn’t learn anything about this	2	3	4	5 – I learnt lots about this
Response 1					✓
Response 2				✓	

**Have you practised any songs and music activities at home with your child(ren)?**

Responses:

*“Yes”*

*“Yes”*

**Tell us more about the music activities you have done at home with your child(ren) since the workshop**

Responses:

*“Beat work”*

*“After classes, [child] sings a lot at home, claps to the rhythm and dances”*

**What did you enjoy the most about the workshop(s) and/or how could the workshop(s) be improved?**

Responses:

*“Inclusivity was great”*

*“I liked that I could participate in them with my child. I liked the group activities. I liked simple musical instruments.”*

**Is there anything else you would like to tell or ask us?**

Responses:

*“No”*

*“I wish there were more classes like this”*

**Conclusion**

The project has met its aims and outcomes, although we would have liked to see wider parent involvement. We are looking into Family Learning funding to support parents with transition during the summer term.

We are looking for funding to roll this project out more widely across Portsmouth EYFS provision. We are working with Portsmouth University to bid for a research project funding to measure impact on ELGs and teacher benefits in more scientific way.

Boogie Mites would like to thank PCC for funding this pilot project.