

Boogie Mites – Wealden District Transition Music Project 2025

Funded by Wealden District Early Years Hub

Dates: Summer/Autumn Term 2025

Evaluation report prepared by: Boogie Mites UK Ltd

Lead Partner: Wealden District Early Years Hub

Wealden Hub Project Manager: Kat Varley (Broad Oak Pre-School)

Boogie Mites Project Manager: Sue Newman (Boogie Mites Director)

Project Administrator: Lucy Perkins (Boogie Mites Administrator)

Delivery Lead: Tamsyn Salter (Boogie Mites Trainer)

1. Executive Summary

The Wealden Transition Music Project 2025 was a pilot partnership between Boogie Mites, the Wealden District Early Years Hub, and participating primary schools and preschools.

The project aimed to support children’s transition to school through interactive music and movement workshops, combined with digital home resources and school-based training.

Between June and July 2025, Boogie Mites delivered transition workshops at 11 Wealden schools, reaching around 120 parents and children preparing to start school in September. Each session used songs and activities from the Boogie Mites School Ready Music Programme, which is designed to build strong foundations for language, literacy, maths, and social-emotional development.

Feedback from parents, teachers, and early years practitioners was overwhelmingly positive. Children engaged enthusiastically, parents reported increased confidence and understanding, and teachers observed improvements in attention, listening, and confidence—particularly among neurodiverse children.

There were challenges and areas that could have worked better, leading to recommendations for future Boogie Mites transition projects. However, this pilot demonstrated the value of a Boogie Mites music-based transition model, offering strong evidence to support future funding applications and roll out in partnership with local area primary school hubs.

2. Project Background and Overview

The project was initiated by Kat Varley from Broad Oak Pre-School, in collaboration with the Wealden District Early Years Hub. Kat proposed that the Hub fund a Boogie Mites music-based transition project to support local children entering reception year in September 2025.

Boogie Mites’ role was to:

- Deliver 45-minute School Ready Music Workshops for parents/carers and their children in June–July, at the new school site.
- Provide parents with digital access to music and movement activities to practise over the summer.
- Provide schools with the School Ready Music Programme and digital training package, allowing staff to familiarise themselves with the materials ready for use with the new Reception cohort in September.
- Offer a video call to each school team to run through an overview of the project, introduce the digital training and music resources, and discuss implementation plan.
- Evaluate outcomes via feedback from parents and teachers taking part in the project.

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3. Project Aims

The central aim was to create a continuity of familiar music activities and structured music time between pre-school, home, and school, easing transition anxiety, supporting group learning skills and foundations for literacy and learning in the school environment.

Specific aims:

Children:

- Introduce children to their new school, new classmates and teachers, with their parent/s in a fun music workshop, to take place in June/July 2025.
- Provide an inclusive group activity to help them feel confident and look forward to starting school in September
- Introduce them to fun music activities that they can continue with their parents at home over the summer.
- Boost language/pre-literacy skills: Rhythmic awareness and sound processing.

Parents:

- Engage parents with children starting at the school in September via a workshop at the new school, in the summer term 2025.
- Provide parents with an opportunity to meet other parents with children starting school in September. Help them to feel calm and confident about their child starting school.
- Support parents with education about the benefits of music activities for boosting their children's language and pre-literacy skills.
- Provide parents with resources for home practise over the summer.

Teachers:

- Motivate the Reception Teachers and staff to complete the Boogie Mites School Ready Music Programme online training over the summer, to implement the music activities in September 2025 with the new cohort of Reception children.
- Provide teachers with digital access to Boogie Mites School Ready Music Programme online training package.
- Support teachers with an online video call in June/July 2025.
- Offer further support in September as required.

4. Project Delivery

Overview

Delivery period: June–July 2025

Lead Trainer: Tamsyn (Boogie Mites)

Participants: ~120 parents/carers and children

Settings involved: 11 Wealden District primary schools:

All Saints & St. Richards	Mark Cross CE School
Wadhurst Primary School	Frant Primary School
Cross in Hand Primary School	Mayfield CE Primary School
Burwash CE Primary School	High Hurstwood Primary School
Bonnors CE Primary School	Maynards Green Community Primary School
Five Ashes CEP School	

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Additional Activity

One feeder pre-school (Broad Oak Pre-School) funded 3 Boogie Mites music sessions prior to the main transition workshops, in May 2025, providing a unique case study of the benefits of exposure to the music activities in their familiar pre-school environment.

Workshop Content

Each 45-minute transition music session included:

- Group singing, body percussion, movement, rhythm and rhyme games, junk percussion activities.
- Introduction of a selection of Boogie Mites School Ready Music Programme songs.
- Guidance for parents on the developmental benefits of music – tips throughout the sessions and a parent handout information sheet.
- Parent feedback form and digital access instructions.

Resources Provided

- Schools: Access to Boogie Mites Digital Teacher Training Platform (teacher training modules, implementation and workshop plans, songs, videos, extension activities, lyrics).
- Parents: Access to Boogie Mites digital parent resources for home use (songs, videos, extension activities, lyrics, links to learning and development).
- Follow-up support and communications for schoolteachers to encourage engagement over the summer, planning for inclusion of music circle time with the new cohort of Reception children in September.

Boogie Mites maintained email communication with parents and schools throughout the summer and early autumn to encourage continued use and to gather feedback.

5. Evidence of Impact

Feedback from 120 parents (see appendix A)

Parents completed a paper feedback form at the end of the workshop. The feedback demonstrated:

- Strong understanding gained: Most respondents rated 4–5 (“Yes – a lot”) for improved understanding of how music supports development.
- High engagement: Parents reported enjoying the interactive, fun nature of the workshops.
- Confidence and motivation: A majority rated 4–5 for feeling confident to use Boogie Mites activities at home.
- Social connection: Many appreciated the opportunity to meet other families and felt the sessions supported a smoother school transition.

Parent comments included:

“Learning more about sounds and how to effectively use in developing words/understanding phonics”

“Joining in all together - I am looking forward to doing the songs at home together”

“The rhythm of the songs! I loved the inspiration from Jungles of Brazil and look forward to doing them at home.”

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Case Study – Parental Testimonial (see appendix B)

One parent from Broad Oak Pre-School shared a powerful story about how Boogie Mites transformed her neurodivergent child's confidence:

“E” usually finds unfamiliar, noisy environments extremely difficult, but he was fully engaged for the entire Boogie Mites session. He sang the songs on repeat at home, and when he attended the transition session at his new school, he practically skipped into school ready to join in. The repetition and familiarity helped regulate him and ease anxiety - “it wasn’t just fun, it was transformational.”

This case highlights Boogie Mites' unique impact for **SEND and neurodivergent children**, demonstrating how consistent musical experiences can reduce transition anxiety and promote inclusion.

Educator Feedback (Pre-School Example – Broad Oak)

Kat Varley and her team provided detailed feedback, rating all areas 5/5 for engagement, enjoyment, and skill development.

Observed child outcomes:

- Improved listening, and attention.
- Increased confidence and willingness to participate.
- Particularly strong engagement from neurodiverse children.

Observed educator outcomes:

- Gained practical skills for creating music with everyday materials.
- Better understanding of rhythm and rhyme.
- Found Boogie Mites songs enjoyable and easy to learn.

“The children who attended the sessions in the pre-school, followed by the new to reception session, showed more engagement and positive behaviour. Our SEND pupils benefited the most from the repetition of songs and were more regulated due to knowing what was coming and having experienced some of the session already. This helped to build confidence, engagement, listening and attention skills.” **Kat Varley, Broad Oak Pre-School**

School Staff Feedback (See appendix D)

Most of the schools rated the transition session 5 (*Excellent*).

Common themes:

- **Children's enjoyment and engagement** were very high.
- **Parent involvement** opportunity was appreciated.
- **Group cohesion and co-regulation** improved through familiar songs.
- **Teachers valued** the developmental focus on listening, rhythm, and attention.

One Teacher commented on the Autumn term benefits for SEND children:

“Nice to get children together to enjoy music. Our pupils with SEN particularly enjoyed some of the songs.”

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All 6 schools that submitted feedback regarding Autumn term implementation recognised the potential benefits of continued regular practise of the music activities over time, benefits mentioned include: listening, language, phonics, attention, social skills, confidence, Listening skills, co-operation, attention and enjoyment of learning.

Some barriers were noted, including staff turnover and time constraints for digital training. However, most schools reported plans to continue using Boogie Mites in circle time or small-group sessions.

6. Outcomes and Observations

For Children

- Increased confidence and enthusiasm for starting school.
- Greater ease in joining group activities.
- Familiarity with songs reduced anxiety.
- Improved listening, rhythmic awareness, and focus.
- Clear benefits for SEND and neurodiverse children.

For Parents

- Greater understanding of how music supports learning.
- Enhanced motivation to engage in music at home.
- Strengthened parent–child bonds.
- Increased sense of connection with the school community.

For Educators

- Improved understanding of the links between music, literacy, and maths.
- Practical confidence to lead music sessions.
- Observed benefits in children’s co-regulation and social interaction.
- Willingness to continue integrating Boogie Mites into their curriculum.

7. Challenges and Barriers

Unfortunately, the Wealden Hub Project Manager could not attend the transition workshops or continue communications with the schools over the summer term, summer holidays or in September, as planned, due to need for compassionate leave. Boogie Mites Project Manager stepped in to keep the project on track as best as possible

- There was no funding for pre-school workshops (apart for Broad Oak) prior to the primary school transition workshops, so the music workshop was not familiar to most of the children.
- Late organisation limited some schools’ preparation time.
- Wealden Hub Project Manager presented the project to primary school headteachers, Boogie Mites Project Manager did not have a relationship with the school headteachers. This may have led to the project not being prioritised by the busy Reception teachers at the end of summer term.
- School staff changes in the summer term affected follow-up training completion.
- Teacher take up of video call to support project engagement and online training platform review, was lower than anticipated due to time constraints.
- Parents did not submit online feedback at the end of the summer as hoped.
- Funding cuts for 2026 currently prevent immediate continuation.

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8. Future Recommendations

1. **Plan earlier** in the academic year to allow for smoother scheduling and communication.
2. **Boogie Mites Project Manager and Hub Project Manager to present to the Primary Headteacher together**, to obtain ‘buy in’ and full commitment to the project.
3. **Include preschool workshops** to harness the benefits of familiarity and to strengthen the preschool-to-school bridge.
4. **Highlight SEND outcomes** to support funding bids focused on inclusion /early intervention.
5. **Simplify digital onboarding** for schools and parents to boost participation.
6. **Consider ways to encourage submission of end of project feedback from parents.** For example, an onsite parent workshop at the school in September.
7. **Seek alternative funding** through local authority inclusion grants, arts partnerships, or early literacy initiatives.
8. **Continue building Hub partnerships** share evidence of impact and seek investment.
9. **Measure longer term impact** of improving transition and school readiness for children, parents and teachers taking part in a Boogie Mites transition project.

9. Conclusion

The 2025 Wealden Transition Music Project was an innovative, well-received initiative that achieved its goal of engaging parents to attend a summer term workshop, supporting them with education and resources for home practise over the summer, informing them about the benefits of music activities for boosting their children’s school readiness. Parents overwhelmingly (80%) reported that the summer term transition workshop helped a smoother transition to school, and (88%) that it was good to meet other parents, and for their children to meet other children starting school in September.

It also had some success in providing teachers with new music skills and resources for use with new cohorts of reception children, harnessing the benefits of a familiar inclusive group activity that boosts language, pre-literacy and co-regulation at this key stage. Further upfront planning and investment in the teacher training aspect of the project is needed to improve impact.

Across 11 schools and over 120 families, Boogie Mites workshops and digital activities fostered connection, and developmental progress. Teachers, parents, and children all reported positive outcomes, and evidence suggests significant benefits for children with SEND.

Despite current funding challenges, this pilot has laid a strong case for future collaboration and provides a compelling case for continued investment in Boogie Mites music-based transition programmes.

10. Appendices

Appendix A – Parent Feedback after the workshop – see page 6

Appendix B – Parent Case Study (“E’s Story”) – see page 10

Appendix C – Pre-School Feedback – see page 11

Appendix D – School Feedback – see page 12

Appendix E – Parent Feedback 2 months later – see page 15

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Appendix A – Parent Feedback at the end of the workshop

At the end of the workshop, parents were asked to complete a paper feedback form. We received 119 completed paper feedback forms.

1. Has this workshop improved your understanding of music to support your child's development? (1 No not at all - 5 Yes a lot)	
Response	No. of parents
5 – Yes a lot	48
4	45
3	24
2	0
1 – No not at all	1
No response	1

2. What did you enjoy most about the workshop?
<p>Actions to music together</p> <p>Activities done with child</p> <p>Alba enjoyed the drumming!</p> <p>All of the songs</p> <p>Being involved and having fun</p> <p>Catchy songs</p> <p>Children see it as a form of play activities that enable them to use all parts of their bodies and increase their knowledge and interactive skills</p> <p>Dancing with others</p> <p>Daughter enthusiastic taking part</p> <p>Different song to try at home</p> <p>Doing something together with my child. The singing and interaction</p> <p>Energetic, number work included</p> <p>Engaging and fun</p> <p>Engaging and varied</p> <p>Enjoyed the music and movement</p> <p>Everyone could join in, easy to follow.</p> <p>Everyone getting involved</p> <p>Everyone getting involved, great music class</p> <p>Everything - Arthur</p> <p>Fun and lovely</p> <p>Good fun, good energy, fun use of instruments!</p> <p>Good interactivity with all the children</p> <p>Good tunes</p> <p>Great music + easy for kids to pick up</p> <p>Grows child's confidence</p> <p>How it cooled everyone down</p> <p>I enjoyed the movement side</p> <p>I enjoyed the songs, easy to follow + catchy</p> <p>I enjoyed the use of shakers and sticks, it helped re-engage my children as they started to get distracted and restless</p> <p>Inclusion of musical instruments</p> <p>Inclusive, great teacher, lots of different activities</p>

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Inspired to make things to create music
Interactive. Good length.
Interactive. Kept kids entertained and engaged
Interactive. Simple songs and instruments
It was engaging
It was engaging for my son
It was nice to spend the time with Arthur as we haven't done a class like this in a long time
Jamie loved it
Joining body movements and sounds. Using music as a listening aid "stop"/"listen"
Joining in all together - I am looking forward to doing the songs at home together
Joining in with the children
Joining in with the children
Kids locked in and enjoying, engaging
Learning more about sounds and how to effectively use in developing words/understanding phonics
Learning new songs which can help my daughter develop. Also a great way for her to meet new class mates
Learning some new songs
Lots of interaction with the children
Making lots of noise
Meeting up with new classmates
Moving and playing instruments
My daughter really enjoyed it
My daughter was fully engaged
New catchy songs. Good rhythms
Nice to meet others in the class
Parents able to get involved with the children. Bonding and learning
Participating with child
Positive, interactive
Promotes good listening, using numbers, etc.
Props used.
Quick pace to keep my son interested
Really fun
Seeing how much my son enjoyed himself
Seeing my child joining in and playing with his friends
Seeing my daughter listen and enjoy herself
Seeing the children enjoy and feel confident with musical instruments and singing
Seeing the children's personalities come out via music
Shakers
Spending quality fun time with my child
Spending time with my son
Tamsin
The ability for the children to count with music
The animal noises and the rhythm exercises
The animal song
The Brazil song - relates well.
The children liked the animal song
The counting
The drumming song
The drums song
The instruments
The interacting with the children

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The music + dancing
 The rhythm and counting
 The rhythm of the songs! I loved the inspiration from Brazil, and look forward to doing them at home
 The shaker music
 The shakers
 The songs
 The songs and the chance for my child to interact with others
 The songs were engaging & goof use of instruments we can make at home
 The sticks
 The sticks part
 The use of shakers + sticks
 The variety of moves and songs - standing to using props etc
 The various activities such as shakers and sticks with sounds and movements.
 Time with Noah watching him develop + enjoy himself
 Use of different objects as instruments
 Variety, sticks/shakers etc
 Very engaging for the children
 Very interactive and engaging
 Was lovely to see the children engaging with Tamsin. Jude has really enjoyed his time with Tamsin
 Watching how much my son enjoyed it and how much fun he had
 Watching how much the children were all so involved and interest kept
 Watching Leila join in
 Watching my child enjoy the music
 Watching the children
 We liked the sticks and the tidy up song.
 When the kids were allowed to move off the mats
 Xander enjoyed the welcome song the most

3. Which of the following describes how you feel following the workshop (tick as many as apply)?

Response	No. of parents
1- I have learnt how music activities can support my child's language and pre-literacy skills	84
2- I now have new ideas for fun, educational summer activities with my child	94
3- It was good to meet other parents with children starting in September, and for my child to meet other children	106
4- I believe that the workshop and the summer activities will help to support a smoother transition for starting school in September	97
5- I would recommend this workshop to other families	92

4. Are you confident and motivated to use Boogie Mites activities at home over the summer? (1 No not at all - 5 Yes very confident)

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Response	No. of parents
5 – Yes very confident	62
4	34
3	21
2	0
1 – No not at all	1
No response	1

5. Please share any other comments or feedback.

A lovely session and very well run! Thank you!
 A lovely time dancing + singling all together - will try and incorporate this more at home and using different tools to make sounds!
 A lovely workshop that will allow me to work with the new children in September
 Boogie Mites feels good and recommended for my children
 Boogie Mites teacher was engaging, enthusiastic and inclusive
 Fun - took a while for my child to warm up but she really got into it
 Good fun
 Great introduction, he loved it!
 Great session/ Thank you
 Great workshop
 It was a lovely introduction to the school for the children - thank you!
 It would be good to explain the connection between music and language further
 Love that we can download the music and home, will do that ASAP. Thank you!
 Maisie asked if there was more after so she really enjoyed herself. Thank you
 Making instruments
 Music helps literacy, learning due to intonations in the words and rhythms of language e.g songs.
 My child responded to the self made music rather than the louder singing/stereo
 My daughter found it loud and overstimulating but I thought that it was well put together and other children enjoyed it
 Really enjoyed thank you!
 Tamsin was amazing! Lovely voice too!
 Thank you for a great session
 Thank you for the opportunity
 The instructor was friendly and got everyone engaged
 Very enjoyable class and highly recommended. Both my daughter and I have enjoyed. Thank you
 Very interactive, thank you
 Very useful to help my child develop
 We both enjoyed the session - thank you!
 Will definitely do these again

6. Are you happy for us to contact you in 2 months to ask you for feedback about using the music activities at home via our Boogie Mites digital platform?

Response	No. of parents
Yes	74
No	38
No response	7

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Appendix B – Parent Case Study (“E’s Story”)

The Magic of Music: Easing School Transition for Neurodivergent Children

How a music session gave my anxious pre-schooler confidence and calm

One Thursday afternoon, I arrived at pre-school to collect my youngest, E. I already knew they’d had a music workshop that day with Boogie Mites, and I was fully expecting to hear that he had refused to join in—just like every other time. But instead of a quiet handover and a tired child, I was greeted by an excited E bouncing into the foyer, with a trail of praise from staff behind him.

I was stunned. What on earth had happened?

It turned out he had not only joined in with the Boogie Mites music session—he’d been fully engaged for the entire thing. I was absolutely floored. This is a child who finds unfamiliar, noisy environments extremely difficult. Music? Loud, unpredictable, group participation? Not usually his thing.

But Boogie Mites had reached him.

A Moment of Connection

Boogie Mites provides music workshops designed to support cognitive, emotional, and physical development in young children. The session E took part in was specifically focused on easing the transition to primary school. The idea was simple but brilliant: run three sessions in pre-school, then hold a final one at the new primary school—bridging the gap through music.

It worked.

Once home, E sang the songs on repeat so I could learn them too. When it was time for the final session at his new school, he didn’t hesitate. No tears, no resistance. He knew what to expect, and that familiarity made all the difference. He practically skipped into school, beaming and ready to show me just how enthusiastically he could bang sticks together.

Why This Matters for Neurodivergent Children

As a parent navigating the often-overwhelming process of preparing a neurodivergent child for school, I’m always on the lookout for tools that actually help. And Boogie Mites nailed it. E thrives on repetition and familiarity—things that help regulate his nervous system and give him confidence. The repeated songs and consistent structure of these sessions tapped into that beautifully.

While the workshop likely benefited all the children in the group, for those like E who struggle deeply with transitions, it was something else entirely. It wasn’t just fun. It was transformational.

A Small Step with Big Impact

We’ll keep singing the songs over the summer, and I’ll update on how things go once the school year begins and those same songs appear in the classroom setting. But I already know this experience has made a lasting impression on my son—and on me.

Massive thanks to our preschool for taking this proactive step and organising the sessions. It’s shown me just how powerful music can be in helping neurodivergent kids navigate change.

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Appendix C – Pre-School Feedback

Broad Oak Pre-School provided feedback about the music workshops held at their setting before the transition settings took place at the schools.

1. Overall, were you happy with the Boogie Mites music workshop(s) at your setting?				
1	2	3	4	5
Strongly disappointed				Extremely happy
				✓

2. In your opinion, did the children enjoy the session?				
1	2	3	4	5
They did not enjoy it				They really enjoyed it
				✓

3. Do you think that the children gained skills from taking part in the group music session?				
1	2	3	4	5
They didn't gain any skills				They gained lots of skills
				✓

4. What specific development benefits for the children did you observe?				
Progress in tuning in and following a beat/rhythm. They also loved the instruments.				
Improved listening and attention, progression in hearing and following a beat and rhythm, improved confidence. We found that our neurodiverse children were particularly engaged and loved the songs and movement. They found Tamsyn to be engaging and responded well to her clear and firm instructions and behaviour management skills.				

5. What benefits for the educators taking part did you observe?				
How to create music simply using every day materials. How to bring rhythm and rhyme into simple songs.				
The use of everyday tools being used. The simplicity but effectiveness of these objects being used as instruments to encourage rhythm. The songs were catchy and easy to learn.				

6. How do you think the music sessions benefit transition in the cases where the children were moving to schools using Boogie Mites as part of their transition activities?				
We found that children with SEND, enjoyed the three sessions and were therefore more prepared for the session held in their new primary school. It helped their transition and ease anxiety as they were familiar with the songs and the teacher.				
The children who attended the sessions in the pre-school, followed by the new to reception session, showed more engagement and positive behaviour. Our SEND pupils benefited the most from the repetition of songs and were more regulated due to knowing what was coming and having experienced some of the session already. This helped to build confidence, engagement, listening and attention skills.				

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Appendix D – School Feedback

We worked with 11 schools, and asked them all to complete a feedback form about their experience, including the transition workshop with the parents, as well as their use of the music activities in the classroom. We received responses from 6 of the schools.

1. How would you rate the Boogie Mites transition session delivered at your school?				
1	2	3	4	5
Poor				Excellent
		1	1	4

2. What did you feel worked particularly well about the session? Please comment on things like engagement, enjoyment, confidence and connection etc.
<p>The children enjoyed some of the songs</p> <p>Engagement, opportunity to observe my new pupils, listening skills</p> <p>Engaging, inclusive session for children, parents and teachers to get together and enjoy music. Good tips and resources for parents to take away and continue songs and music time at home in summer.</p> <p>Engagement and interactive elements. Children confident to have a go and join in.</p> <p>The songs and instruments. Having parents attend to witness a session</p> <p>The engagement for the children and the ability to be involved with all the activities</p>

3. Were there any aspects you think could be improved for next time?
<p>It felt a bit chaotic, the session started late</p> <p>Not really, thought it was very good</p> <p>No, other than we may think about doing it outside if done again or in a more ventilated room.</p> <p>Would have loved more children and adults to come.</p> <p>More time, more information in advance for parents to help them fully engage</p> <p>No</p>

4. Did you complete the Boogie Mites digital training over the summer?	
Yes - fully completed	3
Partially completed	1
No	2

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5. Did you attend a video call with Boogie Mites in the summer term to run through the digital resources, and if so, was this useful?

No
 No at the term was so busy I couldn't fit it in due to other commitments
 Yes
 Yes
 No - timescale issues with school staffing
 No

6. Did you find accessing the digital resources easy?

1	2	3	4	5
Very Difficult				Very Easy
		2	1	3

7. Did you receive any feedback from parents about using the Boogie Mites music activities over the summer?

Yes	2
No	3
Not sure	1

8. If yes, please share any examples or observations (e.g. parents saying their children recognised songs, sang at home, or were excited to attend school)

Parents fed back that their children enjoyed the session especially using the shakers and wooden sticks. They also said it was a great opportunity to come into school as part of our transition.

9. Have you found that the Boogie Mites music activities in circle time have helped children settle more easily into school?

Yes – definitely	
Yes – to some extent	2
Not sure	4
No	

10. Please describe any specific examples or evidence of this impact (e.g., children showing confidence, pro-social behaviours, group learning skills, co-regulation through familiarity with routines or songs):

Children have managed to maintain a good level of attention and it has promoted good listening skills
 Nice to get children together to enjoy music. Our pupils with SEN particularly enjoyed some of the songs.
 Familiarity of songs and enjoyments.

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Familiarity, enjoyment and engaging

I am not the current Reception teacher so was only involved in the transition session.

Unfortunately the current Reception teacher was unable to make the transition session so this has not been used in class.

11. Are you planning to continue to use the Boogie Mites music activities in your classroom this term, for small group or full group?

Yes – regularly	1
Occasionally	4
No	1

12. What impact (if any) do you think that continued regular practice of the music activities will have? (e.g. listening and language development (sound processing skills), pre-phonics foundations, extending attention, social, emotional, physical skills etc.)

Improved phonics, language and listening skills

Listening skills, co-operation, attention

I think it is good to get children listening, repeating and using their voices to support the foundations of phonics

Listening and language, familiarity and having a go.

Listening skills, confidence, social

I think that if we had the continuity of teachers that the benefit would have been very good!
 The children really enjoyed the music sessions!

13. How confident do you feel using Boogie Mites music activities with your class? (5 Very confident - 1 Not confident)

1	2	3	4	5
Not confident				Very confident
		1	5	

14. Would you be interested in taking part in a future Boogie Mites project or training?

Yes	1
Maybe	3
No	2

15. Please share any other feedback, comments, or suggestions:

I have used some of the activities but have also added my own twist on some which has been great.

Some of the songs were a bit tricky for us to learn in one session and held us back a bit. Possibly simpler songs may have been more effective.

Good songs and resources

Thank you so much for the session!

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Appendix E – Parent Feedback two months later

Requested from those parents that answered “yes” – they would be happy for us to contact them 2 months after the workshops to ask for feedback about using the music activities at home. A total of 69* parents were emailed a google form to ask questions about their use of the music activities at home. One parent responded:

**Of the 74 parents that agreed to this, 2 did not provide an email address, and 3 email addresses bounced (were unreachable).*

1. Did you enjoy the digital music activities at home?				
1	2	3	4	5
Not much, we tried but they didn't work well				Yes, we loved them
				✓

2. How often did you login to access the digital music activities?
We logged in two or three times

3. Was it easy to login and access the digital music activities?
Yes, it was easy

4. Which of the following describes how you feel about the digital music activities (tick as many as apply)?	
We found the digital music activities fun and enjoyable	
Doing the digital music activities enabled me to spend time bonding with child	✓
We found the digital music activities motivating (I want to try more musical activities with my child)	
I can appreciate how the digital music activities help my child(ren)'s development	
The Boogie Mites transition workshop and using the songs at home have helped my child's confidence about starting at school	
None of the above	

5. What is/are your favourite song(s)?
<i>No answer given</i>

6. Did you mainly watch the videos or play the audio tracks?
We mainly watched the videos

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7. Did you find the tips and extension activities useful?

I didn't read or notice the tips and extension activities

8. Did you find having the lyrics useful?

Yes, they were really useful

9. Did you find it easy to use the digital music activities?

Yes, it's a great resource

10. Do you have any other suggestions or comments you would like to share?

Can u please have lyrics or the subtitles