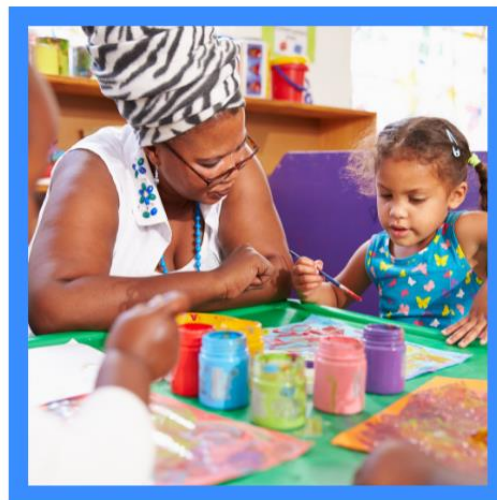


EVALUATION OF JERSEY EARLY CHILDHOOD DEVELOPMENT PROGRAMME

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IN EARLY CHILDHOOD

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Glossary of Abbreviations

The following abbreviations are used throughout this report:-

CPD	Continuous Professional Development
CREC	Centre for Research in Early Childhood
ECDP	Early Childhood Development Programme
ECEC	Early Childhood Education and Care
GoJ	Government of Jersey
HLE	Home Learning Environment
JCCT	Jersey Childcare Trust
KMC	Knowledge Makes Change
KPI	Key Priority Indicator
MiR	Making it REAL (Raising Early Achievement in Literacy)
NCB	National Children's Bureau
OBA	Outcomes Based Accountability
REAL	Raising Early Achievement in Literacy
TforT / T4T	Training for Trainers

Preface from NCB

Post Script to report KPI Outcomes

As this report clearly documents, the Covid-19 pandemic has had a significant impact on the delivery of the final year of the Jersey Early Childhood Development Programme. Lockdown and social distancing measures forced a total re-design of delivery methodology and timeframes. We feel proud and humbled to have witnessed how early years teachers and practitioners not only maintained provision and support for children and families, throughout the most challenging times of their careers; but also continued engagement with the ECD programme, attending training and delivering early literacy and maths projects to children.

The dedication and commitment to supporting the early childhood sector, from teams such as Jersey Childcare Trust and the Government of Jersey Childcare and Early Years Service has been outstanding. Alongside the backing of the Best Start Partnership, their enthusiasm and willingness to support creative thinking to continue delivery of the programme has ensured the success of the Jersey Early Childhood Development Programme. Enhancing outcomes for Jersey's youngest children, it has created a sustainable model for continued delivery ensuring the impact of the programme continues into the future.

It cannot be overlooked that the pandemic had a substantial impact on the external evaluation process; the most notable being on the delivery timeframe. Lockdowns and Covid related restrictions meant that the programme delivery schedule no longer coincided effectively with the evaluation activity schedule. This has resulted in a disparity in outcomes when comparing the evidence gathering deadline (March 21) compared to the actual programme delivery deadline (July 21).

NCB, December 2021

Summary of Key Findings

It is important when looking back over the five years of the ECD Programme to recognise the deep ambitions of the project, the real progress made in relation to its three overarching aims, and the extraordinary context in which this final phase has had to operate as hand over was secured. We have cumulative evidence from each evaluation phase of: how each of the three strands of work has developed over this time; who has been reached; and the impact it has had on key stakeholders. All of this is well documented in this and previous evaluation reports. There is strong quantitative and qualitative evidence that:

1. The use of OBA has improved the planning of services and is encouraging collaborative working;
2. The capacity of the early years sector at strategic and operational levels has been significantly increased, with trained and identified system leaders or champions to take the work forward;
3. The investment in workforce training and service improvement is leading to an increase in the quality of early learning and childcare offered on the Island.

Each of these achievements should, over time, work to improve child outcomes, particularly in language, literacy and maths and particularly for those who currently underachieve on the Island. This longer-term impact on children's outcomes will be important and interesting to document and monitor and will to a large extent be dependent on the capacity of those in senior positions in Jersey to sustain and further develop the work as we emerge from the current COVID-19 pandemic crisis. There is a lot of international rhetoric about 'Building Back Better', and 'Building Back Fairer' and for Jersey, building on the substantial legacy of the ECD Programme, and its three work strands, could mean that the Island is better placed than many to secure this in its early years vision and policy planning. However, this will require time, political recognition, clarity of vision, leadership and funding be made available to put children first and realise fully the stated ambition to provide Jersey's young children and families the best start in life.

The last phase of work for the ECD Programme has been extraordinarily challenging and the global and local context which has disrupted lives at all levels has of course impacted on the planned programme of work in ways that could not have been anticipated. However, all involved have risen to the challenge and despite the unprecedented conditions have not only met the programme objectives, but often exceeded them through creativity, strong project leadership and effort.

The final evaluation brief set out to consider the two Phase 3 Programme Outcomes against a set of KPIs, and the four Evaluation Questions which investigated the sustainability of the ECD Programme moving forward. The evidence for each of these Outcomes and Evaluative Questions are summarised below.

Outcome 1: Increase in the percentage of children reaching expected levels in Early Learning Goals: Reading, Writing, Numbers

Other than the parent-focused KPI which for understandable reasons could not go ahead, significant progress has been made towards achieving outcome 1, as indicated by the over delivery on the other three KPIs, with children quite rightly being the primary beneficiaries, and the sustainability of the Programme being bolstered through additional training sessions which have delivered enhanced professional skills and knowledge for a larger pool of staff, including Trainers and Highlands College course leaders, in Making it REAL and OBA approaches. It can be anticipated that despite the impact of the COVID-19 pandemic the enhanced expertise in the system will in time lead to an increase in the percentage of children reaching expected levels in Early Learning Goals: Reading, Writing and Numbers.

Outcome 2. Children benefit from improved standards in nurseries and EY settings: improved home – school relationships and practitioner knowledge of Home Learning Environment

There has been significant progress towards achieving outcome 2 as indicated by the five KPIs, with over-delivery of planned deliverables in relation to enhancing practitioner knowledge and understanding of the needs of families and how to work with parents. It has also bolstered the sustainability of the programmes longer term with a larger pool of trained staff in MiR and wider professional knowledge and evidence-based practice about working with parents and families through the seminars and bulletins. It can be anticipated that this enhanced expertise, within the sector, particularly on working with parents, will over time improve standards in nurseries and EY settings from which children will benefit.

Q1: What is the impact (qualitative / quantitative) on children's outcomes of this phase of the ECDP?

There is strong evidence that the Making it Real Literacy and Numeracy programmes have impacted positively and significantly on children's outcomes for those who the programme has reached during this phase. In the last year this has been sustained through significant work to reconfigure the Making it REAL programme and how it has been delivered, revealing the deep commitment of practitioners to continue project delivery and attendance at CPD events throughout the challenging times they have faced, indicating the capacity of these programmes to make a solid improvement to children's early literacy and numeracy development. Clear evidence on the impact of the wider ECD Programme on children's outcomes is harder to ascertain, due to severe disruptions to the delivery of the some of the programmes of work, the more limited access to children and families during this final reporting period, and the limited assessment data from the settings. It should be noted that the absence of data doesn't mean that children's outcomes have not been impacted on during this period, with emerging evidence of an increased gap in achievement for children who have struggled during the pandemic and who have not been able to access services, particularly those with special needs. It is anticipated that the work undertaken in this last phase has positioned the ECD Programme well to make a deep contribution to future work to close this gap.

Q2: What is the impact (qualitative / quantitative) of handover / train the trainer of this phase of the ECDP?

The handover of the ECD programme through the extension of the Training of Trainers programme for both REAL and OBA has been challenged by the pandemic but with creativity and effort to offer additional training sessions to a wider group of practitioners and Highland College course leaders this has now been secured and it is felt by stakeholders that enough has been done to secure sustainability for both programmes. REAL is now well embedded in sector practice and many Island practitioners know and understand the programme and are using it flexibly in their daily work with parents and children. The role of REAL Champions has been revised and is now replaced with a pool of 26 trained and experienced trainers who will be critical in keeping this development process going. For OBA there is belief that there is buy-in and good levels of understanding of the approach at senior strategic level and most stakeholders are optimistic about its continued use once the COVID-19 crisis is dealt with. It is clear that moving forward those on the Island who are championing both programmes will need to continue to have sufficient time, funding and status to take this work forward and ensure the focus is not lost as post-pandemic priorities kick in. However, it may be that if positioned and promoted well, these two programmes could be a vital part of the Island's recovery planning.

Q3: What is the impact (qualitative / quantitative) of the overall ECD programme?

When we consider the legacy of the ECD programme and its impact in achieving its key aims of improved planning and collaboration, improvements in sector capacity and increases in the quality of learning and childcare, the evidence reveals a good deal of success. We have strong evidence that the early years sector has a much higher profile and visibility in all Island policies and planning, with a much wider understanding of the importance of the early years of life in shaping children's futures. There is far greater collaborative planning and partnership working at both strategic and frontline levels, and a more open and outward facing perspective to innovation and new ways of working, including a recognition of the need for accountability and clarity of focus on outcomes, delivered by the OBA approach. Investment in workforce development, through the REAL and KMC works strands is paying dividends, with evidence of improved practitioner knowledge and consequent improved quality and effectiveness of service delivery, including more inclusive practice for marginalised communities on the Island. While COVID-19 has clearly disrupted the work planned during this final hand over year, it is felt that over its lifetime, the ECD Programme has delivered the required shift in culture and visibility, and developed sufficient capacity in the sector, to maintain and continue progress as the Programme handover is completed.

Q4: Have the recommendations of the previous Part 2 Evaluation been achieved?

Three of the six recommendations from the Phase 2 evaluation have been largely acted upon and achieved, within the constraints of the past year, including embedding the work strands, securing greater engagement of target groups and securing extra funding to support system leadership.

Part A: ECD Programme Background and Evaluation Methodology

1. Introduction

1.1 ECD Programme Background

In partnership with the Government of Jersey and Jersey Child Care Trust the NCB was funded to deliver an ambitious five-year Early Childhood Development (ECD) Programme from 2016-2021 to build the capacity of the early years sector and to improve outcomes for young children and their families in Jersey. The ECD Programme was funded by UBS Optimus Foundation UK and was informed by local stakeholders including the Government of Jersey Education Department, the Health and Social Services Department and the Community and Constitutional Affairs Department, as well as the Best Start Partnership. The Programme was governed by a Steering Group including representatives from these stakeholder groups and chaired by a member of NCB's Senior Leadership Team. The funding for this project was extended to 2021 to allow more time to secure the sustainability of the Programme. This report sets out to provide an end of programme evaluation of its functioning and sustainability, with a particular focus on work undertaken from January 2020 to March 2021.

In the final year of work the COVID-19 global pandemic hit and this has had a major impact on the Programme work plan. Many early years settings were closed due to the lockdown on Jersey, and many families chose not to access places once settings re-opened. Some planned training also had to be postponed, and some delivered remotely or in a hybrid format, all of which demanded flexibility and reconfiguration of the work that was originally planned for this period. For example, planned home visits were redesigned as remote home visits and additional support and resources were provided to support this transition. This extraordinary and challenging context clearly has impacted on both the evaluation process and the evidence it sought to gather.

ECD Programme Aims

The ECD Programme had three key aims:

1. To improve planning of services and collaborative working through the use of OBA;
2. To improve early childhood development capacity;
3. To increase the quality of early learning and childcare.

ECD Programme Delivery Strands

In the final phase of the Programme from 2019-2021, the priority for the ECD programme was to secure the sustainability of the three strands of Programme delivery:

1. *Developing an Early Years Outcomes Framework*: Developing an island-wide framework which identifies priority outcomes for improving the well-being of young children and families, with statistical indicator data to measure the extent to which the outcomes are being achieved and developing action plans to promote these outcomes through training and capacity building support to stakeholders in using the Outcomes Based Accountability (OBA) approach.

2. *Making it REAL (Raising Early Achievement in Literacy)*: Offering training and projects (literacy and maths) to enable practitioners to reach out to parents and families, building their confidence and knowledge to support early home learning, with the aim of impacting on children's outcomes and enhancing Home Learning Environments (HLE) through developing family literacy practice.
3. *Knowledge Makes Change (KMC)*: Improving the knowledge of 'what works' to ensure the best possible outcomes for young children and families through a seminar series from leading experts on a range of early years topics, providing inspiration and ideas, as well as an opportunity for practitioners to build contacts and share good practice with one another. Monthly 'Knowledge Makes Change' newsletters also support the knowledge transfer process, profiling the latest research and practice from the UK along with International contexts.

1.2 Evaluation Brief

In this final phase of the Jersey ECD Programme two key outcomes were identified with an associated set of KPIs, plus 4 evaluation questions as set out below:

Phase 3 Outcomes:

1. *Increase in the percentage of children reaching expected levels in Early Learning Goals: Reading, Writing, Numbers*

- a. 800 children directly benefit from Making it REAL projects, including 120 monitored children, 40 siblings and 640 additional children attending events.
- b. 120 Practitioners have improved skills, knowledge and confidence in literacy and maths development
- c. 24 parents directly received Sharing REAL with Parents training
- d. 20 staff trained in OBA

2. *Children benefit from improved standards in nurseries and EY settings: improved home – school relationships and practitioner knowledge of Home Learning Environment*

- e. 120 practitioners have improved knowledge and skills in building parent partnerships supporting HLE to improve early childhood development
- f. 120 Staff have improved ability to understand needs of children and families, and incorporate into service planning and development
- g. KMC Seminar reaching 130 practitioners
- h. KMC Bulletins reaching average of 600 practitioners per month
- i. Increased ability of 15 REAL Champions to train and support workforce long term

Phase 3 Evaluation Questions:

These four questions sought to evaluate the impact of the programme by delivering the aforementioned Phase 3 Outcomes and KPIs to achieve the overall programme aims.

Q1: What is the impact (qualitative / quantitative) on children's outcomes of this phase of the ECDP?

Q2: What is the impact (qualitative / quantitative) of handover / train the trainer of this phase of the ECDP?

Q3: What is the impact (qualitative / quantitative) of the overall ECD programme?

Q4: Have the recommendations of the previous Part 2 – Evaluation been achieved?

The evaluation evidence set out in Part B is presented against each of these Programme Outcomes and Evaluation Questions.

1.3 Evaluation Approach

The evaluation design and methodology has gathered, collated and analysed a range of quantitative and qualitative information to address the evaluation brief. Data gathering required a multi-method approach which was achieved by employing three research strategies including:

- Desk based analysis of existing monitoring data sets and reports.
- Focus groups with a purposeful sample of delivery partners, practitioners and parents/carers.
- Interviews (telephone or face to face) with representatives of the Government of Jersey and Jersey Child Care Trust, NCB core team and Jersey delivery partners.

We have worked closely with the NCB to gain access to the required data and key stakeholders. These methods have generated a set of quantitative and qualitative data which has been rigorously analysed and systematically assessed against the above outcomes and evaluation questions, providing an evaluative assessment of the impact and sustainability of the ECD Programme.

1.4 Evaluation Methodology

Data was collected using:

Documentary and Data Analysis: An analysis of NCB data for each strand of work, including monitoring data, children's progress data, data analysis reports and recommendation reports.

Focus Groups: Two focus groups, one aimed at a purposeful sample of practitioners and delivery partners, and one aimed at parents/carers who have experienced different strands of the programme were planned. These focus groups gathered participant perceptions on the performance of the strands against the relevant outcomes and the evaluation questions.

Interviews: A series of 6 interviews with ECDP stakeholder leaders and 1 group interview with NCB leads. These interviews covered a set of semi-structured questions aimed to gather perceptions and evidence on performance of the strands against the 2 outcomes and 4 evaluation questions.

Due to the severe restrictions imposed by the COVID-19 pandemic we were unable to visit the Island and carry out the planned face to face interviews and focus groups. However, we did successfully execute the 7 interviews and 2 focus groups which meant we were able to collect

sufficient evidence to complete the evaluation brief. One gap in the data was the lack of focus group evidence from parents as we were unable to arrange this due to COVID disruptions.

Table 1: Data Sources

Outcome/Evaluation Question	Documentation Monitoring Data	Focus Groups (Online)	Interviews Online)
Outcome 1	✓		
Outcome 2	✓		
Evaluation Q1	✓	✓	✓
Evaluation Q2	✓	✓	✓
Evaluation Q3	✓	✓	✓
Evaluation Q4	✓	✓	✓

1.5 Ethical Protocols

All CREC’s work is underpinned by strong ethical principles relating to the dignity and safety of participants and which is constructed round the following set of principles to ensure all actions should:

- Be done with, not to, participants;
- Be open and honest, and secure informed consent;
- Be collaborative and inclusive;
- Be empowering and developmental;
- Have utility;
- Be respectful;
- Protect all participants from harm;
- Keep confidentiality and anonymity;
- Provide feedback.

All participants were asked to provide their informed consent which guarantees confidentiality and anonymity. Data was kept securely for the duration of the project in line with CREC’s data protection and security policy. We worked with the NCB team to raise awareness of the evaluation work being conducted with relevant partners and provide information for an information sheet which was distributed to relevant staff and partners, to ensure that there was awareness and understanding of the evaluation, its purpose and timescales. All respondents provided their written informed consent to participate in the evaluation process. The NCB facilitated access to relevant programme and intervention documentation and monitoring data. We also worked with NCB to obtain contact details for all required participants in accordance with the programme and NCB’s data protection and safeguarding standards. CREC was in possession of relevant, up to date and valid policies for carrying out this work. CREC believes that through this ethical and transparent approach we have been able to achieve high levels of customer satisfaction whilst also ensuring the highest level of quality and integrity in our research and evaluation activity.

Part B: Evidence and Analysis

2. Evaluation Findings

The evaluation brief set out to evaluate the two Phase 3 Programme Outcomes against a set of KPIs, and the four Evaluation Questions which investigated the sustainability of the ECD Programme moving forward. Following a short description of the current context in Jersey, the evidence for each of these Outcomes and Evaluative Questions are set out in the sections below, with particular reference to the final phase of working (2019-2021).

2.1 Early Childhood Development (ECD) Programme Context

The Phase 1 Evaluation Report published in March 2018 set out a detailed summary of Jersey's island location, its political structure, economic sectors, population and child and family demographics. We have not duplicated these data in this final report, but it is worth reiterating that despite the relative wealth on the island, it is evident that the economic situation for the significant minority group of non-qualified residents continues to contrast with other Jersey residents. They experience a high level of social inequality which is a major policy and service delivery challenge. Jersey is a very expensive place to live and although wages on the Island can be good, many residents are on middle or low wages. The decrease in household incomes for certain groups is driven by a reduction in employment income, particularly for those aged under 40 years and those in non-qualified accommodation, and an increase in housing costs for those in rental accommodation (particularly qualified and social renters). The supply of social housing remains very short, with an increasing number of low-income families living in multi-occupancy housing. In such circumstances there has been a rise in domestic violence, substance and alcohol abuse which creates issues around child protection. While incomes can be low, it was also reported that the rate of employment in Jersey is high, with a high rate of working women and families with two working parents, many of whom work long hours, and this impacts sharply on family life.

Clearly, the COVID-19 pandemic has had a significant impact on both the lives and wellbeing of children and families in Jersey and the functioning and delivery of early years services across the Island during this evaluation period. Nurseries and schools closed from 20th March 2020 as a national lockdown came into force in Jersey. Settings reopened to children from 8th June 2020, but it was reported that uptake of places was variable. Some settings had planned to continue during Autumn 2020, but many had continued problems with bubbles closing and/or staff self-isolating. This had an impact on the completion of some settings' Making it REAL and A REAL Approach to Maths projects. COVID-19 lockdown restrictions also prohibited travel to Jersey and face-to-face training, meaning much of the planned training events had to be postponed or adapted to be delivered online or through hybrid approaches utilising newly trained trainers. This shift had the benefit of giving the new trainers the opportunities to practice delivery with the support of an NCB trainer. These factors need to be taken into consideration when evaluating this last phase of work. This challenging context was very visible in the reflections of stakeholders, impacting on many elements of the

Programme work plan, and demanding a good deal of flexibility and creativity from the delivery team to ensure the work could continue. Those involved felt that though the COVID pandemic has brought additional challenges there had been some positive benefits from this crisis, as suggested below:

Restructuring and Staff Changes:

It was an uphill push to get them there. They are still going through restructuring and key players at policy level were drawn away from EY and into the COVID response. The restructuring within the administrative system has had a big impact but they've kept their heads up about EY reforms. (PL1)

We have a new interim Chief Executive appointed and a couple of others have left and also people were transferred because of COVID. It is inevitable that Ministers and seniors will change but the real stability for the programmes is in the Partnership and they continue to be very dedicated. (SL2)

Regulatory Changes:

Jersey regulatory requirements also changed so again we needed to adjust. JCCT (Jersey Child Care Trust) moved to Pip's Place in March 2021. (PL1)

Interruptions to Work Plan:

At the beginning of pandemic, from the onset, the Partnership upped weekly wellbeing meetings and we continued to meet online so there was continuity. The ECD Programme was paused from May to October. There was also a pause on training when maybe it was most needed. REAL sessions had to be postponed as people were overwhelmed with running a nursery or class. There were falling numbers and a strained business model and the need from COVID of keeping safe. (SL3)

Shifts in Training Delivery:

Inevitably we stumbled over COVID – we had to redesign and make bespoke our Trainer of Trainers' packages and make them all virtual. The lead on MiR developed Zoom sessions and decided on smaller groups so the screen had capacity for us to see each other as individuals. For the T of T, we did co-delivery, with the lead working alongside the local deliverer. We then went broader than EY centre based settings including Parish churches, toddler group leaders and so on. JCCT, Brighter Futures got on board, we made the links and provided the support. Speech and Language came in and Highlands course tutors. We connected into CACHE level 3 and also at degree level- that's ongoing. The MiR lead did extra mentoring days to help embed it. (PL1)

A lot of resources are now on line. Many enjoyed working from home and training at home. There are good opportunities remotely for that. But REAL in a setting and in the home are currently very different. The flexibility of REAL allowed greater creativity and for us to bridge gaps e.g. Busy Boxes included all aspects of REAL. Videos were emailed out to parents but not as a traditional home visit but we used the tools we had tools and, in a sense, it was embedded and more flexibly delivered. (SL2)

For most involved there was a sense of getting on and making things work despite the difficulties, and an appreciation of the innovation in Programme delivery that this had forced, but the impact of the COVID pandemic on the ECD Programme has been significant and progress in developing relationships and trust has not been easy without the face to face contact with those involved as shown below.

Partnership Working and Relationship Building:

It's impacted on everything; some settings have been closed. I've missed contact with families. We weren't prepared but were suddenly in it. Transition was very last minute and all home visits stopped. Events were held outside. Initially relationships with families were not as strong as before. If it returns we'd be more prepared – we've learnt. Instead of at home we meet nearby outside – let's have a chat, that kind of thing but we have learned that face to face is really important. (SL6)

2.2 ECD Programme Projects and Training Delivered

Table 2 below indicates the impact of the COVID-19 pandemic on the ECD Programme Phase 3 planned projects and training from March 2020 – February 2021.

Table 2: Impact of COVID Pandemic on Phase 3 Projects and Training

		Impact of COVID-19
Projects	<i>Making it REAL Projects</i> 14 settings signed up to start projects in October 2019.	8 have completed project 6 have not been able to complete projects due to impact of Covid-19
	<i>A REAL Approach to Maths Projects</i> 7 settings started projects (2 in Oct 2019; 4 in February 2020; 1 in March 2020)	5 have completed project 2 have not been able to complete projects due to impact of Covid-19
Training	2 Day Sharing REAL with Parents Bespoke Handover/Train the Trainer	Planned May 2020, postponed Took place in November 2020 and February 2021
	1 Day Sharing REAL with Parents Co-delivery	Planned June 2020, postponed, then cancelled
	1 Day Mentor support for Highlands college	Planned Spring/Summer 2020, postponed Took place in November 2021; repeated May 2021
	OBA Training – MS Excel workshop	Planned 30/03/20, postponed Replaced with OBA events in May 2021
	OBA Training – Turning the Curve workshop	Planned 31/03/20, postponed Replaced with OBA events in May 2021

NB: This report was originally intended to cover the period up to and including March 2021; qualitative interview data was gathered in Spring 2021 to align with the end of the project and just prior to the point at which responsibilities were set to transition back from NCB to the Government of Jersey. It became apparent however that, as a result of the COVID-19 pandemic, a great deal of work was delayed and not capturing that data would have inadequately reflected the work done. We therefore include quantitative data up to and including July 2021 when reporting against project KPIs but it should be noted that comments presented from Spring 2021 reflect the situation at that point in time and may have evolved further due to continued work between NCB and the Government of Jersey after March 2021.

The positive aspect of this is that, as shown in Table 3 below, many projects and trainings have gone ahead, if delayed and differently delivered, during the reporting period (training held subsequent to the original March 2021 cut-off date is marked with an asterisk*).

Table 3: Phase 3 Training Activity Completed

Making it REAL	
<ul style="list-style-type: none"> • Making it REAL training • Making it REAL training (Highlands tutors) • Making it REAL (Parent & Toddler leads) • Making it REAL Maths training • Making it Real co delivery training (Highland College students) 	October 2020 (n=24) November 2020 (n=3) *May 2021 (n=3) March 2021 (n=6) February 2020 (n=18) March 2021 (n=9) January 2021 (n=21)
<ul style="list-style-type: none"> • Making it Real Training for Trainers • Making it REAL Maths Training for trainers 	October 2020 (n=6) March 2021 (n=9)
<ul style="list-style-type: none"> • Sharing REAL with parents Training for Trainers 	November 2020 (n=7) Jan/Feb 2021 (n=10)
<ul style="list-style-type: none"> • Making it REAL Network Meetings 	November 2019 (n=15) March 2020 (n=11)
Outcomes Based Accountability (OBA)	
<ul style="list-style-type: none"> • OBA Training (3 day) 	Introduction session (1 of 3) January 2020 (n=21) <i>NB -Due to COVID the remaining sessions were delayed and then re-scoped as follows:</i> *OBA Strategic plan workshop1; May 2021 (n = 20) *OBA Strategic plan workshop 2; May 2021 (n = 20)
Knowledge Makes Change (KMC)	
<ul style="list-style-type: none"> • KMC seminar 9 	November 2019 (n=76)

• KMC seminar 10 (online)	June 2020 (n=82)
• KMC seminar 11 (online)	November 2020 (n=92)
• KMC Seminar 12 (online)	*July 2021 (n=52)

This activity reflects the forward thinking and strong leadership of the programme work strands. It also reflects the strength of the previous phases of ECD work which have strengthened capacity in the ECEC sector and within the parent community to improve Home Learning Environments. This meant that when COVID hit, the sector and families were in a stronger position than would otherwise have been the case, as reflected in the comment below:

What's really positive for practitioners is that they were ahead of the game when we realised COVID had struck. There had already been a difference in day to day working, engagement with parents, and creating improved Home Learning Environments. When you think of the current context we are working in, MiR had provided parents with more skill and knowledge about how to create a positive HLE. We also all grew more confident about doing things differently, being more creative, innovative and experimental. COVID gave us permission to do it and, especially, to get over the home visit hurdle. (SL1)

The pandemic has also affected data returns from the ECD programme work strands which means that some of the outcome and impact data is thinner than was anticipated, as reflected in the comment below.

This has gone on through COVID so our data collection and evaluation returns are definitely thinner in the virtual world. We can ask for evaluations in person when we are there. It's just a hand over but on line you can only ask. (PL2)

2.3 Phase 3 Outcomes

Outcome 1. Increase in the percentage of children reaching expected levels in Early Learning Goals: Reading, Writing, Numbers.

The progress made towards achieving the KPIs for Outcome 1 are set out in Table 4 overleaf.

Target KPIs	Actual KPIs	Supporting evidence																																												
<p>800 children directly benefit from Making it REAL projects, including 120 monitored children, 40 siblings and 640 additional children attending events.</p>	<p>786 children directly benefitted from Making it Real projects. This figure comprises 48 targeted children reached and 738 additional children attending events (125 via Making it Real in Maths projects; 613 via Making it Real Literacy projects). No data is held on siblings reached.</p>	<p>Project Statistics: 2019-2020 (impacted by Covid-19)</p> <table border="1" data-bbox="751 286 1310 925"> <thead> <tr> <th colspan="4" data-bbox="751 286 1310 331">Making it REAL Literacy projects</th> </tr> <tr> <th data-bbox="751 331 890 427">Number of settings who signed up to run projects (October 2019)</th> <th data-bbox="890 331 1029 427">Number of projects who completed MiR project</th> <th data-bbox="1029 331 1168 427">Number unable to complete due to impact of Covid-19</th> <th data-bbox="1168 331 1310 427">Number of targeted children reached through the completed projects</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 427 890 483">14</td> <td data-bbox="890 427 1029 483">8</td> <td data-bbox="1029 427 1168 483">6</td> <td data-bbox="1168 427 1310 483">29</td> </tr> <tr> <td colspan="4" data-bbox="751 483 1310 517">Settings who completed projects: 5 schools; 3 nurseries</td> </tr> <tr> <th colspan="4" data-bbox="751 517 1310 562">A REAL Approach to Maths projects</th> </tr> <tr> <th data-bbox="751 562 890 658">Number of settings who signed up to run projects (October 2019 + February 2020)</th> <th data-bbox="890 562 1029 658">Number of projects who completed Maths project</th> <th data-bbox="1029 562 1168 658">Number unable to complete due to impact of Covid-19</th> <th data-bbox="1168 562 1310 658">Number of targeted children reached through the completed projects</th> </tr> <tr> <td data-bbox="751 658 890 714">7</td> <td data-bbox="890 658 1029 714">5</td> <td data-bbox="1029 658 1168 714">2</td> <td data-bbox="1168 658 1310 714">19</td> </tr> <tr> <td colspan="4" data-bbox="751 714 1310 748">Settings who completed projects: 2 schools; 3 nurseries</td> </tr> <tr> <th colspan="4" data-bbox="751 748 1310 792">Totals across all projects</th> </tr> <tr> <td colspan="3" data-bbox="751 792 1029 848">Number of completed projects</td> <td data-bbox="1029 792 1310 848">13</td> </tr> <tr> <td colspan="3" data-bbox="751 848 1029 904">Number of targeted children reached</td> <td data-bbox="1029 848 1310 904">48</td> </tr> </tbody> </table>	Making it REAL Literacy projects				Number of settings who signed up to run projects (October 2019)	Number of projects who completed MiR project	Number unable to complete due to impact of Covid-19	Number of targeted children reached through the completed projects	14	8	6	29	Settings who completed projects: 5 schools; 3 nurseries				A REAL Approach to Maths projects				Number of settings who signed up to run projects (October 2019 + February 2020)	Number of projects who completed Maths project	Number unable to complete due to impact of Covid-19	Number of targeted children reached through the completed projects	7	5	2	19	Settings who completed projects: 2 schools; 3 nurseries				Totals across all projects				Number of completed projects			13	Number of targeted children reached			48
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<p>120 Practitioners have improved skills, knowledge and confidence in literacy and maths development</p>	<p>142 practitioners completed either: Making it Real (n=57); Making it Real in Maths (n=27) training; Sharing REAL (n=17); Training for Trainers (n=15) or Making it REAL network events (n=26) during this period.</p>	<p>All of those who were training stated that the training had improved their knowledge about supporting children (aged 2-5 years) with early literacy or early maths to some degree; 61% said it had helped 'a great deal'; and a further 27% said it had helped 'a fair amount'.</p> <p>Qualitative feedback, from those practitioners who responded (n=12) to an end of year reflective evaluation survey, was also overwhelmingly positive and indicated improved skills, knowledge and confidence in literacy and maths development. All respondents had implemented MiR and/or MiR in Maths in their settings and utilised their newfound knowledge in other parts of their practice too, such as during home visits or when taking children on trips out.</p> <p>An example quote re MiR in Maths: <i>"I have implemented Making it a REAL approach to maths in my setting. I have sent out helpful home activities to parents to help encourage maths in play while at home. This involved a little leaflet suggesting mini activities that could be implemented while playing at home, for example matching pairs of socks while sorting the washing out or during baking or cooking using mathematical language is the cup empty, half full</i></p>																																												

		<i>or full. I have even sent out mini challenges such as scavenger hunts for parents to do with the children on the weekends. Can you find the number 2 while out on a walk? We've also introduced labelling equipment in the area for example 4 scissors. This encourages children during tidy up time that we need 4 pairs of scissors."</i>	
24 parents directly received Sharing REAL with Parents training	Did not happen due to Covid. NB it should be noted that 2 Training for trainers events took place instead.	2 Day Sharing REAL with Parents Bespoke Handover/Train the Trainer	Planned May 2020, postponed
		1 Day Sharing REAL with Parents Co-delivery	Planned June 2020, postponed
20 staff trained in OBA	21 staff attended the induction of the OBA training programme in January 2020. Unfortunately, the subsequent sessions were postponed due to COVID-19. Instead, following a re-scoping meeting between NCB and Government of Jersey 2 OBA workshops linked directly to Children's Plan took place in May 2021 (n=20)	<p>1. Introduction Workshop Delivered on 22 Jan 2020 to 21 Jersey Government Early Years Support Staff</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Content of workshop (rated by 21) <ul style="list-style-type: none"> - 81% (17) rated Excellent - 19% (4) rated Good • Facilitator delivery (rated by 20) <ul style="list-style-type: none"> - 90% (18) rated Excellent - 10% (2) rated Good • Learning Objectives Achieved (rated by 21) <ol style="list-style-type: none"> 1. Providing an understanding of the key concepts and principles of OBA <ul style="list-style-type: none"> - 95% (20) rated Excellent - 5% (1) rated Good 2. Illustrating how OBA can be used to support improvements of outcomes across a geographical area <ul style="list-style-type: none"> - 95% (20) rated Excellent - 5% (1) rated Good 	

		<p>3. Showing how OBA can be used to measure the impact of a programme or service 90% (19) rated Excellent 10% (2) rated Good</p> <p>Confidence in using OBA (answered by 21)</p> <ul style="list-style-type: none"> - 76% (16) feel confident they could use OBA in own service - 24% (5) feel they require more support <p>2. MS Excel Workshop Planned for 30 March 2020. Postponed then rescoped due to COVID-19</p> <p>3. Turning the Curve Workshop Planned for 31 March 2020. Postponed then re-scoped due to COVID-19</p>
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The above table reveals that the KPIs for Outcome 1 have been partially, but not fully met, due directly to the impact of the COVID pandemic.

The **first KPI** has been largely met with 786 children (target 800 children) directly benefiting from Making it Real projects, including 48 targeted children.

The target for the **second KPI** has been exceeded with 142 practitioners being trained and so able to show improved skills, knowledge and confidence in literacy and maths development (target 120 practitioners). All practitioners who completed Making it REAL or Making it REAL Maths claim improved skills, knowledge and confidence in literacy and maths development.

The target for the **third KPI** of 24 parents directly received Sharing REAL with Parents training has been missed as no parent training was possible during this period.

The target for the **fourth KPI** of 20 staff trained in OBA has been significantly exceeded, with 21 staff attending the induction of the OBA training programme in January 2020 and 20 participants attending subsequently re-scoped OBA workshops in May 2021. All participants reported that they had gained a good understanding of the OBA approach at the introductory session. No qualitative data from the re-scoped workshops is available.

Post Script from NCB Team to Outcome 1:

Following lockdown restrictions resulting in the closure of schools and early years provision it was acknowledged that children's experience of the home learning environment would be hugely variable. With that in mind we took the decision to focus the programme on delivering training for trainers to ensure continued delivery of Making it REAL programmes are sustainable in Jersey. This meant we removed the focus on children's attainment in the Early Learning Goals.

We moved training to virtual and hybrid delivery models and met our KPI for all planned training with the exception of the Sharing REAL with Parents course, which was unable to go ahead as

parent and toddler groups were not meeting face to face due to social distancing measures. Instead of delivering the parent facing course we delivered an additional course of Training for Trainers in Sharing REAL with Parents and an additional course of Making it REAL Training for Trainers aimed at Parent and Toddler Group Leaders. This means that whilst we were unable to deliver a course aimed at parents, the provision of additional trainers can facilitate future courses once restrictions ease, ensuring sustainability of the programme.

Due to cost savings though delivery of virtual/hybrid training we were also able to provide additional support for Highlands College course leaders. This will ensure Making it REAL is imbedded in training for all new entrants to the early years workforce.

In summary, other than the parent-focused KPI which for understandable reasons could not go ahead, significant progress has been made towards achieving outcome 1, as indicated by the over delivery on the other three KPIs, with children quite rightly being the primary beneficiaries, and the sustainability of the Programme being bolstered through additional training sessions which have delivered enhanced professional skills and knowledge for a larger pool of staff, including Trainers and Highlands College course leaders, in Making it REAL and OBA approaches. It can be anticipated that despite the impact of the COVID pandemic the enhanced expertise in the system will in time lead to an increase in the percentage of children reaching expected levels in Early Learning Goals: Reading, Writing and Numbers.

Outcome 2. Children benefit from improved standards in nurseries and EY settings: improved home – school relationships and practitioner knowledge of Home Learning Environment

The progress made towards achieving the KPIs for Outcome 2 are set out in the Table 5 below.

Table 5: Progress Towards Achieving Outcome 2 KPIs

Target KPIs	Actual KPIs	Supporting Evidence
120 practitioners have improved knowledge and skills in building parent partnerships supporting HLE to improve early childhood development	142 practitioners completed either: Making it Real (n=57); Making it Real in Maths (n=27) training; Sharing REAL (n=17); Training for Trainers (n=15)	All of those who were trained stated that the training had improved their knowledge of engaging with parents to help them support their children's learning and development effectively to some degree; 59% said it had helped a great deal, a further 39% said it had helped 'a fair amount'. Some supporting quotes: <i>"Our parents have gained much more confidence in their parenting through our courses. Through Covid they have been very isolated and fearful, and it's been lovely to see</i>

	<p>or Making it REAL network events (n=26) during this period.</p>	<p><i>them getting out and about with their children and talking to other parents again. They thoroughly enjoyed the course."</i></p> <p><i>"I would say having that knowledge and being able to share with parents why it is so important we give children these opportunities and also giving them some of the fact is helpful for the parents."</i></p> <p><i>"I am able to give parents confidence that math's is used every day and that math's isn't scary. When parents think of maths they think back to school and GCSE'S and automatically hate the thought of maths. By talking to parents and communicating through leaflets and workshops gives parents confidence and knowledge on what we as practitioners are doing to help start their children's earning journey's."</i></p> <p><i>"[The best thing about the programme is] seeing the confidence building in our parents. This time we have adapted our courses and held them all outside. Parents have realised the value of the outdoors and how much their children are learning through the everyday interactions."</i></p>																												
<p>120 Staff have improved ability to understand needs of children and families, and incorporate into service planning and development</p>	<p>Over 90% of respondents (n=>200) fed back after KMC sessions 9-11(n=230) that they had improved understanding of the needs of parents after attending the seminar event and receiving the Bulletins. It should also be noted that a further 52 people benefitted from KMC 12 in July 2021.</p>	<p>Practitioner feedback from the 3 KMC sessions were overwhelmingly positive and practitioners valued the inputs that they received and said that they had improved their knowledge and understanding of how to work with parents. Feedback from KMC event #9 is reflective of that received for all 3 sessions up to March 2021:</p> <p>5) How much of the following has this seminar provided you with? (Please tick in the box which most represents your views)</p> <table border="1" data-bbox="636 1290 1347 1682"> <thead> <tr> <th>Learning objectives</th> <th>Not at all</th> <th>Not much</th> <th>A little</th> <th>A fair amount</th> <th>A great deal</th> <th>No Answer</th> </tr> </thead> <tbody> <tr> <td>Knowledge of strategies and resources to enable practitioners to work alongside parents to support children's language development.</td> <td></td> <td></td> <td>3% (2)</td> <td>37% (23)</td> <td>57% (36)</td> <td>3% (2)</td> </tr> <tr> <td>Information about the Early Childhood Development Programme</td> <td></td> <td></td> <td>8% (5)</td> <td>36% (23)</td> <td>48% (30)</td> <td>8% (5)</td> </tr> <tr> <td>Inspiration and ideas to take back and share learning with others</td> <td></td> <td></td> <td>17% (3)</td> <td>26% (18)</td> <td>46% (41)</td> <td>11% (1)</td> </tr> </tbody> </table>	Learning objectives	Not at all	Not much	A little	A fair amount	A great deal	No Answer	Knowledge of strategies and resources to enable practitioners to work alongside parents to support children's language development.			3% (2)	37% (23)	57% (36)	3% (2)	Information about the Early Childhood Development Programme			8% (5)	36% (23)	48% (30)	8% (5)	Inspiration and ideas to take back and share learning with others			17% (3)	26% (18)	46% (41)	11% (1)
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<p>KMC Seminar reaching 130 practitioners</p>	<p>Across 4 KMC events a cumulative total in excess of 280 practitioners</p>	<p>A large number of attendees fed back that they would, after attending the seminar, share what they had learnt with their colleagues/staff teams. It would therefore seem likely that each KMC seminar reaches a much larger number of practitioners than just those who attend. There appears to</p>																												

	<p>attended, although some may have attended more than one.</p> <p>It should be noted that due to Covid-19, KMC seminars #10, #11 and #12 (July & November 2020 and July 21) were held online. 226 people attended the events including speakers, Government of Jersey staff and NCB staff. These figures are higher than for the in-person attendance at #9</p>	<p>be a cascade affect in place for this CPD which is perhaps not entirely captured in the data.</p>																										
<p>KMC Bulletins reaching average of 600 practitioners per month</p>	<p>This has been achieved and continually exceeded since October 2020</p>	<table border="1" data-bbox="632 1301 1206 1751"> <thead> <tr> <th data-bbox="632 1301 794 1462">Month</th> <th data-bbox="794 1301 1018 1462">Email distribution - MailChimp recipients</th> <th data-bbox="1018 1301 1206 1462">Social Media</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 1462 794 1507">Sep-20</td> <td data-bbox="794 1462 1018 1507">391</td> <td data-bbox="1018 1462 1206 1507">383</td> </tr> <tr> <td data-bbox="632 1507 794 1552">Oct-20</td> <td data-bbox="794 1507 1018 1552">669</td> <td data-bbox="1018 1507 1206 1552">367</td> </tr> <tr> <td data-bbox="632 1552 794 1597">Nov-20</td> <td data-bbox="794 1552 1018 1597">667</td> <td data-bbox="1018 1552 1206 1597">194</td> </tr> <tr> <td data-bbox="632 1597 794 1641">Dec-20</td> <td data-bbox="794 1597 1018 1641">674</td> <td data-bbox="1018 1597 1206 1641">923</td> </tr> <tr> <td data-bbox="632 1641 794 1686">Jan-21</td> <td data-bbox="794 1641 1018 1686">791</td> <td data-bbox="1018 1641 1206 1686">188</td> </tr> <tr> <td data-bbox="632 1686 794 1731">Feb-21</td> <td data-bbox="794 1686 1018 1731">780</td> <td data-bbox="1018 1686 1206 1731">206</td> </tr> <tr> <td data-bbox="632 1731 794 1751">Mar-21</td> <td data-bbox="794 1731 1018 1751">781</td> <td data-bbox="1018 1731 1206 1751">180</td> </tr> </tbody> </table> <p data-bbox="632 1789 1318 1821">Some examples of practitioner thoughts on the bulletins:</p> <p data-bbox="632 1861 1222 1928"><i>“It is current, informative and a very professional publication”.</i></p>			Month	Email distribution - MailChimp recipients	Social Media	Sep-20	391	383	Oct-20	669	367	Nov-20	667	194	Dec-20	674	923	Jan-21	791	188	Feb-21	780	206	Mar-21	781	180
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		<p><i>"I enjoy the monthly update & especially appreciate the suggestions of the free Open University courses to take during lock down."</i></p> <p><i>"I am not somebody who follows the media in Jersey so the newsletter is my little dose of keeping in touch with updates in childcare that is easy and manageable to follow, thank you."</i></p>
Increased ability of 15 REAL Champions to train and support workforce long term	26 Making it REAL trainers	This target was reviewed and the strategy amended to create a larger pool of 26 MiR trained trainers rather than 'REAL Champions' to ensure more sustainability in the system.

The above table reveals that the KPIs for Outcome 2 reveal a strong picture of over delivery in all KPI's after some revision of strategy due to COVID pandemic conditions.

The target for the **first KPI** of 120 practitioners who have improved knowledge and skills in building parent partnerships supporting HLE to improve early childhood development has been exceeded with 142 practitioners being trained and so able to show improved skills, knowledge and confidence in literacy and maths development (target 120 practitioners). All practitioners who completed Making it REAL or Making it REAL Maths claim improved skills, knowledge and confidence in literacy and maths development.

The target for the **second KPI** of 120 staff with improved ability to understand needs of children and families, and incorporate into service planning and development has been significantly over delivered, with more than 90% of respondents (n=>200) who fed back after KMC sessions (n=230) that they now had improved understanding of the needs of parents and their knowledge and understanding of how to work with parents. Furthermore, an additional KMC session was held online in July 2021 engaging a further 52 practitioners).

The target for the **third KPI** of KMC Seminars reaching 130 practitioners has also been over delivered with across the 4 KMC events a cumulative total in excess of 280 practitioners attending, although some may have attended more than one. The 11th KMC event had high attendance with 92 people attending the event including speakers, Government of Jersey staff and NCB staff and 111 receiving the Briefing paper for the event. A large number of attendees fed back that they would, after attending the seminar, share what they had learnt with their colleagues/staff teams. It would therefore seem likely that each KMC seminar reaches a much larger number of practitioners than just those who attend. There appears to be a cascade affect in place for this CPD which is perhaps not entirely captured in the data.

The target for the **fourth KPI** of KMC Bulletins reaching an average of 600 practitioners per month has been achieved, exceeded and sustained since October 2020.

The target for the **fifth KPI** of increased ability of 15 REAL Champions to train and support the workforce long term was adjusted to create a larger pool of 26 MiR trained trainers and so it can be said that this target was achieved with a different strategy.

Post Script from NCB to Outcome 2:

Since the start of the pandemic we re-scoped the programme delivery and focused on the model of creating a new pool of highly trained and experienced trainers rather than the previously planned champions model.

In the months between the statistics being gathered in March 21 and the end of the programme delivery in July 21 original *Making it REAL* training delivery targets were exceeded in both scope and reach. In addition to the original plans to train early years teachers and practitioners, we also trained Parent and Toddler group leaders, early years support workers, speech and language therapists, inclusion workers and family support workers amongst others.

Delivering *Knowledge Makes Change Seminars* remotely was significantly more cost effective enabling us to deliver an additional 2 seminars, which facilitated nationally and internationally renowned speakers to support the professional development of Jersey's early Years workforce.

Following a planning meeting with Government of Jersey Strategic Leaders we re-scoped the OBA workshops content and delivery ensuring they were focused on supporting the development of Jersey's strategic Children's Plan. This meant that the OBA methodology is firmly entrenched in strategy for the future role of children's services in Jersey.

2 OBA workshops were successfully delivered in May 21.

In summary, there has been significant progress towards achieving outcome 2 as indicated by the five KPIs, with over delivery of planned deliverables in relation to enhancing practitioner knowledge and understanding of the needs of families and how to work with parents. It has also bolstered the sustainability of the programmes longer term with a larger pool of trained staff in MiR and wider professional knowledge and evidence-based practice about working with parents and families through the seminars and bulletins. It can be anticipated that this enhanced expertise, within the sector, particularly on working with parents, will over time, improve standards in nurseries and EY settings from which children will benefit.

2.4 Phase 3 Evaluation Questions

Q1: What is the impact (qualitative / quantitative) on children's outcomes of this phase of the ECDP?

It has been extremely difficult to locate, identify and evaluate definitive data on the impact of the ECD Programme on children's outcomes during this final phase due to the disruption to programme delivery and capacity of the sector to undertake child assessments during the pandemic. There has been disruption and delay on securing island wide data on children's outcomes this year, with many children not attending settings during this phase of the ECD programme. It was interesting that although data on children's literacy levels was not yet available, strategic leads were seeing a change in assessments of children's wellbeing levels with a bunching of children having high levels or low levels of wellbeing, rather than the normal bell-shaped curve (with the majority towards the mid-point), indicating the unequal impact of the pandemic on children on the island, with some clearly thriving and others significantly struggling. This is likely to have repercussions on children's learning outcomes as this data emerges as the comments below indicate.

Last year on a 5-point scale for well-being the distribution was bell shaped, but this year it is bunched at the extremes. (SL1)

We are seeing the disproportionate impact of COVID in different populations in the data, well-being and involvement are skewed. The bell-shaped curve is squashed with more in the extremes. (SL3)

Reports are beginning to emerge on the impact of COVID on families. For example, the lack of access to technology leading to the underachievement of some children and the inequalities in this. (SL2)

These challenges of assessing impact of the ECD programme on children's learning outcomes are well understood by those in strategic leadership positions and they understand that this lack of evidence does not mean that the programme has not had impact, as shown in the comments below:

Unfortunately, we've struggled with evaluation from teachers and practitioners BUT we have continued with the programme – we've shared REAL remotely and creatively, kept the momentum, condensed it and with {trainer's} help, completed the programme. I'm very confident about the impact, the interest and the motivation – home visits, literary events – they've all worked but in new and different ways. (SL7)

There're other ways and means we've found of keeping it in people's minds. The website has become very important – the four strands – but measuring is difficult in the current circumstances. (SL4)

Despite this, we do have some very positive quantitative assessments of the impact of the Making it Real Literacy and Maths Project, as illustrated by Figures 1 and 2 (and available to view in full in Appendices 1 & 2).

Outcomes from Making it REAL literacy projects

% of children demonstrating improvement between start and end of Making it REAL literacy projects:

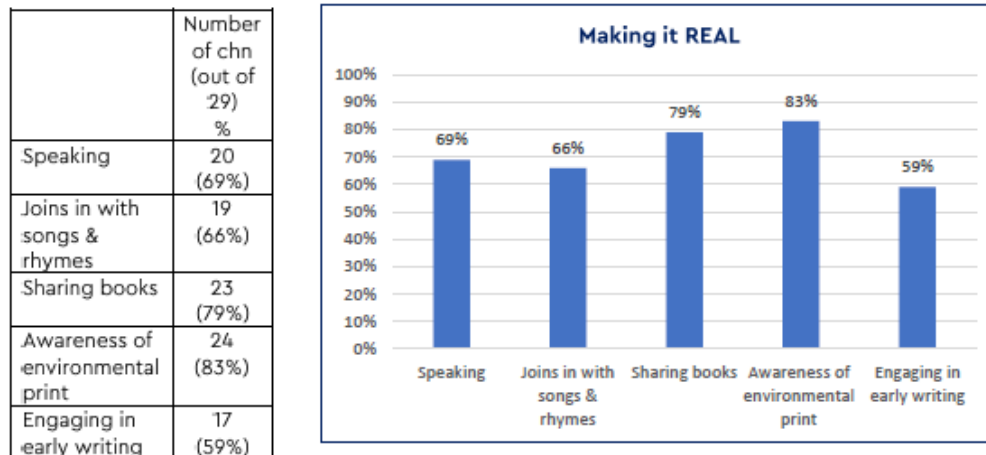


Figure 1: Outcomes from Making it REAL Literacy Projects (extracted from Appendix 1)

These data reveal that by the final year of the Programme, around 8 out of 10 children who have been able to participate in the Making it Real Literacy programme have improved outcomes in their Awareness of Environmental Print and their ability to Share Books; around two thirds of project children have improved their outcomes in Speaking and Joining in with Songs and Rhymes; and over half are now engaging in Early Writing. The improvement in children’s capacity to use more complex phrases and sentences, to engage with books, to recognise and respond to environmental print, to read and share books every day is strongly evident in these data. It is also clear that all participating parents are now confident or very confident in supporting their children’s early literacy. Another important outcome is that the numbers of project children who are Members of a Library has nearly doubled to 87%, revealing a wider engagement in book experiences outside the home. These data reveal the Making it Real programme’s very concrete success in enhancing children’s literacy outcomes during this challenging time and in supporting parents in home learning, reflecting the hard work and creative approaches adopted to mitigate the limitations on their planned work. It also provides a real legacy of the ECD Programme for these children as they move forward in their schooling.

% of children demonstrating improvement between start and end of A REAL Approach to Maths projects

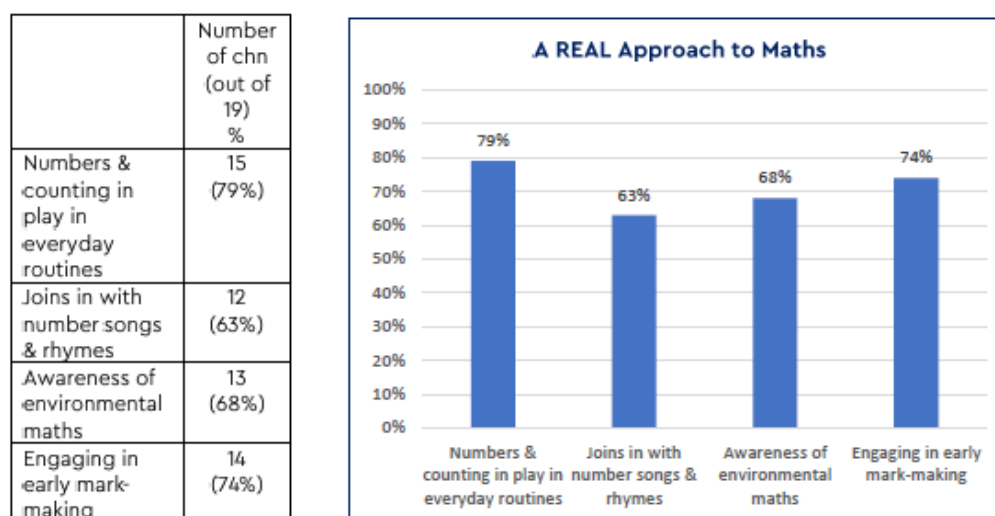


Figure 2: Outcomes from Making it REAL Maths Projects (extracted from Appendix 2)

These data reveal that more than two thirds of the children who have been able to participate in the Making it Real Maths programme have improved outcomes in their Numbers and Counting in Play, in their Joining in with Number Songs and Rhymes, in their Awareness of Environmental Maths and their Engagement in Early Mark Making. We can also see similar gains to the REAL Literacy Project in children’s capacity to use more complex phrases and sentences, to engage with books, to recognise and respond to environmental maths, to read and share books every day and to engage in mark making which are each strongly evident in these data. It is also clear that all participating parents are now confident or very confident in supporting their children’s early maths. These data reveal the Making it Real programme’s very concrete success in enhancing children’s maths outcomes and supporting parents in home maths learning during this challenging time, where opportunities to meet up with aparents and for outside events have been restricted, adding further to the legacy of the ECD Programme for these children.

Where it had reached parents, there is evidence of the positive impact of the ECD programme on their confidence in supporting children’s learning at home from the interviews with Programme leads and delivery partners, as shown in the comments below:

Data came in from parents and we saw a huge increase in parents engaging with children educationally and changes to the Home Learning Environment, bringing in fun activities. It’s increased and adapted so we are delivering packs of materials virtually into homes. Home Visiting just stopped yet we’ve been able to deliver virtually. Our methods have changed but we are still reaching into homes. (SL5)

The relationship with parents has been a really strong component. Parents and practitioners are now more closely connected and there is a transfer of skills and knowledge but also building support for

families which of course impacts on children's home learning. I have lot of evidence on that from my practitioners. (SL1)

However, it was also evident that that the limited access for many parents to the Programme due to COVID-19 restrictions has meant that the reach and impact of the programme to a larger number of parents was not as wide as hoped.

Parents support was impacted. It was not all negative there were some positives, there was more time for some parents for sharing with their children but for some children it was a major negative impact.

There is also a worry that children with special needs have particularly lost out over the last 12 months with the lack of face to face contact and access to services, as pointed up by senior leads on the Island, but they are optimistic that capacity built during this phase will help going forward.

All our children are classed as vulnerable but during COVID our contact has been different and sometimes more difficult to support children with special needs. There's not been the same level of contact with some parents although elements of REAL came into that. We are now doing more home visits with support workers and that's our intention going forward in recent training. We now have two members of the team trained up in REAL so the principles are being used. (SL4)

In summary, there is strong evidence that the Making it Real Literacy and Numeracy programmes have impacted positively and significantly on children's outcomes for those who the programme has reached during this phase. In the last year this has been sustained through significant work to reconfigure the Making it REAL programme and how it has been delivered, revealing the deep commitment of practitioners to continue project delivery and attendance at CPD events throughout the challenging times they have faced, indicating the capacity of these programmes to make a solid improvement to children's early literacy and numeracy development. Clear evidence on the impact of the wider ECD Programme on children's outcomes is harder to ascertain, due to severe disruptions to the delivery of the some of the programmes of work, the more limited access to children and families during this final reporting period, and the limited assessment data from the settings. It should be noted that the absence of data doesn't mean that children's outcomes have not been impacted on during this period, with emerging evidence of an increased gap in achievement for children who have struggled during the pandemic and who have not been able to access services, particularly those with special needs. It is anticipated that the work undertaken in this last phase has positioned the ECD Programme well to make a deep contribution to future work to close this gap.

Q2: What is the impact (qualitative / quantitative) of handover / train the trainer of this phase of the ECDP?

The planned handover of the ECD programme through the Training the Trainer strategy has also been disrupted through this phase of work but sessions were re-arranged and additional ones were delivered to meet this objective. The Mentor Support training for Highlands College

staff in Spring 2020 was postponed due to COVID-19. However, in October 2020, 6 people attended the 'Making it Real' Training for Trainers. The evaluation showed that all participants valued the training and afterwards were overwhelmingly confident in their ability to put what they learnt into practice. All participants felt to a 'fair' or 'great' extent that they were now able to:

- explain the background and content of the REAL training, the learning objectives of the Making it REAL training and the local project;
- explain the 4 strands of literacy and the ORIM framework and key messages from research that underpin them;
- engage in activities involving delivering and participatory training using the Making it REAL materials;
- Identify their next steps needed to be able to deliver Making it REAL learning activities.

In February 2021, 9 more people attended 'Sharing REAL with Parents' Training for Trainers. This cohort also highly valued the training and afterwards were overwhelmingly confident in their ability to put what they learnt into practice, as shown in the comments below:

I really enjoyed the sessions and am keen to start looking into how I might be able to put this into practice. I am going to get in touch with the team at Brighter Futures to see if there is a way that we can work together.

I am going to take this to my manager and hopefully get a stand-alone course for parents up and running. We will also use lots of the content in our speech and language sessions and in our Growing Together Parent and child groups.

However, the disrupted final year of the ECD programme means that those involved feel there is a need for more time to complete the handover process as stated below:

More time is needed for the Training of Trainers and handing it on. I've spent the last 6 months being completely focused on Jersey. (SL2)

Despite this, senior leads feel confident that the Trainer of Trainers programme has a strong legacy and has increased the capacity and capability for extending the work of the REAL programme in Jersey once the ECD Programme ends, as stated below:

REAL, at a distance, is capable of building high quality. There's always movement and turnover, it's inevitable. There will be a need for a handover agreement. It's time sensitive and it will need QA, moderation and evaluation. Jersey is now well placed but an agreement should be part of any handover. I'm reasonably confident that might happen. (SL2)

Collaborative work with Highlands College was seen as an important part of the handover arrangements and this arrangement with the College has been agreed.

For example, the TforT Programme with Parents and its endorsement by Highlands University College, that would embed it. Initial contacts have been made and National Open College Networks offers informal skills qualification but maybe Highlands should accredit it. (SL2)

Key stakeholders on the Island were largely positive about the sustainability of the REAL programme which the Trainer of Trainers courses has secured. The need for ingenuity and flexibility, and a minimum of funding to sustain this work was acknowledged as necessary as the work moves ahead.

We need to be clever with the budget. You could do it with little funding. I think we could keep it going, REAL with all schools and home events, summer events, all REAL events so we inform parents that children need to arrive with skills to build on. The Trainer of Trainers resources are there, fool proof and easy to follow. I think we can deliver their essence on our own with what we have. We now have the knowledge but we will still need to create the space to do it. We're super keen to train others. (SL7)

I did the very first training. It's wonderful to see how it's grown, even Year 6 understand REAL. It would be nice to share with everyone and older pupils. It's really evolved. Everyone knows REAL. The issue is release not practitioner commitment, so we'll need to have flexibility in delivery. Zoom helps, evening sessions, alternative times etc. It's been great to have [trainer] and we will carry on. Even if there were two or three of us collaboratively we can do it, just resourcing that would be enough. (SL6)

It was overwhelmingly felt that the REAL courses and the Training of Trainers courses have had a significant impact on practitioner confidence. It was also felt that it had brought the sector together in a common programme, giving them a common language and shared strategies of how to work effectively with parents and children on early literacy and maths, as illustrated in the comments below.

That's where it has massively impacted. Confidence has grown in language, and shared knowledge and understanding throughout the sector of REAL is seen through the whole of their programme. It is shared across settings and we can see practical examples on the ground, visual displays, a real presence of REAL. We're all talking about REAL and have developed a shared understanding of concepts now across sectors. (SL7)

The Programmes have heightened the focus on Early Years and how critical these years are. It has also shown the need for workforce development in the sector. I see pride in the work and recognition. It's also more visible to the politicians. The Education Minister is interested in Early Years. Today in fact we have announced an extension of 20 hours free entitlement to 30 hours. (SL6)

The OBA handover has been more difficult to sustain and embed over the past year, as acknowledged in the comment below, but with additional effort this has been successfully delivered and is now linked into the Strategic Children's Plan.

Last year there were major impacts on the programme. Progress on OBA has been derailed especially some of the people actually working on it. It was starting to have an impact but it had a small jurisdiction and that was suspended, the flow interrupted and other things became the focus understandably. (PL1)

However, this blip has been helped by a training held by NCB in May 2021 for 33 senior executives from Government of Jersey and key strategic partners to further support their understanding and implementation of the ORIM approach on the Island. Again, stakeholders were largely positive about the longer-term sustainability of the OBA programme of work but felt with key changes at senior executive level this would also need continued strategic leadership and visibility to secure its legacy.

Mentorship is needed in this extension and there is not much in OBA. How to demonstrate meaningful outcomes is an issue. It is across Government and partners and we have considered on-line training about OBA by law but we haven't done it. COVID hit and people left so it's fallen away a bit. We've had churn of staff at strategic level and there's been a redirection of capacity to COVID. But we could shift OBA back into focus. (SL3)

In summary, the handover of the ECD programme through the extension of the Training of Trainers programme for both REAL and OBA has been constrained by the pandemic but with creativity and effort to offer additional training sessions to a wider group of practitioners and Highland College course leaders this has now been secured and it is felt by stakeholders that enough has been done to secure sustainability for both programmes. REAL is now well embedded in sector practice and many practitioners know and understand the programme and are using it flexibly in their daily work with parents and children. The role of REAL Champions has been revised and is now replaced with a pool of 26 trained and experienced trainers who will be critical in keeping this development process going. For OBA there is belief that there is buy-in and good levels of understanding of the approach at senior strategic level and most stakeholders are optimistic about its continued use once the COVID-19 crisis is dealt with. It is clear that moving forward those on the Island who are championing both programmes will need to continue to have sufficient time, funding and status to take this work forward and ensure the focus is not lost as post-pandemic priorities kick in. However, it may be that if positioned and promoted well, these two programmes could be a vital part of the Government of Jersey's recovery planning.

Q3: What is the impact (qualitative / quantitative) of the overall ECD programme?

The ECD Programme had three key aims:

1. To improve planning of services and collaborative working through the use of OBA;
2. To improve early childhood development capacity;
3. To increase the quality of early learning and childcare.

This evaluation report and previous ones provide strong evidence that these aims have been achieved when we look at the ECD Programme as a whole. We have good quantifiable data on the positive impact of the three individual strands of the programme in terms of their progress in meeting the Outcome KPIs (set out in previous sections) which suggests they have had significant impact on the quality of practice and cohesiveness of policy on the Island. Stakeholders interviewed for this final phase of the evaluation generally express very positive views on the impact and legacy of the ECD Programme as a whole. The impact is seen in a number of ways as set out in the comment below:

The key legacy is that the programme has brought us all together. It has raised the profile of the sector and its importance, people are more connected and we have common aims, we have a new plan agreed together and it's given us practical tools and the seminars' ideas and concepts to go forward in key domains. (SL1)

These key outcomes were further endorsed by stakeholders as set out below.

Greater profile and connectedness:

Bringing the sector together and raising its profile through the ECD Programme has led to more joined up thinking and working across the early years sector. Prior to the Programme the sector was very fragmented and lacked visibility and vision, and it did not feature largely in Jersey visioning and policy planning. The shift in this is significant and, it was felt, permanent. The investment made was seen to have been a huge lever for change and it was felt that this investment had paid off.

It's moved Early Childhood Education in Jersey on. It's more pluralistic now, more collaborative across different sectors. There are now so many programmes with a much broader participation and are innovative. (SL1)

Money talks of course – the scale of the investment was of interest. The investment raised the profile.

It's a very positive good news story, there are some downsides but early years is now high on the agenda. It takes time to embed but confidence is growing. There's a cultural shift, Government structures have noticed the impact.

Greater understanding of the importance of early years:

The ECD Programme has contributed to a significant change in the wide public perception of the importance of the early years of life and the role home and services have in shaping children's futures. This shift in public perception has the potential to be built upon as policy and funding decisions are made post-pandemic.

Parents, families and practitioners are more aware of significance of early years to learning and not just what is learned but how you do it is important. Much of this is no cost/low cost – the importance of observation and of conversations, everywhere, in classroom, in setting, in home, in car etc. and accessible for everyone, playful, enjoyable, e.g. environmental print, it's the engagement with children that matters – that's wide spread knowledge across the island. The sheer numbers of people all over the island that now have that mind set. (SL6)

And parents are now seeing that children are always learning, even in less formal environments. (SL7)

Enhanced relationships and partnership working:

There is agreement that the ECD Programme has broken down silo mentalities on the Island and encouraged closer collaboration and partnership working across the sector and across strategic departments. There is a sense that there is now a collective and shared vision for early years services and a strategy for achieving this.

We've been able to evaluate what works for Jersey – it's brought us together and in fact the reach has never been better. We zoom at 6pm and get really good attendance. So, ease of access, cost effective and value for money is clear. COVID has actually pushed some of that but we had to have the relationships in place first. (SL1)

Development of a more outward looking perspective:

The very well attended KMC programme has been a key stimulus to encourage a more outward looking perspective across the early years sector. It has brought in the expertise of high quality, internationally known speakers to introduce new thinking and ideas and

encourage critical reflection on current practices and policy on the Island. This has begun to break down silos within the sector on the Island, and also between the Island and the wider world.

Definitely we'd want to continue those (KMC sessions). We get great turn out for them. We need to get people in from outside, to speak to others. We know each other and we do share and develop together but we also need external stimulus. (SL7)

Adoption of OBA approach:

It was felt that the ECD Programme has promoted the shift in culture required to enable outcomes-based accountability to permeate thinking at strategic levels. At practitioner level there continues to be less awareness and the last year has made this harder, but it is progressing.

Now they are saying about OBA, 'we do this all the time, but we didn't know that was what it was called'. We know it is operating at States level as part of their vocabulary but it's now emerging at practitioner level. Practitioner capacity is still an issue but they are getting it and using it more, they understand the justifications for measuring. (PL1)

It's clear they are more confident in handling data – it was not in their culture. Decisions were often based on historical tradition, myths and anecdotes. Now they are more confident with the tools and OBA concepts are part of the day to day language. Decisions are informed by the data. (PL2)

At Strategic Board level officers and 3rd Sector it's definitely OBA but on the ground and even in strategic documents, COVID has pushed it aside somewhat. OBA at the JCT has been phenomenal. (SL6)

Improvements in quality of practice:

There is clear evidence presented earlier that practitioner knowledge, skills and understandings of how to support early literacy and numeracy have been improved and that practice has developed in settings accordingly. The Real Training and the KMC sessions and newsletters have introduced new ideas and thinking to practitioners on the Island and there is good evidence that this is impacting positively on the quality of practice.

We are not tracking impact from the KMC sessions but expressed intentions from the feedback is very positive, e.g. really useful, concentrated practical ideas to take back. (PL2)

2 years in we were taking over control of the ECD Programme and asking how can we develop this? We want more of KMC. You see the impact in the inspection reviews – some settings sent the whole team for input and then took it to staff development meetings for expansion and growth. (SL1)

We have some evidence of impact from the last 18 months of the EY Policy Development Board. The training for practitioners has meant that workforce development has been raised, embedded and integrated. (SL3)

Openness to CPD in the sector:

It was felt that the ECD programme had created a more open climate to CPD across the early years sector and that this was a sign of practitioners feeling more valued as a work force on the Island, encouraging more recruitment and retention to the sector.

The reason we started in Jersey maybe 5 years ago was not just to improve practice but to bring in a culture of Continuing Professional Development – of course remote learning and webinars are now ubiquitous but back then there was very little CPD in Jersey and literally, it was insular, with a competitive culture. Now there is cooperation and collaboration, a sharing of ideas, and a development of expertise around CPD and best practice. (PL2)

I think they recognise the high quality of NCB programmes and KMC seminars – high quality speakers, knowledge transmission and the newsletter. There's been an impact on EY professional development. There are nurseries where all staff came to all sessions. (SL2)

Greater inclusion of marginalised communities in services:

It was felt that the ECD Programme had enabled significant progress to be made in reaching communities who were less advantaged and had succeeded in encouraging more participation in the services, including incomers from Portuguese and Polish communities, as shown in the comments below. The development of multi-language versions of materials and resources had supported this participation.

We are definitely reaching much, much more of them. Home language is used in visits, both Portuguese and Polish. We are using language Teacher Assistants on visits and online now and in training virtually multilinguals are involved. It's easier actually when you do it centrally online and we ensure training with parents is linked into them as well. (PL1)

We now have Portuguese and Polish Teacher Assistants trained in MiR which is brilliant. They come with me on home visits – that's been really effective. Teachers new to REAL might be a bit anxious about parent perceptions and having a multilingual TA is helpful. (SL6)

COVID-19 Impact on ECD Programme:

Throughout the evidence we can see an awareness that the COVID-19 pandemic has acted as a brake on the progress during the final year of the ECD Programme.

There have been strategic appointments around policy for children so it's made a difference but now it has ground to a halt.

Jersey is distracted which is why we need this now. Policy professionals and senior civil servants have been redeployed to deal with COVID and that is not necessarily addressing the needs of children and families impacted by pandemic.

However, it is also noted that the pandemic may also have provided the sector with an opportunity to really push the importance of their work and the contribution it can make to the post COVID-19 recovery, as sharply observed below.

There can't be a more important time for us to be connected than now. (SL1)

In summary, when we consider the legacy of the ECD programme and its impact in achieving its key aims of improved planning and collaboration, improvements in sector capacity and increases in the quality of learning and childcare, the evidence reveals a good deal of success. We have strong evidence that the early years sector has a much higher profile and visibility

in all Island policies and planning, with a much wider understanding of the importance of the early years of life in shaping children's futures. There is far greater collaborative planning and partnership working at both strategic and frontline levels, and a more open and outward facing perspective to innovation and new ways of working, including a recognition of the need for accountability and clarity of focus on outcomes, delivered by the OBA approach. Investment in workforce development, through the REAL and KMC works strands is paying dividends, with evidence of improved practitioner knowledge and consequent improved quality and effectiveness of service delivery, including more inclusive practice for marginalised communities on the Island. While COVID-19 has clearly disrupted the work planned during this final hand over year, it is felt that over its lifetime, the ECD Programme has delivered the required shift in culture and visibility, and developed sufficient capacity in the sector, to maintain and continue progress as the Programme handover is completed.

Q4: Have the recommendations of the previous Part 2 Evaluation been achieved?

The Phase 2 evaluation highlighted 6 recommendations to be worked on in the final year of the ECD Programme which would help secure its legacy and the achievement of its aims and outcomes. When considering the work undertaken in this final phase we can see how far each of these recommendations have been acted upon and achieved. These were:

1. Continuation of the work to embed the ECD Programme strands of work and achievements more sustainably into Jersey policy priorities and vision.

The evidence indicates that despite unprecedented and unforeseen events driven by the COVID-19 pandemic the delivery teams have worked creatively and strategically to deliver the three strands of work within the programme. The Making it REAL Programme has delivered much of its training remotely with online platforms, and developed new resources and materials which can be accessed in different ways, and this has sustained and extended its reach. Links to Highland College are developing and with further work could embed the approach within the early years workforce for years to come. The OBA Programme has been impacted significantly over this final year and COVID priorities have drawn away key champions to deal with the crisis. Nevertheless, further training has been delivered latterly to build more capacity at senior strategic level and this bodes well as Jersey policy evolves. The KMC Programme has also managed to be delivered in new ways and its reach and visibility across the sector has been extended through the KMC sessions and the regular newsletters. All three strands of work have developed a clear plan for handover, and although as the Programme ends some capacity will inevitably be lost, there is a sense that all three work strands are now sustainable and will be built upon as the Island develops its early years priorities and vision.

It has become more sustainable and Best Start prospects are good. MiR now one of [Jersey's] ideas. (PL1)

2. Securing ECD Programme sustainability by seeking additional funding and offering system leadership training and support to OBA and REAL Champions.

The ECD Programme delivery team were successful in securing additional funding for a further phase of work to secure the handover and this was used to offer system leadership training to support OBA and REAL Champions. This focus on creating REAL Champions was revised to create a larger team of trained trainers and so by using the additional time and funding to innovate and create new ways of working this may have enabled greater sustainability for the Programmes.

3. Greater engagement of target groups.

Attention has been given to the enhance the take up of target groups, particularly those with Portuguese and Polish heritage, with the recruitment and training of multilingual teaching Assistants and trainers. Materials and resources have also been translated and this has further enabled access from these communities, resulting in greater engagement of the Island's target groups.

4. Further embedding OBA approach, particularly at front-line service delivery level.

It must be acknowledged that work to secure the greater permeation of the OBA approach, particularly at front-line service delivery level was harder to execute but has been achieved through additional and bespoke training during this final phase of work. The challenges were largely due to factors outside of the control of the ECD Programme team, with huge pressures on the early years front-line services and attention being diverted away at all levels to deal with the COVID-19 crisis. Senior leads are now optimistic that this work will continue and there is an appetite and sufficient capacity to make this happen.

5. Widening and strengthening impact data for Making it Real Programme, (to include Communication and Language Development, and Mathematical Development) using more rigorous assessment instruments.

It is acknowledged that there has not been a widening and strengthening of the impact data for the Making it Real programme and that over this last year, even collecting more basic impact data has been very difficult, due to disruptions in service delivery and setting closures.

6. Encouraging action projects linked to KMC seminars to secure impact on practice.

Again, due to pandemic pressures the development of action projects linked to the KMC sessions have not made much headway, although there are indications that the sessions are impacting on the practice of those attending. This is an area which would merit further attention as the KMC programme moves forward and some kind of normality returns. The importance of CPD which has a direct impact on practice is certainly recognised by those organising this programme of work and supporting, networking and mapping these action projects would have considerable value.

In summary, three of the six recommendations from the Phase 2 evaluation have been largely acted upon and achieved, within the constraints of the past year, including
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embedding the work strands, securing greater engagement of target groups and securing extra funding to support system leadership.

Part C: Looking Ahead

3. Reflections and Next Steps

3.1 Reflections on achievements

The considerable achievements of the last year, and of the five-year ECD programme as a whole, are evident in the data presented in this report. The value and legacy of this work is well appreciated by senior stakeholders at strategic and operational level as the following reflections illustrate. They also reflect an acute awareness that the end of the funded work passes on a burden of responsibility to those on the Island to sustain and further develop the early years sector and the quality and effectiveness of the services offered.

It's been a really good collaborative effort and partners understand we are handing over. We are very confident about how our resources will continue to be used and that it will be sustained. (PL3)

Together we have formalised the important role of parents, built parents' confidence and improved Home Learning Environments. It is improving children's outcomes: the workforce is more professional and they are challenging the culture – data collection, professionalization. It was precarious initially but now it's established and grown through those supported key players. (PL2)

It's fantastic what's been achieved in the last year. We did have concerns over level of awareness but we do think we've shifted their mind set. And they also realise that their beliefs that 'we'll always be there' or 'it's all over, it's finished' are both fallacies. (PL3)

We've all learnt new stuff. It's much more possible to link virtually and quite effectively to provide training and some is really high quality and creative online. There's a cost in time and resources bringing people across to the island. We can use more opportunities for more people to do it virtually and we've become much better at that. (SL6)

There have been many levels of improvement - access, awareness, openness and looking at knowledge and expertise beyond Jersey compared to eight years ago when I first came. Students and practitioners now have access and horizons have opened. KMC built on that and is now widespread, it has infiltrated into the establishment, people know they can access it and there's a forum to share things. (SL4)

Those inheriting this legacy also express a desire to have some further continuity with NCB as external partners.

NCB have invested a huge amount in supporting strong relations with Jersey colleagues, through the political upheavals and COVID. We are very hopeful going forward. We won't be absolutely cut off the relationships are strong and we are strongly embedded. I was there from the very beginning and it's made a difference. (PL2)

There is a draft agreement which includes sharing progress with NCB every so often, we can check in and stay in touch, so some continuing overview will remain. We are leaving the door open. We have to keep it light because the NCB has numerous other projects of course. [Trainer] will continue to contact with them. Also, the funder needs to know where it goes. We know from other areas that this

programme works, by developing this ground swell and from our experience we know that happens and will happen in Jersey. (PL3)

A hand over plan has been developed with a digital resource pack and a commitment from NCB to further support the work, if from a distance.

We've given them a full digital handover pack – we've said we've put all this in, what else do you need, we've engaged them in the move, in the wrap up. It really is a comprehensive pack with everything in it. All the training resources they'll need, trainer's guide, materials for the three different strands, how to print and collate or share electronically. (PL3)

3.2 Next steps

This optimism is borne out by the views of those key stakeholders on the Island who have the task of taking this vision for the future on. This report will end with their voices and reflections on the way ahead and the challenges and opportunities they face. It is evident that there remain question marks amongst those involved about the future; the current situation adds great uncertainty about what policy priorities will be and what might be possible in terms of next steps. However, what is clear is the ECD Programme will continue, even if it is diluted. At the end of the funded work we can say definitively that capacity has been developed and the Programmes has shown that it can deliver, and adapt flexibly to new and unforeseen circumstances to support those most in need. This demonstrates its strength and is the real contribution that it has made.

When asked about next steps, stakeholders reflected on the difficulty of identifying these while the pandemic plays out. However, they were able to identify five key issues which will determine what they might be:

1. The need for time:

The time extension to May to evaluate some of these emerging issues has helped but we need a bit more time and space to embed it, especially in playgroups, toddler groups and Highlands. The Programme is rounded out now but what next is a difficult question at the moment. (SL2)

2. The need for political recognition:

How do we get recognition, strategic, political visibility for this work? The Partnership needs to make a challenge on this, it's a political decision. We need joined up system that's part of the issue. (SL3)

3. The need for clarity of vision:

'Children First' is the slogan but what does it mean other than a feel-good message. Next steps need detail and equality needs to be central. The plan needs to be more explicit rather than just a headline. (SL3)

4. The need for leadership:

We are passionate to do this but we need support to deliver it. We need to find ways to sustain it. We don't want it to fizzle out. I feel someone needs to drive it. Where should responsibility lie? Elements should be in the Trust because of our history but across 3rd sector and Private and Government. The

Best Start Partnership needs to be involved, with Government buy-in. It seems the obvious link and that has all the representation. (SL1)

5. The need for funding:

Yes, we have knowledge, personnel, capacity but how will it be funded? We have good relationships in the partnership and we are comfortable with ways of working. Much is down to goodwill and enthusiasm. You can have a certain level without funding. Ultimately this is a political decision and the States need to take it on. (SL6)

The ECD Programme has a solid and evidenced base of achievements in its five years of operation with significant shifts of culture and early years practice. Despite the deep challenges of the last two years, it has made very good progress in achieving its overarching aims of: improving planning of services and collaborative working; improving early childhood development capacity; and increasing the quality of early learning and childcare. It is a mark of commitment that respondents in the evaluation remain highly motivated to take forward responsibility for the work as the ECD Programme comes to an end. The climate around the ECD Programme is very positive and acknowledging of the investment that has been made and the need for those in strategic positions to secure continued progress. Making this happen at a time of global crisis will be a major challenge but the evidence indicates there is will and belief that this can happen.

In summary, there is good quantitative and qualitative evidence that:

1. The use of OBA has improved the planning of services and is encouraging collaborative working;
2. The capacity of the early years sector at strategic and operational levels has been significantly increased, with trained and identified system leaders or champions to take the work forward;
3. The investment in workforce training and service improvement is leading to an increase in the quality of early learning and childcare offered.

Each of these achievements should, over time, work to improve child outcomes, particularly in language, literacy and maths and particularly for those who currently underachieve in Jersey. This longer-term impact on children's outcomes will be important and interesting to document and monitor and will to a large extent be dependent on the capacity of those in senior positions to sustain and further develop the work as we emerge from the current COVID-19 pandemic crisis. It will also require time, political recognition, clarity of vision, leadership and funding be made available to put children first and realise fully the stated ambition to provide young Jersey children and families the best start in life.

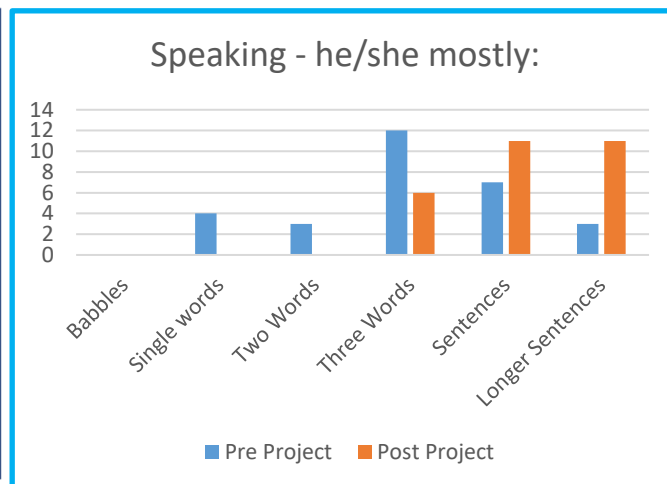
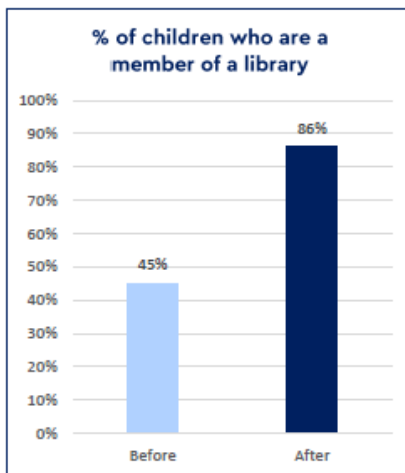
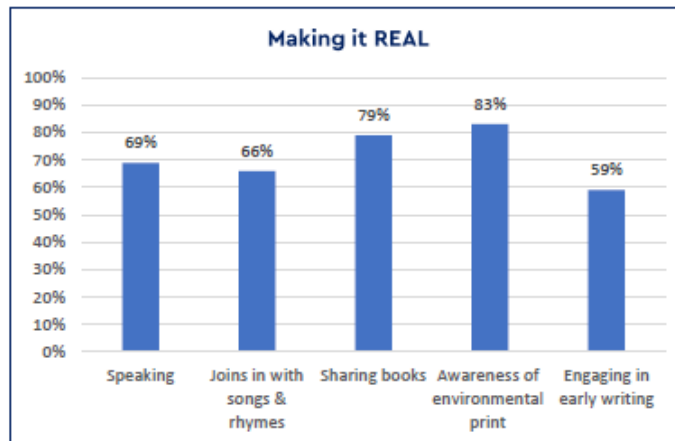
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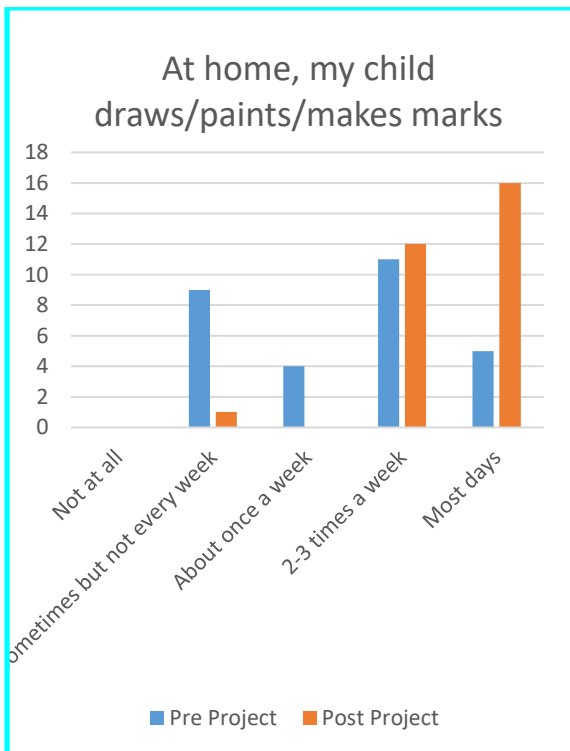
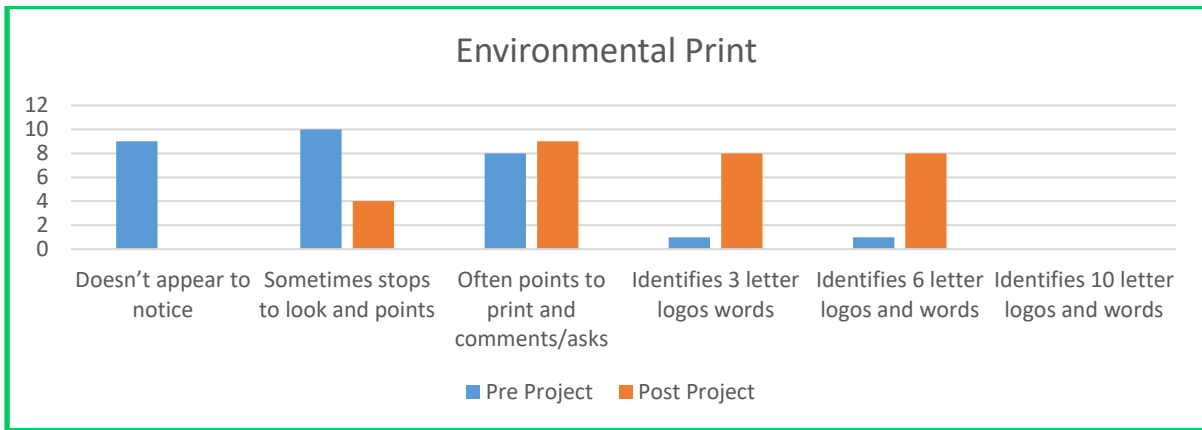
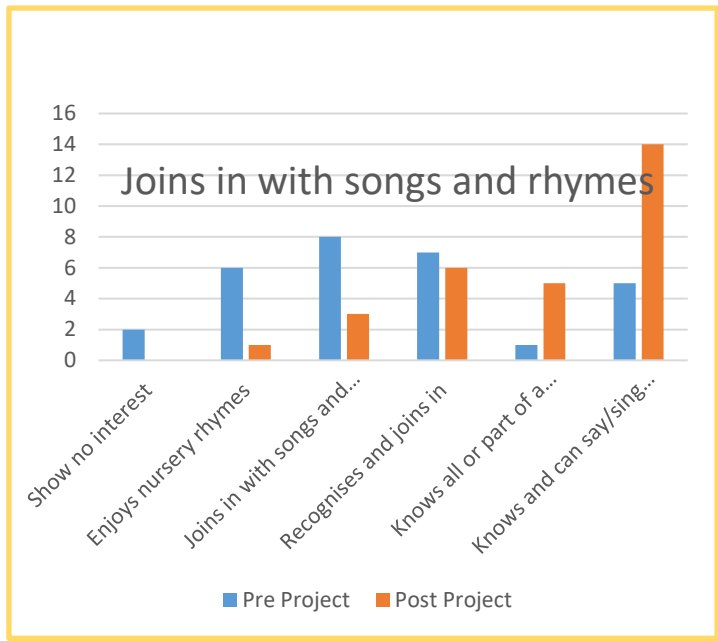
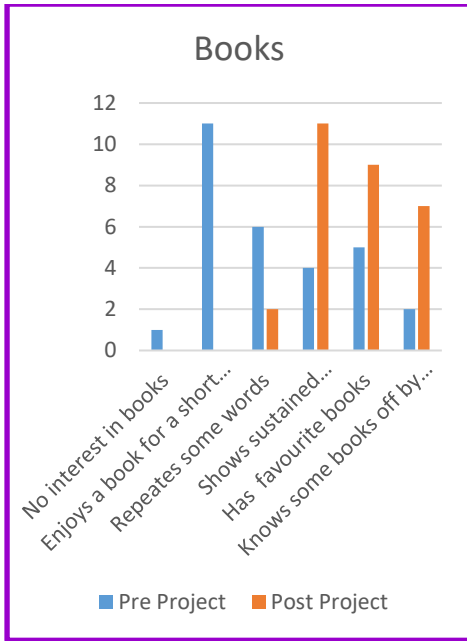
Outcomes from Making it REAL Literacy Projects – Collated monitoring data compiled by NCB

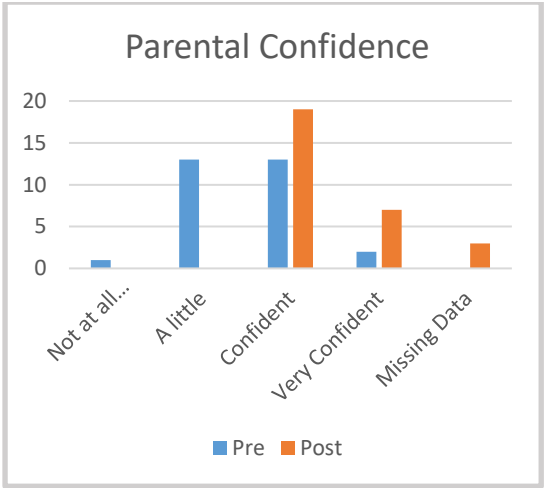
Outcomes from Making it REAL literacy projects

% of children demonstrating improvement between start and end of Making it REAL literacy projects:

	Number of chn (out of 29) %
Speaking	20 (69%)
Joins in with songs & rhymes	19 (66%)
Sharing books	23 (79%)
Awareness of environmental print	24 (83%)
Engaging in early writing	17 (59%)







Appendix 2:

Outcomes from Making it REAL Maths Projects – Collated monitoring data compiled by NCB

% of children demonstrating improvement between start and end of A REAL Approach to Maths projects

	Number of chn (out of 19) %
Numbers & counting in play in everyday routines	15 (79%)
Joins in with number songs & rhymes	12 (63%)
Awareness of environmental maths	13 (68%)
Engaging in early mark-making	14 (74%)

