

Class/Form Name:	Impact of sessions (See key objectives above)	Learner Wow Moments
Ladybird Class	<p>To develop and sustain interaction with an unfamiliar person.</p> <p>To demonstrate likes and dislikes.</p>	<p>CRC - Interacting, smiling, laughing, amazing eye contact and reaching out especially when the hat props used. EFL sent home to parents and mom came into see me to say how amazing CRC was responding in the sessions.</p> <p>ZLM- interacting and laughing when the hats fell over.</p> <p>KK- Getting excited when the music started, shouting and screaming when it was someone else's turn.</p>
Lions	<p>All pupils showed the ability to achieve all of the objectives listed. All pupils showed the ability to achieve and interact during the session within their own pathway</p>	<p>BB staying for the opener and 1 of the activities</p> <p>LD high levels of engagement seen during sessions eye contact with Ryan</p> <p>ET high level of enjoyment trying to initiate interaction with Ryan using eye contact and vocalisation</p> <p>HA interaction with Ryan staying within the group for whole session</p> <p>TH initiating interaction with Ryan following direction and copying action during the opener</p> <p>HR joining in independently with the opener a lot of vocalisations showing enjoyment</p> <p>MK joining in showing enjoyment through facial expressions. Copying during the opening session</p> <p>EE enjoyment shown through vocalisations and eye contact with Ryan excitement seen with movements and independent actions during 1:1 interaction</p>
Bear	<p>All learners really got a lot out of the sessions - evidence recorded on EFL under Drama tag.</p>	<p>Lots of lovely smiles and engagement.</p>

<p>Dolphin</p>	<p>To mirror an interaction with an unfamiliar person - for JB and MM this was a truly remarkable experience. Both boys can sometimes be a little disinterested in new experiences - but they absolutely loved this experience and their intensive interactions on most sessions showed very high engagement.</p> <p>To mirror an interaction with an unfamiliar person and To smile, laugh and understand humour - for our 3 pathway 3 learners - IU / MS after the initial sessions when they were both apprehensive, each subsequent week they were able to mimic exactly what Ryan and Rochelle were doing - with a wide variety of different resources / activities.</p> <p>For our more multi sensory learners - ZK, MA, RK - the two I.o. To develop and sustain interaction with an unfamiliar person and To demonstrate likes and dislikes all of this group responded very positively during the sessions, the team used</p>	<p>JB - laughing hysterically when Ryan used an elastic band to suspend his legs above ground level.</p> <p>ZK - who gave Ryan the biggest smile when he interacted wit her.</p>
<p>Owl</p>	<p>All pupils except one engaged with the activity as a group. Some excellent responses and initiation of interaction. Learners loved the starter activity (clapping, tapping knees etc) and some have remembered this. They also loved the mime aspect/non verbal language. imitation of actions and role play. All looked forward to the sessions and didn't want it to end.</p>	<p>One learner engaged for the whole session, they would usually have managed a few minutes before disengaging.</p> <p>Another showed real anticipation, made eye contact throughout and his response to the light-up fan used was amazing.</p>

Eagle	<p>Pupils engaged with unfamiliar adults - and were excited to greet the facilitators into class each week. Pupils developed confidence to participate as and when they felt comfortable.</p> <p>The mirroring of actions across the classroom was especially significant - pupils quickly understood the expectations and took part enthusiastically.</p> <p>Pupils were enthralled throughout the sessions - even when participants were asked to be "quiet" as part of the process, pupils were beaming with huge smiles, trying to contain their giggles.</p>	<p>Pupils quickly understood the expectation of the sessions, following instructions from unfamiliar adults. Pupils engaged fantastically and the energy across the room was amazing to be a part of. One pupil who was initially apprehensive tolerated being approached by the facilitators, and by the end of the 5 sessions was taking part from a space in the room.</p>
Giraffe	<p>all students interacted with Ryan. All students engaged in all sessions for length of time. all students showed high engagement and enjoyment during these sessions. students initiated interactions and mirrored them and all showed likes and dislikes</p>	<p>pupils interacting with each other, turn taking with ryan and another pupil. learner who was unsure at first began to initiate the interaction with ryan and join in with whole group.</p>
Form 3	<p>Allow pupils to form a strong relationship with the 2 people from open theatre, they show anticipation during their arrival and have started to initiate interaction at familiar points in the session. Indicating that they are enjoying the session through body language and excitement before the session.</p>	<p>HO independently initiated the start of an activity with Ryan YC joining in with the session with peers and staff ZH building a bond with Ryan and starting to copy actions</p>
Butterfly	<p>Children have developed great eye contact with unfamiliar staff Children have been copying actions. Children were really engaged in the session and they focused for longer periods.</p>	<p>Great interactions from less confident children</p>

Form 2	<p>For the learner from Form 2 who accesses the session, the primary impact are in the areas of:</p> <p>Developing and sustaining interaction with an unfamiliar person</p> <p>Mirroring an interaction with an unfamiliar person</p> <p>Smiling, laughing and understanding the humour of the activity</p>	<p>Using own initiative to sustain an interaction e.g. thinking up ways to share the beanbag, hat or scarf.</p>
Leopard Class	<p>The pupils all react to the people that deliver our open theatre sessions, even those who are more reluctant to interact with unfamiliar adults. Most of our pupils demonstrate some enjoyment through facial expressions throughout each session.</p>	<p>MH demonstrated brilliant engagement during our open theatre session during the week beginning 26.02.24.</p> <p>LWW is showing acknowledgement of, and interacting with unfamiliar people each session.</p> <p>TI laughs throughout each session, demonstrating a real enjoyment of the activities.</p> <p>ZM looks at the open theatre staff and smiles when engaging in interactions each week.</p>
Tiger Class	<p>Group really enjoyed the sessions and recalled some of the actions as the weeks progressed.</p>	<p>The amount of eye contact and focus that has developed as the sessions continued.</p>
Bumblebee	<p>All children were highly engaged - staff feedback is that it has been highly impactful and children have mirrored and interacted well with staff from open theatre</p>	<p>HK with light up fan - he was totally immersed in the experience</p>

Form 4

To develop and sustain interaction with an unfamiliar person

From the beginning some of the students started to interact with Ryan. Over time some of the other students have developed a relationship with him.

To demonstrate likes and dislikes
They have been able to share whether they want to join in or not. Using their facial expressions and gestures they have been able to share this.

To initiate an interaction with an unfamiliar person

After a period of time the majority of our students have shown an amazing initiation.

To mirror an interaction with an unfamiliar person

Continual mirroring with all of form 4.

To smile, laugh and understand humour

Everybody smiles in the class and laughing out loud. Some of the students have an understanding of a

OW: In general her interaction with Ryan has developed overtime to be one of a playful nature and quality interactions.

AC: From the beginning - sense of humour - fun - modelling and initiating play and dance.

RF: From the beginning - Modelling and a growing confidence to initiate.

IM: From the start interacting well and taking it turns

BH: Confidence grown and a beaming smile when involved.

JH: Participating within the form 4 setting.

XT: Balancing all the blocks on his head, creating play with Ryan

JD: From the beginning - sense of humour - fun - modelling and initiating play and dance.

JS: The difference from last year, he wants to join in with fun and humour.

DM: Each week there are lovely moments of shared play. Little interactions with Ryan which he enjoys.

Even Better If.....

Pupils just starting to really understand and interact wish we could carry on this half term.

We could split the sessions as some pupils are overly engaged and others who need more encouragement can get left out/become side lined by the excitement of others

Slightly longer session as commented on by Ryan. Would be great if we could involve the families during a family session.

We had it every week!

Open Theatre was so effective it is hard to suggest improvement. I know the learners in Owl Class would appreciate more sessions.

We needed longer than 5 weeks ideally - the pupils absolutely adored these sessions and we would love to attend more.

we could have it for longer!! more than half a term.

Parents could visit a session

n/a- It is amazing

More pupils from Form 2 were able to access the session.

We had more open theatre slots!

We could have the sessions every week to build on the experience and promote the independence of the group joining in and recognising what comes next.

Only better if we could have it every term once a week as pupils making lots of progress and it is well pitched for a PMLD class

Nothing. They are both fabulous with our students. They get them, they understand their needs, they wanted to know nothing about the students and just treated them for who they are. They give feedback to the students. They always reflect on their time with them. They take an interest in them and what they have done.