

<b>Appendix Three</b>				
<b>Training</b>	<b>Objective (s)</b>	<b>Date</b>	<b>No. of participants</b>	<b>Evaluation/ Impact / Participant Comments</b>
Foster Carer Training (Transitions)	<ul style="list-style-type: none"> <li>Awareness of strategies to support young people around key school transitions</li> <li>Understanding of transitions and barriers faced by looked after children</li> </ul>	28 June	4	<p>From rating 1-4 (low to high), rated 4</p> <ul style="list-style-type: none"> <li><i>“Excellent”</i></li> <li><i>“useful information given”</i></li> </ul>
Designated Teacher (DT) Forum – Autumn/Spring term	<p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>Roles and Responsibilities of Designated Teachers for Looked after Children”</li> <li>Improving Outcomes through the ePEP (electronic personal education plan)</li> <li>Pupil Premium Plus - applying for the full PPG: case studies &amp; impact</li> </ul> <p><u>Spring</u></p> <ul style="list-style-type: none"> <li>Model policy for Looked After Children</li> <li>SDQ (Strengths and Difficulties Questionnaire)</li> </ul>	9 Nov, 19 March,	16 -Autumn 22 -Spring	<p>What worked well:</p> <p><i>Autumn</i></p> <ul style="list-style-type: none"> <li><i>“Sharing experiences/difficulties with other DTs”</i></li> <li><i>“very satisfied”</i></li> <li><i>“I have come away with lots of information”</i></li> <li><i>“An excellent morning of CPD”</i></li> <li><i>“incredibly constructive discussions”</i></li> <li><i>“enabled me to reflect on my role as DT for LAC”</i></li> <li><i>“As a new DT the session was very informative and clear”</i></li> </ul> <p><i>Spring</i></p> <ul style="list-style-type: none"> <li><i>“LAC model policy made me realise what we need to put in place”</i></li> <li><i>“allowed me to think of next steps as a school”</i></li> <li><i>“very useful”</i></li> <li><i>“thank you so much, I feel more equipped moving forward”</i></li> <li><i>“good opportunity to network with other DTs”</i></li> <li><i>“so much to take in but I learned a lot”</i></li> <li><i>“very informative/reflective”</i></li> </ul>

<p>Kate Cairns Associates (KCA) Conference for DTs</p>	<ul style="list-style-type: none"> <li>• Introducing the theory base: attachment, trauma and resilience</li> <li>• Tools and practical strategies for schools to embed</li> <li>• What next? An audit tool; what schools can do next and information about the wider project and training opportunities for schools who wish to participate in the Attachment Aware Programme</li> </ul>	<p>18 June</p>	<p>35</p>	<p>From rating 1-4 (low to high), rated mainly 4s</p> <p>What worked well:</p> <ul style="list-style-type: none"> <li>• “the wealth of good practice”</li> <li>• “great delivery, punchy, informative”</li> <li>• “reflective and informative”</li> <li>• “good to network with other schools”</li> <li>• “excellent ideas”</li> <li>• “so much information”</li> <li>• “all sessions were thought provoking”</li> <li>• “gained a better understanding of attachment awareness and emotional coaching”</li> <li>• “really interesting and provided food for thought..”</li> </ul>
<p>Promoting the Achievement of LAC (PALAC) Training - Dr Vivian Hill, Institute of Education</p>	<ul style="list-style-type: none"> <li>• An understanding of the need for raising attainment for LAC</li> <li>• An understanding of how to implement and manage the Year 11 tutoring /mentoring sessions</li> <li>• An opportunity to consider how study skills/revision techniques fit within the project</li> </ul>	<p>31 Oct, 29 Nov</p>	<p>Oct-15 Nov-12</p>	<ul style="list-style-type: none"> <li>• <i>“the group and the project is specific so was well targeted and precise”</i></li> <li>• <i>“Great, relaxed setting allowing for good dialogue and questioning”</i></li> <li>• <i>“effective sharing of case studies”</i></li> <li>• <i>“clear instructions for mentors”</i></li> <li>• <i>“useful to have thorough grounding and context”</i></li> <li>• <i>“very approachable presenters”</i></li> <li>• <i>“excellent content that was well delivered”</i></li> <li>• <i>“I have a better understanding of PALAC”</i></li> <li>• <i>“statistics in first session very informative and eye-opening”</i></li> <li>• <i>“feeling fully equipped and motivated to deliver these sessions to my mentee”</i></li> </ul>

BVS/ HEBB (Harrow Ealing, Brent, Barnet) INSET	<ul style="list-style-type: none"> <li>• Networking and sharing good practice</li> <li>• PEPs and quality assurance</li> <li>• Enrichment: John Lyons</li> </ul>	18 May	30	<p>What worked well:</p> <ul style="list-style-type: none"> <li>• <i>“opportunities for virtual schools to present”</i></li> <li>• <i>“interesting ideas”</i></li> <li>• <i>“thank you to Brent for organising the day”</i></li> <li>• <i>“great opportunity to network and share best practice”</i></li> <li>• <i>“learning and picking up ideas”</i></li> </ul>
Social Worker lunchtime ePEP training	<ul style="list-style-type: none"> <li>• Introduction to the Virtual School</li> <li>• EPEP process and completion</li> </ul>	Monthly 1 hr sessions	11	<p>What Worked Well:</p> <ul style="list-style-type: none"> <li>• <i>“Information provided was informative and clear. It was easy to follow..”</i></li> <li>• <i>“Better understanding of PEP process”</i></li> <li>• <i>“Greater confidence”</i></li> <li>• <i>“Good overview of welfare call EPEP”</i></li> </ul>
Liz Hanna EP Training: ADHD, Revision and Mind-mapping, Dyslexia and Dyscalculia,	<p><u>ADHD</u></p> <ul style="list-style-type: none"> <li>• Difficulties associated with ADHD</li> <li>• How is a diagnosis made?</li> <li>• What do researchers say about ADHD?</li> <li>• How can we help pupils with ADHD?</li> </ul> <p><u>Revision Tips &amp; Mind Mapping</u></p> <ul style="list-style-type: none"> <li>• Getting motivated to revise</li> <li>• Getting organized</li> <li>• Tips for boosting recall</li> <li>• Managing exam stress</li> <li>• Using Mind Mapping across the curriculum</li> </ul> <p><u>Dyslexia &amp; Dyscalculia</u></p> <ul style="list-style-type: none"> <li>• The national picture and improving literacy/numeracy levels</li> </ul>	12 Sept, 24 Jan, 17 Oct, 24 May	9	<p><i>“delivery very good”</i></p> <p><i>“the strategies were very interesting”</i></p> <p><i>“excellent”</i></p> <p><i>“the speaker was very clear in her presentation”</i></p> <p><i>“it was all good”</i></p>

	<ul style="list-style-type: none"> <li>• Definitions of dyslexia and dyscalculia</li> <li>• Factors linked to difficulties</li> <li>• Strategies and approaches</li> <li>• Assessment-What helps?</li> </ul>			
Semi-Independent Training	<ul style="list-style-type: none"> <li>• Overview of the Virtual School</li> <li>• Impact of Low Attendance</li> <li>• Raising of the Participation Age</li> <li>• How to Support your Young Person?</li> </ul>	18 April	11	<ul style="list-style-type: none"> <li>• “delivery was very good”</li> <li>• “all useful”</li> <li>• “the whole programme was very informative”</li> <li>• “A well-structured and concise event”</li> <li>• “I will share information with staff in my organisation”</li> </ul>
INSET day at Convent of Jesus & Mary Language College on raising attainment for LAC	<ul style="list-style-type: none"> <li>• Role of the Virtual School</li> <li>• Barriers to learning and impact of trauma and attachment</li> <li>• Exploration of strategies/interventions informed by case studies demonstrating positive outcomes</li> </ul>	20 March	15	<p>From rating 1-4 (low to high), rated 4</p> <ul style="list-style-type: none"> <li>• <i>“very informative and relevant”</i></li> <li>• <i>“excellent session”</i></li> <li>• <i>“will use to sharpen practice”</i></li> <li>• <i>“develop ideas for adapting behaviour policies”</i></li> <li>• <i>“very engaging and concise”</i></li> <li>• <i>“I will reflect on the attachment style that students portray to help me mould my mentoring practice more effectively”</i></li> <li>• <i>“I have gained a better understanding of the role of the virtual school”</i></li> </ul>