



The Newton Group
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*An international community of learners striving for excellence
and celebrating success*



P4C Policy

At Newton British School Muraikh we strive to help our students develop 21st Century Skills. We aim to instill a sense of collaboration, caring attitude, critical thinking skills and creative approach to problem solving in our pupils. We provide inquiry-based activities where students are encouraged to ask questions and find solutions through discussion. P4C strengthens children's listening and speaking skills, reasoning skills, and enhances their self-esteem. During P4C lessons and mini-inquiries, we aim to create an environment where children have the freedom to ask questions and explore different views.

Aim

Our aim is to develop the 4C's in our pupils:

- **Caring:** listening (concentrating) and valuing (appreciating) e.g. showing interest in, and sensitivity to, others' experiences and values
- **Collaborative:** responding (communicating) and supporting (conciliating) e.g. building on each other's ideas, shaping common understandings and purposes
- **Critical:** questioning (interrogating) and reasoning (evaluating) e.g. seeking meaning, evidence, reasons, distinctions, and good judgements
- **Creative:** connecting (relating) and suggesting (speculating) e.g. providing comparisons, examples, criteria, alternative explanations or conceptions

The Structure of P4C

P4C is included in the timetable as a stand-alone lesson in EYFS and Primary. Secondary will conduct these at the end of each unit of learning in Yars 7 to 9. Mini-inquiries and concept stretchers may take place in other lessons.

P4C lessons will follow the standard 10-step process of:

- **Introduction** – The Class Teacher may introduce the topic or outline the goal of the inquiry
- **Warm up** – Often a game to get students engaged
- **Grouping** – Managing of groups/groupings to ensure all students are able to contribute
- **Stimulus** - Something that is **Common**, **Central** and **Contestable**. In the early stages of developing a philosophical class, anything that engages the children can be used, but as students become more confident, links to the curriculum can be fruitful. Stimuli can include stories, pictures, music, video clips, statements, objects and poems
- **Thinking time** – Time for reflection on the stimulus. Silent thought can be challenging and may need to be developed over time, but think-pair-share can be used to good effect
- **Sharing of ideas** - Chance for students who want to say something to air their ‘first thoughts’ to the class
- **Question making** - In groups, preferably of 4 or 5, students discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class
- **Airing of questions** - Questions, prominently displayed, are discussed, links made, and ambiguities cleared up
- **Question choosing** - A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids students choosing just their own question. Other creative systems can be used
- **First words** - The group whose question is voted for by the class explain their rationale and their thoughts
- **Dialogue/discussion** - From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage students to focus on the question and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed
- **Last words** - A chance for students to say their final words on what has been discussed, again uncontested. Often those who haven’t contributed during the session may do so here and show they have been engaged
- **Process reflection** - How well did I do? How well did we do as a class in terms of speaking and listening, taking part, asking questions, giving a reason? What will I/we do next time to improve? How can we/I use this new information in my/our life/lives?

Not all enquires will follow the standard process as this will vary according to the ability level of the class and the topic.

Using P4C in Early Years and Key Stage 1 gives students the possibility of seeing that their ideas have value and that others have different ideas that have value too. They realise they do not always have to be right, and they can learn from others.

The activities give them confidence to speak without fear of getting the answer wrong. They learn to think before they speak and give reasons for what they say. They are encouraged to use key vocabulary to communicate and develop their ideas.

Lower Key Stage 2

In Key Stage 2, students start to develop more confidence by talking about their opinions and sharing their views on various issues that affect society.

They are encouraged to be respectful by taking turns listening and speaking. They are also to gain awareness of the appropriate language to use throughout the discussions. This teaches them the way to disagree with another person's opinion, but at the same time respecting it and not causing confrontation. We aim to develop clarification as opposed to confrontation. Students are encouraged to display a sense of empathy when serious issues are discussed.

Upper Key Stage 2

In Upper Key Stage 2, we aim to develop both speaking and listening skills. We believe that students must be given an opportunity to state their views and develop the skills to respectfully defend their views. Students are also given the opportunity to reflect on their views and alter their positions should they be provided with an alternative view.

We teach students to:

- Disagree with each other in respectful manner
- Build on ideas using the correct vocabulary
- Pass on their opinion in a respectful manner
- Speak clearly, with empathy and understanding
- Participate in group discussion with confidence
- Reflect on their views
- Formulate questions and develop a sense of 'wondering'

Each topic offers a wealth of different opportunities to develop their speaking skills and their ability to listen to different viewpoints. P4C affords teachers the platform to meet National Curriculum statutory speaking requirements in a new and innovative manner.

Secondary:

In Key Stage 3, we aim to further develop the speaking and listening skills of our pupils. Children will be taught to state opinions and be confident in maintaining their own opinions as well as accepting others' opinions gracefully. They will be given opportunities to reflect on views and topics that may alter their opinion and will be given the chance to discuss alternate opinions to their own. Children will be given the opportunity to learn about Socratic questioning and evaluate questions that they have made themselves along with their peers. Children will evaluate the effectiveness of discussions and reflect on their own widening opinions. They have opportunities to explore their own decision making and reflect upon the processes of decision making.

Key Principles of P4C

The key ingredient in an Enquiry is the desire to go beyond pursuing information by seeking understanding. Once students have engaged in this process and have shared their views, listened to others and considered the 4C's of P4C, they are to reflect. The key practice of reflection enables students to reevaluate their own views while considering opposing beliefs. Our aim is to make them think and develop the verbal skills to share their opinions.

These aims and processes are made more explicit if the teachers ask appropriate questions.

There are ten key elements the Class Teacher can introduce when questioning pupils:

- **Questions** - What don't we understand here? What questions do we have about this?
- **Hypotheses** - Does anyone have any alternative suggestions or explanations?
- **Reasons** - What reasons are there for doing that? What evidence is there for believing this?
- **Examples** - Can anyone think of an example of this? Can someone think of a counter-example?
- **Distinctions** - Can we make a distinction here? Can anyone give a definition?
- **Connections** - Is anyone able to build on that idea? Or can someone link that with another idea?
- **Implications** - What assumptions lie behind this? What consequences does it lead to?
- **Intentions** - Is that what was really meant? Is that what we're really saying?
- **Criteria** - What makes that an example of X? What are the things that really count here?
- **Consistency** - Does that conclusion follow? Are these principles/beliefs consistent?

Role of the Facilitator

- **Questioning** - Asking good questions to provide a focus for the enquiry
- **Reasoning** - Requesting reasons or evidence to support arguments and judgements
- **Defining** - Clarifying concepts through making connections, distinctions and comparisons
- **Speculating** - Generating ideas and alternative viewpoints through imaginative thinking
- **Testing for truth** - Gathering information, evaluating evidence, examples and counter examples
- **Expanding ideas** - Sustaining and extending lines of thought and argument
- **Summarising** - Abstracting key points or general rules from a number of ideas or instances

Expectations

The expectations at Newton British School Muraikh are:

- P4C is used as a generic teaching and learning tool to deliver many aspects of the curriculum
- A cross-curricular approach is encouraged
- Where possible, P4C is used to embed the values of Newton British School Muraikh
- Planning is done alongside all other planning on the STPs.
- Planning is to be uploaded to OneDrive; a hard copy kept in the planning folder.
- Class Teachers are not required to follow the medium-term planning if they deem a topic has presented at an opportune moment that they wish to discuss with their class
- Class Teachers are to use the standard session recorder to record P4C enquiries
- A variety of stimuli are to be used
- P4C lessons are to be timetabled weekly and followed by the class teacher
- P4C is to be taught using P4C learnt behaviours (ie. palms out) and using the structure outline above
- Primary Teachers follow the P4C room timetable when possible.
- Secondary teachers teach P4C within their subject twice a term.
- Secondary form tutors teach P4C every fortnight during assembly.