



P4C

Intent Implementation Impact Statement

**Newton International School
D Ring**



P4C POLICY

Intent

It is the intent at Newton International School D Ring that children are given every opportunity to develop as citizens of a constantly changing world. One of the key skills the children leaving our school will require is to be able to think critically about the world around them.

Our journey with Philosophy is now at a phase where we are moving away from philosophical thinking being taught in only in discrete P4C lessons, but the skills the children have learnt are now being transferred into other areas of the curriculum. Through clear development of a community of enquiry in the classroom children are given a safe, inclusive space to think, share and discuss issues that are both safe and contestable. Children will be taught how to be a caring thinker, a creative thinker, a critical thinker and a collaborative thinker. These 4 C's are also part of our School Values.

Through this process our children will become effective listeners, confident and concise communicators and reflective in their thoughts and practices.

Foundation Stage 2 and Key Stage 1

Using P4C in Early Years and Key Stage 1 gives pupils 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, pupils 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. Pupils 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 pupils must be given an opportunity to state their views and develop the skills to respectfully defend their views. Pupils are also given the opportunity to reflect on their views and alter their positions should they be provided with an alternative view.



Implementation

P4C takes place in our school from Foundation One through to Year 8 as a discreet lesson once a week. The structures of a P4C enquiry are also used across the curriculum where relevant and purposeful. These links are made during the Long Term and Medium Term Planning process. P4C will be taught by the class teacher in EYFS and Primary, with cover lessons taking place in alternative subjects. A trained staff member will be responsible for the teaching of P4C in KS3.

Staff use an Overview and Skills Progression Map to determine what skills will be taught through the year ensuring a full coverage over each phase. These are then recorded on a Skills Tracker that are passed up as children move through the school.

While Year Groups plan together and often share a stimulus there may be occasion where a teacher will need to adjust planning/stimulus to meet the needs of their class due to lessons taking longer or specific needs within the classroom.

Every class will have an established set of routines that are mutually agreed upon at the beginning of each year to ensure a culture of respect and empathy is embedded within the sessions.

Lessons will follow the 10 steps of philosophical enquiry:

- Starter
- Stimulus
- Thinking Time
- Question making
- Airing the question
- Choosing the question
- First Words
- Middle Words
- Last Words
- Review

This process may take one lesson or 2/3 lessons to complete depending on a number of factors including interest of the children and content of the discussion that is taking place.

Each class has a scrap book where they evidence each enquiry, there are no firm guidelines on the requirement of this book only that it can be used as a tool for reflection and left in the classroom where children can access it to look back and reflect upon previous enquiries that have taken place over the year. As children move into KS2 the expectation is that the children will make decisions regarding what will go into the scrap book.



All teachers will receive in school training for Philosophy for Children, those who show promise as a leader in P4C will then go on to take part in official training as part of a Newton Group Wide structure to develop our own trainers within.

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

Learning Walks led by P4C Champions in each year group alongside the P4C Coordinators and SMT will take place once a term, this will include monitoring use of evidence books.

Impact

Impact will be measured through a number of ways including:

Surveys – children, parent, teacher

Data – general trends of all round improvement in pupil results (in particular problem solving and inference)

Skills Tracker – Monitoring and evaluating the acquisition of skills through the data tracker

Pupil Voice

Behaviour – as children learn to become better at listening and respect the opinions of others conflict will reduce.

Newton International School D Ring

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