

## St Michaels in the Hamlet Primary School

Date marked: 25<sup>th</sup> Jan 2018

SAPER Reviewer: Jen Simpson SAPERE Assistant National Training Manager

The overall judgment is that St Michaels in the Hamlet Primary School should be awarded the SAPERE Silver Award in recognition of the school's outstanding commitment and progress in P4C.

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# PHILOSOPHY FOR CHILDREN (P4C) SCHOOL AWARD SCHEME | PRIMARY

Criteria for measuring pupil, teacher and school outcomes

	Emerging practice	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>PUPILS – How well are they doing P4C?</b>				
Building a Community of Philosophical Enquiry	Principles of P4C and/or ground rules have been discussed Children have experienced some elements of the model of enquiry Children have experienced some pre-philosophical enquiry activities	Children apply simple class ground rules Children are familiar with the 10 step philosophical enquiry model Children demonstrate emerging philosophical language, eg. I agree/disagree... I think because...	Children work using the 4C model, contributing to and reviewing class ground rules regularly Children understand the philosophical enquiry process and take part in activities to develop P4C skills Children increasingly recognise and use the language of enquiry, and caring, collaborative behaviour	Children can set and revise their own ground rules Children can identify behaviour, skills and attitudes related to the 4Cs Children use the language of reason and reflection within and beyond P4C sessions Children recognise the distinction between a quarrel and an argument
Questioning	Children can frame open-style questions Children can make appropriate statements which, with help, can lead to open questions	Children can ask open questions, moving towards philosophical questions	Children are increasingly confident in identifying and asking open philosophical questions	Most children ask their own conceptually rich philosophical questions (contestable, central, common and connecting)
Development of Philosophical Thinking	Children can recognise that reasons are important Children can recognise a simple connection Children have been introduced to big ideas/concepts	Children are able to give reasons, make simple connections, give an example or use evidence Children are beginning to collaborate to help make sense of ideas from other people Children can recognise, and have started to talk about, big ideas/concepts in their discussions	Children are able to give reasons to support a view Children are able to use an example or evidence to support or challenge a view Children are beginning to connect ideas and use reasoning across the curriculum Children are able to identify big ideas/concepts in their questions	Children can use strong reasons in relevant and meaningful ways, identify assumptions and challenge the reasoning of others Children are able to bring together reasons and evidence to form a new understanding or make a judgment Children are able to develop their understanding of concepts in the Community of Enquiry Children's reasoning and meaning-making are visible in curriculum learning
Review and Evaluation	Children have been introduced to the idea of self or class evaluation	Children review the class enquiry and their own participation against simple educational and behavioural criteria	Children can evaluate progress of the community and themselves as individuals against the 4Cs	Children evaluate individual and whole group progress in terms of their philosophical thinking and construction of meaning-making Children are able to reflect on their thinking and the process of enquiry

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<b>TEACHERS – How well are they developing their P4C skills?</b>				
Classroom practice	A minimum of one teacher has tried out some philosophical enquiry activities or started an enquiry	A minimum of 4 class teachers have facilitated a minimum of 6 enquiries, over an academic year Classroom displays show evidence of P4C	Regular P4C sessions are planned into the timetable across a key stage or curriculum area The P4C approach is evident in teaching and learning across other areas of the curriculum	Most teachers show sustained and embedded P4C practice through regular planning of P4C sessions The P4C approach is explicitly used in teaching and learning in other areas of the curriculum
Facilitation skills	A minimum of one teacher has started to adopt a facilitative style through philosophical enquiry activities Children are introduced to open questioning	Teachers and the P4C leader (min team of 4) have confidence to facilitate their own enquiries Teachers ask open procedural (Socratic) questions P4C teachers show awareness of their role in developing caring and collaborative thinking within the Community of Enquiry P4C teachers identify connections and distinctions, reasons and examples, for children in P4C sessions, and support children to recognise them	Most teachers are facilitating their own enquiries and can vary the standard model of enquiry P4C teachers and teachers elicit connections, distinctions, reasons and examples from children in P4C sessions P4C teachers support and encourage children in challenging each other's opinions using reasons P4C teachers ask open substantive questions to push for depth P4C teachers help children identify the 4Cs within a P4C enquiry	Most teachers' facilitation encourages children to follow their own line of enquiry and their chosen conceptual questions Most teachers use questioning and other strategies to challenge children's thinking, explore philosophical concepts and deepen thinking skills Most teachers use a range of strategies to develop children's understanding of the 4Cs P4C teachers consistently support children to challenge opinions and assumptions, and request reasons, evidence or examples from each other P4C teachers are able to explore questions concerning fairness, equality, social justice and democracy with their classes appropriate to the children's ages
Planning	Some planning of P4C activities or sessions is evident	Teachers (min team of 4) record evidence of using a range of starting points for enquiry within simple P4C session planning, following the 10 step model, or as appropriate to the age range	Teachers plan and review a series or cycle of P4C enquiry and exercise sessions which includes an evaluation	Teachers plan P4C cycles regularly either within curriculum subjects or as P4C lessons P4C is identified in medium term planning, within relevant subject areas P4C teachers plan for a broad range of philosophical enquiries, exercises and reviews

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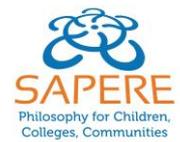
Criteria for measuring pupil, teacher and school outcomes

	Emerging practice	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>TEACHERS – How well are they developing their P4C skills? (continued)</b>				
P4C Leadership role	A P4C leader* has been identified	One teacher is appointed role of P4C leader and starts to plan for whole school implementation The P4C leader regularly leads P4C sessions in his/her own classroom	The P4C leader has completed the Level 2A & 2B including appropriate course work and the report P4C leader monitors and reviews P4C across the school P4C leader models or supports philosophical enquiry sessions with other teachers P4C leader leads twilight sessions to maintain the profile of P4C and share good practice P4C leader has medium term planning in place for varied P4C enquiries, exercise and review sessions	The P4C leader has completed the Level 2A & 2B including appropriate course work and the report P4C leader and P4C teachers support colleagues in developing their philosophical facilitation skills P4C leader monitors and reviews the peer observation process and feeds back to HT/SLT P4C is identified in the Performance Management of the P4C leader
Review and Evaluation	A minimum of one teacher is considering how to progress with P4C in their class or as a whole school approach	Teachers (min team of 4) review and reflect upon their P4C sessions in order to inform planning of future sessions	Teachers review, analyse and reflect upon their own P4C practice and plan the focus for subsequent sessions – some examples, will need more at Gold Teachers encourage children to review and evaluate P4C together Teachers show evidence of reflection on their practice Teachers share good practice through peer observation and feedback	Teachers develop their own understanding of philosophical concepts Teachers show an understanding of P4C pedagogy and make connections between P4C principles and general teaching Teachers are able to accurately analyse some children’s dialogue using the 4Cs as criteria Teachers and children review P4C together Peer observation is planned for, and informs, future planning for staff progression

*Notes*

\*\*TFIT – the one-day ‘Tools for Thinking Together’ course

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<b>SCHOOL – How well is P4C supported across the school?</b>				
Headteacher & SLT commitment	The Head understands the commitment required to implement sustainable P4C	HT and SLT show commitment to the SAPERE training pathway	Evidence that P4C is identified as part of the strategic vision and development plan for the school P4C is sponsored by a senior member of staff who has done at least Level 1 P4C training HT & SLT ensure at least 50% of teachers within a curriculum area or key stage are trained to Level 1, complete 6 enquiries, and apply for Level 1 certification	P4C is part of the long term strategy and vision for the school
Level of whole school training	One or two teachers have trained to Level 1	Team of teaching professionals (min of 4) have trained to Level 1	The school has had whole school Level 1 training across the relevant key stages or curriculum areas A minimum of two teachers have completed Level 2A The P4C leader has completed Level 2B including transcript analysis	The school has had whole school TFFT** training, across the relevant key stages or curriculum areas Four teachers trained at Level 2A and two at Level 2B including the P4C leader On-going plan for Level 1 training in place for new teachers Programme in place for whole staff continuous professional development in P4C
Involving the whole school	P4C has been raised as a topic at a staff meeting	P4C team share their P4C practice with other colleagues P4C leader attends network group (if available) P4C governor is identified	P4C sessions are observed by teachers from other schools Parents are introduced to P4C Governors are introduced to P4C Some subject leaders identify P4C opportunities within their curriculum subjects	P4C practice is communicated to parents and/or the wider community Whole school policy and vision for P4C in place and supported by governors School advocates P4C to other schools and offers opportunities to observe P4C practice in the classroom Subject leaders are regularly reviewing and updating P4C within their curriculum areas School shows high profile of P4C through various media
Review and Evaluation	The Head and SLT have considered how P4C might fit within the school strategy, and understand the need for evaluation	P4C leader reviews termly progress of P4C with the HT and SLT, and identifies next steps HT and P4C leader identify way of monitoring progress of P4C using measureable criteria	HT or SLT monitors and reviews progress in P4C with the P4C leader against the agreed criteria – via observations	HT and P4C leader evaluate pupil outcomes over a three-year time frame (or longer) The school commits to provide evidence SAPERE to show the impact of P4C over three years