SAPERE
Philosophy for Children, Colleges, Communities

SAPERE P4C Bronze Award Assessment
St. Luke's Primary School

Date of Assessment: December 2016

SAPERE Assessor: Alison Allsopp, SAPERE Training Manager

Assessment

The overall judgment is that St. Luke's Primary School should be awarded the SAPERE Bronze Award in recognition of its commitment and progress in the development of its P4C practice. SAPERE congratulates the school on this achievement.

The school has recognised the value of the P4C approach over a number of years as part of the school's learning for life vision. Since 2014 in particular, as part of the Hoare's YPS funded and EYFS P4C project the school has continued to develop P4C to a greater extent in terms of whole school training and regular weekly P4C sessions across the school. The pupils' progress in their philosophical questioning and developing understanding of concepts P4C comes through well in your award submission; the older children are presented with engaging stimuli to prompt their questioning often, linked to current and controversial issues, for example, an enquiry linked to the Charlie Hebdo attack. The children appear very engaged with the process and over time have become thoughtful and mature in their responses during enquiries and beyond in other areas of school life.

It is hoped you will continue to progress towards achieving the silver award for which you will be need to add, rather than resubmit, to the evidence in your comprehensive Bronze Award submission.

Congratulations on the progress you have achieved so far. It was a pleasure to read.

Page 1 below highlights strengths and areas for development for pupils, teachers and the school as a whole. Points noted from the evidence are highlighted in yellow for all the different award criteria in pages 2 – 4. There is evidence already of some criteria fulfilled at Silver level.

Summary of strengths and areas for development

PUPILS – How well are they doing P4C?

- *Several examples of concept-stretching exercises with children*
- *Children becoming P4C champions and awarding others for 'Questioner of the month'*
- *The development of older children's enquiry skills, for example, critical thinking around concepts, reasoning, spotting assumptions*
- *Fast-development of the P4C approach with the Early Years through he EYFS project*

Development suggestions:

- *Introduce ways of getting children to further review and evaluate their own progress in enquiries, developing the ground rules with more explicit reference to Caring, Collaborative, Creative and Critical thinking as started from the pupil jotter evidence*

TEACHERS – How well are they developing their P4C skills?

- *Training and commitment to P4C from the KS1 and Early Years teachers*
- *Excellent support by P4C leader and the SAPERE trainer to model, team teach, help with planning and support the practice of P4C with other teachers including detailed notes of observations*
- *P4C is already being linked into the curriculum for example, in English (through Shakespeare and Roald Dahl) and in RE linking for example, to the concepts of Good and Evil*
- *Teachers keen to explore and use a range of stimuli, including stories, images, songs and film clips*

Development suggestion:

- *Develop enquiry planning further to include a 4C focus some with one of the P4C sessions having a specific skills focus*
- *Teachers review and evaluate their own enquiries to set a focus for the next session*
- *Further development of facilitation skills. The Tools for Thinking together course will support this and is planned for February 2016*
- *The new P4C leader continues to progress through attending the Level 2B courses*

SCHOOL – How well is P4C supported across the school?

- *The school's commitment to P4C since 2008 and as part of the school's learning for life vision and through working with SAPERE and Moreland Primary as part of the funded projects*
- *The school's acknowledgement of the role of P4C in teaching and learning as a whole, and particularly in developing children's ability to listen and express themselves with good reasoning*
- *On-going programme of support and Level 1 training by the SAPERE trainer*

Development suggestion:

- *Introduce P4C to parents, for example, sending a question home for discussion*
- *Continue to work collaboratively with Moreland for example, to peer observe P4C sessions*

- *Question – To what extent are the children familiar with the language and meaning of the 4Cs of P4C, particularly critical and creative thinking. Do they review their enquiries against these? – I note the evidence from the jotters*

	Emerging practice	BRONZE LEVEL	SILVER LEVEL
PUPILS – How well are they doing P4C?			
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
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
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
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

	Emerging practice	BRONZE LEVEL	SILVER LEVEL
TEACHERS – How well are they developing their P4C skills?			
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 whole school training	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
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 practitioners show awareness of their role in developing caring and collaborative thinking within the Community of Enquiry P4C practitioners 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 practitioners and facilitators elicit connections, distinctions, reasons and examples from children in P4C sessions P4C practitioners support and encourage children in challenging each other's opinions using reasons P4C facilitators ask open substantive questions to push for depth P4C facilitators help children identify the 4Cs within a P4C enquiry
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
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 and SAPERE trainer in the school 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
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 – done well by the P4C leaders. Teachers review their sessions on P4C planning	Teachers review, analyse and reflect upon their own P4C practice and plan the focus for subsequent sessions Teachers, facilitators and lead facilitators* encourage children to review and evaluate P4C together Facilitators and lead facilitators show evidence of reflection on their practice Teachers share good practice through peer observation and feedback

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

Assessment of award application

	Emerging practice	BRONZE LEVEL	SILVER LEVEL
SCHOOL – How well is P4C supported across the school?			
Headteacher & SLT commitment	The Head understands the commitment required to implement sustainable P4C	HT and SLT show commitment to the SAPERE training pathway as part of the Hoare's bank funded project	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 – SAPERE trainer in school 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
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 – 11 teachers trained to Level 1 and 1 teacher to Level 2A	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 - one teacher to 2A with course work to complete The P4C leader has completed Level 2B including transcript analysis
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
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 Process in place to monitor impact of P4C on learning	HT or SLT monitors and reviews progress in P4C with the P4C leader against the identified data Process in place to monitor impact of P4C on learning and teaching