



Katherine Semar Schools

Philosophy for Children (P4C) POLICY

Date created:	September 2017
Created by:	W. Mercer
Last review:	Nov 2023 Jude Savill
Next review due:	Nov 2024

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Philosophy for Children (P4C) POLICY

INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

OUR AIMS IN P4C – What do we want to do?

Philosophy for Children develops children’s thinking and reasoning through enquiry sessions and deepening questioning within foundation subjects. Children develop their listening and speaking skills in regular class discussions, enhancing their self-esteem and fostering a culture in which ideas are freely shared.

A successful implementation of P4C is based around the “four C’s”

- Collaborative - thinking with others
- Caring - thinking of others.
- Critical – listening and responding to each other’s ideas and developing resilience.
- Creative - creating new and original ideas.

OUR IMPLEMENTATION – How will we achieve our aims?

P4C long term plan

- Building on the success of achieving our SAPERE silver award in 2020, we will move towards achieving a gold award from SAPERE. To do this, the school will exploit opportunities for rich discussion with respect for others’ views across the curriculum.
- Each year group will carry out P4C according to the four Cs.
- Teachers will use the P4C skills progression document and use this to improve children’s P4C skills as they move through the school.

Cross-curricular learning and real world contexts.

- P4C is embedded in all parts of the curriculum. It is used to explore concepts and to address other issues that may arise in school, such as those to do with friendships. Teachers are also encouraged to use P4C to look at events happening outside of the school in the media or local community in order to make real-world links with learning.

A whole school commitment to P4C

- P4C is a highly valued aspect of our school curriculum and permeates many aspects of our school community.

- All teaching staff have received a level 1 SAPERE certification.
- P4C questions and activities are sent home and carried out at school. This will include periods of lockdown.
- P4C assemblies focus on philosophical skills and dispositions embedded within the four Cs.
- P4C is the focus of many of our 'star of the week' celebrations.
- P4C is explicitly identified on planning across the school and in assessment procedures.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

OUR MONITORING – How will we monitor the effectiveness of our P4C policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our P4C policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in P4C:

- **Session Observations and Learning Walks**
 - Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **Scrutiny**
 - Teachers record children's contributions to sessions and these are gathered in by the P4C coordinator.
 - The P4C leader gathers evidence of P4C practice among teachers, pupils and parents. This evidence formed the basis of our successful application for a SAPERE silver award.
- **Governor Visits**
 - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan. Governor feedback informs the future direction of P4C.
 - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.
- **Pupil evaluation**
 - Enquiries focus on a target drawn from the four Cs. This is introduced to pupils and they assess their progress against this in an age-appropriate manner.