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| **Intent, Implementation and Impact for Philosophy** |
| Philosophy:   * Pupils will come together to learn how to philosophise, so that eventually and independently they will adopt the sorts of thinking they encounter in P4C sessions into their own lives.   **Intent**  At Tattingstone we intend to:-   * Encourage children to express concerns, create questions, identify inconsistencies and to reason. * Identify concepts that are likely to be important for everyone, but sometimes elusive and contestable, that are embedded in discussions about what should be believed, done or valued. (e.g knowledge, truth, fairness, reality, cause). * Use a language of reasoning to achieve greater clarity and precision in spoken and written dialogue.     **Implementation**     * Each class to have a regular P4C session, either standalone from the rest of the curriculum or entwined within other subjects. * The class has an established set of ground rules for P4C. Children set and revise their own ground rules. Children contribute to and review class ground rules regularly. * Children are familiar with the 10 step philosophical enquiry model. * Children demonstrate emerging philosophical language, eg. I agree/disagree… I think because… * Children use the 4C model and children increasingly recognise and use the language of enquiry, including caring, collaborative, critical and creative behaviour. * Children identify behaviour, skills and attitudes related to the 4Cs. * Children use the language of reason and reflection within and beyond P4C sessions. * Teachers support children to recognise the distinction between a quarrel and an argument. * Children in all classes given the opportunity to ask open questions, moving towards philosophical questions. * Children are increasingly confident in identifying and asking open philosophical questions. * Children ask their own conceptually rich philosophical questions (contestable, central, common and connecting). * Children are able to give reasons, make simple connections, give an example or use evidence. * Children are able to give reasons to support a view. * Children use strong reasons in relevant and meaningful ways, identifying assumptions and challenging the reasoning of others. * Children are (at various stages) beginning to collaborate to help make sense of ideas from other people. * Children are able to use an example or evidence to support or challenge a view, or to connect ideas and use reasoning across the curriculum. * Children are able to bring together reasons and evidence to form a new understanding or make a judgement. * Children recognise and talk about, big ideas / concepts in their discussions and are able to identify big ideas / concepts in their questions. * Children able to develop their understanding of concepts in the Community of Enquiry and make their reasoning and meaning-making visible in curriculum learning. * Children in all classes use P4C jotters to record their thoughts. * Children are given the opportunity to review the class enquiry and their own participation against simple educational and behavioural criteria. * Children are given the opportunity to evaluate the progress of the community and themselves as individuals against the 4Cs. * Children are given the opportunity to 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. * More experienced teachers are encouraged to vary the standard model of enquiry, (the Subject Leader will model how to encourage children to follow their own line of enquiry and their chosen conceptual questions.) * Teachers plan and review a series or cycle of P4C enquiry and exercise sessions which includes an evaluation. * The Subject Leader can support teachers to ask open procedural (Socratic) questions and to encourage those more experienced facilitators to elicit connections, distinctions, reasons and examples from children in P4C sessions. * The Subject Leader can model using questioning and other strategies to challenge children’s thinking, explore philosophical concepts and deepen thinking skills. * The Subject Leader can model to teachers a range of strategies to develop children’s understanding of the 4Cs so that P4C facilitators consistently support children to challenge opinions and assumptions, and request reasons, evidence from examples from each other.     **Impact**   * Attainment is assessed after each activity and class teachers record assessments on assessment sheets. This data is analysed by the Philosophy Subject Leader termly. Our data is currently out of date due to successive lockdowns as a result of Covid-19. * Children’s levels of engagement are monitored through use of tally charts, observing contribution to the session and the type of contribution, ie. Caring, critical, creative or collaborative. * Lesson observations are conducted by the Philosophy subject leader who monitors Philosophy sessions on a termly basis. * We celebrate all participation and achievement in our celebration assemblies and on our social media. * Children are able to express concerns, create questions, identify inconsistencies and to reason. * Children are able to identify important concepts that are sometimes elusive and contestable, that are embedded in discussions about what should be believed, done or valued. * Children use a language of reasoning to achieve greater clarity and precision in spoken and written dialogue. |
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