



Broadwater School, Godalming

A P4C Gold Award Secondary School

Broadwater – A P4C Lead School

Developing Collaborative, Critical,
Creative and Caring Thinking.

Broadwater School is one of only two secondary schools in the UK to have been awarded SAPERE's Gold Award for outstanding P4C practice. Broadwater has embedded P4C's four thinking skills: Collaborative, caring, creative and critical thinking into every aspect of teaching and learning, establishing a best practice model for P4C in secondary education.

P4C is a proven enquiry-based pedagogy where students take the lead and teachers facilitate. Over 100 studies worldwide have shown that P4C;

- enhances thinking and reasoning across the curriculum
- accelerates progress in literacy and numeracy, particularly with less advantaged students
- helps students become more articulate and confident speakers and listeners
- shows students how to challenge and question, within the rules of respectful dialogue
- builds new skills for teachers in open-ended questioning and enquiry-based learning

“Broadwater School is awarded the SAPERE Gold Award in recognition of the commitment, significant progress and dedication to P4C over the last six years.”

Alison Allsopp, SAPERE National Training Manager

The P4C Pathway at Broadwater



As Deputy Head, Lizzi Matthews initially introduced p4c in 2010 to strategically address the students ability to listen attentively in lessons as well as combating low level disruption. However, P4C significantly contributed to changing the whole culture of the school where parents, students and teachers are proud of the caring and thoughtful community to which they belong.

Lizzi launched P4C in English and Humanities, then extended it to all other curriculum areas, with enquiries taking place at teachers' discretion. She introduced whole school drop-down P4C sessions to bring a higher level of consistency to enquiry facilitation. Broadwater does 9 drop-down sessions a year when all year groups 7 – 11 do 75 minutes of P4C around a planned set of themes and stimuli.

All teachers receive P4C Foundation training which they do jointly with P4C student champions. 17 teachers have done 4 days of P4C Advanced training, which has proved instrumental in embedding high quality sustainable practice.

All faculties explicitly incorporate P4C principles into the teaching and learning. Learning objectives focus on 4C's thinking skills which are deeply embedded into the school's ethos and language.

COLLABORATIVE Thinking

ARE TWO HEADS BETTER THAN ONE? AT BROADWATER WE UNDERSTAND THE MANY COMPLEX REASONS AS TO WHY STUDENTS SHOULD LEARN HOW TO COLLABORATE WITH ONE ANOTHER.



P4C Champions at Broadwater

You broaden your horizons and dive deeper into meaning

P4C helps you work out who you are as a person

You learn that your opinion matters

Every year, students apply to become P4C champions and to join the teachers on their Foundation training. The P4C champions come from all ability groups – the selection is based on enthusiasm for P4C and willingness to take the lead with peers. The school has 20 P4C champions at any given time.

Teachers are constantly amazed at the ability of P4C champions from year 7 upwards to participate on equal terms in the training days. Visitors to the school often find the articulacy and confidence of the P4C champions breathtaking.

The champions' most important role is help teachers plan P4C sessions and act as guides for other students in P4C enquiries. This is peer-to-peer learning at its most sophisticated.

We enquire into topics that we don't normally talk about

P4C is a great foundation for learning to learn

P4C is like a gel you can apply to all your lessons

“Initially I saw P4C as a behavioural intervention, but now it is much, wider than that. It infuses our whole teaching and learning strategy and has driven our school values. It gives students the skills they need for their future careers. It has been a key driver in helping many of our staff become outstanding teachers”
Lizzi Matthews, Head-teacher designate

OFSTED comments on P4C in a Secondary School



OFSTED Comments on P4C at Broadwater School, Godalming

Broadwater School is in a disadvantaged catchment with 28% FSM6 students. The school has placed *P4C's core values of Creative, Critical, Collaborative and Caring Thinking* at the heart of its ethos and school prospectus. OFSTED gave the school a GOOD rating, commenting on P4C in all areas of teaching and learning.

Summary of key findings for parents and pupils

This is a good school. The cornerstones of being collaborative, creative, caring and critical, the 'four Cs', underpin the school's work.

Effectiveness of leadership and management is good

Leaders have adopted a 'philosophy for children' (P4C) approach to the school, which characterises every aspect of their work. This gives the school a distinctive feel, building on the four key components of being collaborative, creative, caring and critical. This approach has successfully nurtured a culture of respect, inclusion and self-belief in pupils.

Quality of teaching, learning and assessment is good

The core expectations of being collaborative, creative, caring and critical are evident in lessons and make a significant contribution to good learning.

Outcomes for pupils are good

Pupils' literacy is well developed through the school's policy and the use of a reading scheme. The 'four Cs' approach places a strong emphasis on debate and discussions and pupils have good oracy skills as a result.

P4C in the secondary curriculum at Broadwater

English

- *Initially P4C helps with speaking and listening. We see quick wins in oracy.*
- *At a more advanced level, students need a conceptual approach to get the top marks, which is exactly what P4C offers.*
- *We structure some complete lessons as enquiries, for example poetry appreciation.*

“P4C has been instrumental in putting Broadwater in the top 6% of schools nationwide for English attainment”

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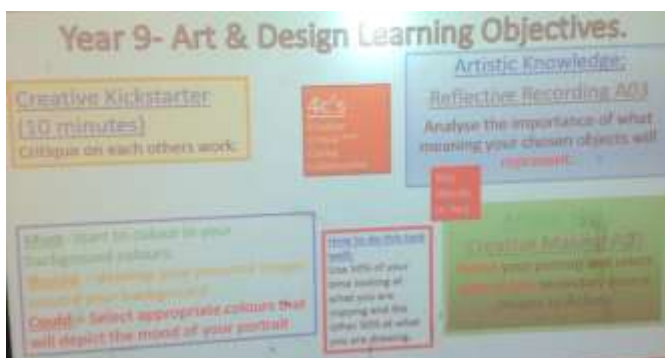
Modern Foreign Languages

- *We use the 4Cs as tools to acquire knowledge. With grammar, we ask students to observe, compare and collaborate rather than learn by rote.*
- *Students help each other learn. This leads to deeper understanding and better memorisation.*

Humanities

In humanities the 4Cs provide the ability for students to empathise with different global communities and the challenges they face.

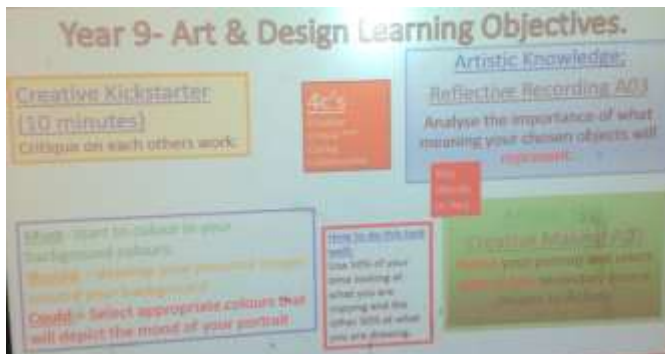
P4C enables students to critically analyse current global and historical issues to suggest ways of learning from the past and helping to create a sustainable future



P4C in the secondary curriculum at Broadwater

Art & Design Technology

- P4C concept-busting helps students break ideas down leading to better interpretation.
- In DT, P4C helps with long-answer questions on themes such as environmental sustainability.
- We often use the P4C stimulus and question forming step as a starter activity in DT lessons



Religious Education

- RE is a natural subject for P4C with its emphasis on respectful discussion, agreement and disagreement.
- The P4C approach makes it safe to oppose a view-point and to tackle sensitive topics, such as cloning.
- Y8 students have led P4C enquiries in RE



Special Needs

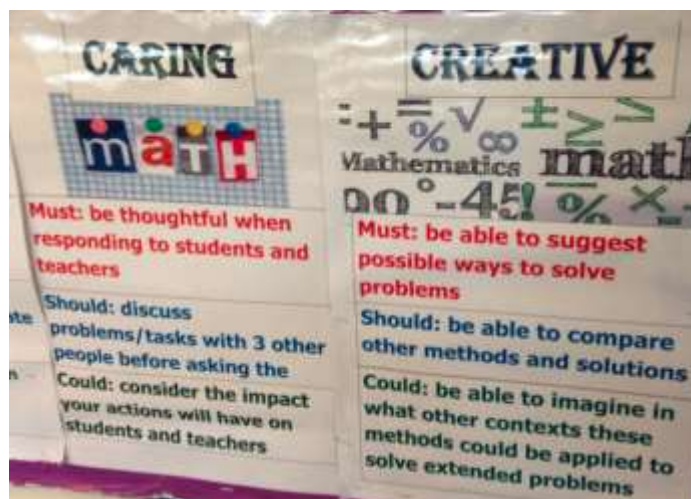
- For SEN students, P4C is an invaluable tool to support language development. We have a goal that every SEN student should speak in a session. That represents massive progress
- We work in smaller groups, with more break-out sessions - with a lot of help from the student P4C champions



P4C in the secondary curriculum at Broadwater

Maths

- Running a full P4C enquiry in maths is hard. P4C is more useful for specific skills and for mini-enquiries around particular concepts.
- There's no question that P4C has helped students think more logically and articulate their arguments more clearly.



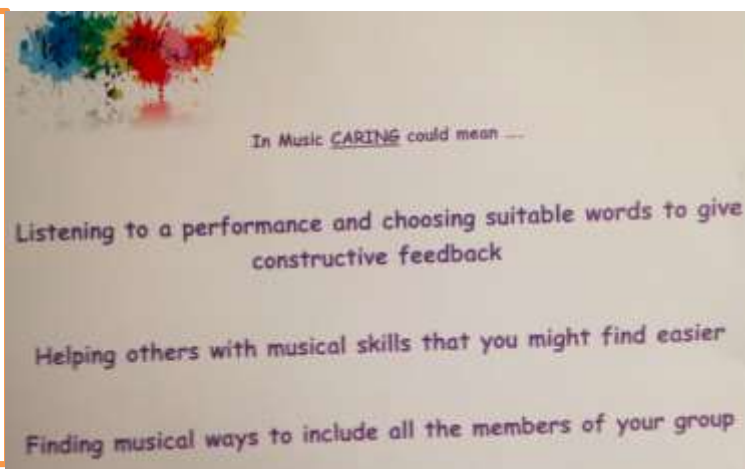
Objectives	
Knowledge	Skill
To understand fractional distillation of crude oil.	Creating and evaluating chemical formulas/equations of alkanes.
To know the properties and uses of crude oil.	
4C Focus	
• Collaborative – thinking together, gathering and collecting knowledge	
• Caring – being thoughtful	

Science

- P4C works well for investigations, where students need to seek and communicate evidence.
- P4C starter activities are helpful ways to explore new concepts.
- Students are often “in the pit” in science. 4Cs thinking gives them strategies to get out

Music

In music we look what each of the 4Cs looks like from a musical perspective. The students have learned how to listen to Music critically and can challenge their ideas on what music is.



“If the world seems to be getting darker by the day, spend some time with the P4C champions at Broadwater. They bring sunshine to the daylight.”

Broadwater School has achieved SAPERE’s Gold award for its development of P4C and it is richly deserved. Congratulations to the staff and pupils who have worked so hard over nine years to make it such a success, one clearly recognised by their recent OFSTED report. Many educational approaches can be adopted by schools but they often suffer from being a “temporary bolt-on”, not an embedded culture that can be experienced as much in the playground and corridors as in the classroom. At Broadwater P4C is in the blood affecting every organ of the school. It's a very exciting and inspiring place to be!

In January 2017 they ran their third P4C Foundation course for teachers, but this one had a very significant and powerful difference. The two-day training was attended by 9 teachers (including the Chair of Governors) and 12 pupils from Key Stage 3 & 4. All delegates were being trained in how to run philosophical enquiries - developing thinking and communication skills - with all the other students at Broadwater. The trainee students’ skills and attitudes were nothing short of exemplary, and they were a great credit to themselves and to the school. The 4Cs of thinking were all strongly in evidence in how they contributed to every part of a very demanding course. The focus, creativity, reasoning and maturity were truly inspiring.

Political events in 2016 raised many questions about the quality of public thought and communication in some profoundly important elections. We are, as the media would have it at least, in a “post-truth” world where reason, evidence and trust seem to have been trumped by poor thinking, abysmal or absent values, and prejudice. If there is an antidote to this corrosive disease in our respective cultures, it surely lies in developing skilled and caring thinkers. The students at Broadwater embody the promise of that antidote, demonstrating that young people are more than capable of being very thoughtful in both head and heart. It really was an enormous privilege to have shared time with them.

Will Ord, International P4C Trainer