

1st Meeting: 1/11/22

Research Question:

What is the impact of Philosophy for Children on year 13 politics pupils in their consolidation of knowledge at the end of a topic to produce improved written exam responses?

1st lesson observation: Quad 2

P4 Thursday 10/11/22 - Liberalism to introduce P4C concept

2nd lesson observation: Quad 2

P2 Tuesday after exeat 22/11/22 - Conservativism

3rd lesson observation: Quad 2

P2 Tuesday 29/11/22 - Conservatism - to check improvement

Lesson Plan 1: TW lead

<p>Accountable learning intentions and success criteria</p> <p>All students will verbally contribute to a lesson on liberalism. Demonstrating knowledge and understanding of the topic, and an ability to develop, build on, and challenge other points of view. All students will be able to respond to a stimulus to create a discussion question, and from the discussion produce a detailed written response.</p>	<p>Case pupil A</p> <p>X success criterion for this lesson</p>		<p>Case pupil B</p> <p>X success criterion for this lesson</p>		<p>Case pupil C</p> <p>X success criterion for this lesson</p>	
<p>Stage of lesson sequence</p>	<p>How you predict case pupil A will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil B will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil C will respond</p>	<p><i>How they are observed to respond</i></p>
<p>Stage 1:</p> <p>Introduce P4C to the class.</p> <p>Introduce the stimulus - invite students to mind map different questions and thoughts.</p> <p>In pairs - they would construct 3 questions from their mind maps</p> <p>Choose one question to present to the class in their pairs</p> <p>Questions are displayed and the class votes on the question to discuss and debate.</p> <p>(approximate time) 5 to 8 minutes</p>	<p>X may find stage 1 difficult due to difficulties visualising the topic and putting that into an academic question. Usually she would need the knowledge in front of her. When writing a question she can struggle to interpret what the question is demanding of her.</p>	<p>(note arrived late) gHas lots of write about in the stimulus task - making links between points.</p> <p>Able to easily construct questions from their mind maps.</p> <p>Able to choose one question easily and able to articulate her reasoning as to why this is important. Some difficulty choosing just one question, as she has so many ideas.</p> <p>Allowed a different pupil to explain the rationale. Very strong question - in</p>	<p>Y will be able to make connections from the stimulus to the debate question within the subject content. Connections will be made successfully.</p>	<p>Seems to have a few ideas down but not many at the start.</p> <p>Lots of ideas - making links between the topics.</p> <p>Able to easily construct questions from their mind maps.</p> <p>Able to choose one question easily and able to articulate her reasoning as to why this is important.</p> <p>Allowed a different pupil to explain the rationale.</p> <p>Good idea in question though not</p>	<p>Z is quite good verbally. He will find the imagery useful to consider the argument, but will still struggle to connect previous knowledge learnt to the task. Consolidation of knowledge is not a strong area for him.</p>	<p>Struggling to list ideas in the stimulus task</p> <p>Started well, possibly had an idea early however question quickly became long and winded.</p> <p>Struggled to explain why hes choose the other questions, seem just let 'other student' pick as was 'easier'.</p> <p>(10 mins in) Seems to be struggling with the speed othe lesson, seems to</p>

		examination format.		direct enough to be a 'exam style'		lost or 'overwhelmed'
<p>Stage 2:</p> <p>P4C slot.</p> <p>Students sit in a circle. One person begins their response to the question.</p> <p>Students are encouraged to challenge / build or develop the previous comment. Students who are talking choose the next speaker.</p> <p>Students have 4 opportunities to contribute to the debate.</p> <p>(approximate time) 20 to 25 mins</p>	<p>X will struggle with the structure of the process. She will be frustrated by the process and will be challenged to be concise in her responses. She will have to consider carefully what she wants to say before contributing.</p>	<p>No issues - formed lots of challenges, building points and agreements.</p> <p>Quick to raise her hand to make a point. - when not picked seems to have given up slightly/ retracted from the point.</p> <p>Once asked, produced a very strong point. Seeks clarification of the points of others.</p>	<p>Y will take some time to adjust to the task and settle into the discussion, but once he has adjusted he should flourish. Y may struggle with the challenge and building on of previous contributions.</p>	<p>Some issues at the beginning, but has then formed challenges, building points and agreements of a high quality.</p> <p>Has not looked much up from own paper, seems to be concentrating on own points rather than argument.</p> <p>Asked well prepared straight forward question.</p> <p>When challenged took a bit of time to explain point, felt over time that point began to fall away. Managed to later justify his arguments, when the more confident pupils were unable to speak in the debate.</p>	<p>Z will struggle to build on previous contributions due to slow processing of information. He will have his own ideas but will struggle to adapt these to the thoughts of others.</p>	<p>Struggled to form challenges,agreements and building points of a high calibre.</p> <p>Does not appear to be engaged in debate. / little written down. Has not volunteered to speak or offer any ideas.</p> <p>Towards the end of the debate - volunteered to share his ideas.Is able to build on the points of another pupil and elaborate on their argument.</p>

<p>Final stage:</p> <p>P4C reflection.</p> <p>Chosen student to summarise key points of the debate</p> <p>Essay set on the question for prep.</p> <p>(approximate time) 5 to 8 minutes.</p>	<p>X will thrive at this stage and will do well in summarising the debate. Her ability to recall will shine. X will be able to reflect on her own contribution to the discussion and debate.</p>	<p>Not selected.</p>	<p>Y will produce sound work in this slot. It will be dependent on how long he has to reflect. He may struggle for immediate reflection.</p>	<p>Not selected.</p>	<p>Z will struggle with this. Time constraints will impact this, his approach to evaluation and recalling previous information will be difficult. His ability to personally reflect on his learning will be low.</p>	<p>Not selected.</p>
<p>What were they able to do? (What progress have they made and how do you know?)</p>						
<p>Initial thoughts, ideas, reflections</p> <p>Essay work will be marked and considered after the lesson.</p>	<p>Question: In reference to Classical and Modern Liberals evaluate the view that those who are economically disadvantaged are to be left to there own devices. (25 mark)</p>					

Lesson Plan 2: NAB lead -

<p>Accountable learning intentions and success criteria</p> <p>All students will verbally contribute to a lesson on conservatism. Demonstrating knowledge and understanding of the topic, and an ability to develop, build on, and challenge other points of view. All students will be able to respond to a stimulus to create a discussion question, and from the discussion produce a detailed written response.</p>	<p>Case pupil A</p> <p>X success criterion for this lesson</p>		<p>Case pupil B</p> <p>Y success criterion for this lesson</p>		<p>Case pupil C</p> <p>Z success criterion for this lesson</p>	
<p>Stage of lesson sequence</p>	<p>How you predict case pupil A will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil B will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil C will respond</p>	<p><i>How they are observed to respond</i></p>
<p>Stage 1: 9:35</p> <p>Introduce P4C to the class.</p> <p>Introduce the stimulus - invite students to mind map different questions and thoughts.</p> <p>In pairs - they would construct 3 questions from their mind maps</p> <p>Choose one question to present to the class in their pairs</p> <p>Questions are displayed and the class votes on the question to discuss and debate.</p> <p>(approximate time) 5 to 8 minutes</p>	<p>X may find stage 1 difficult due to difficulties visualising the topic and putting that into an academic question. Usually she would need the knowledge in front of her. When writing a question she can struggle to interpret what the question is demanding of her.</p>	<p>Listening attentively</p> <p>Started to form notes on the topic. Has used previous notes on a similar topic to make links.</p> <p>Having constructive conversations with partner and forming a question. Both questioning each other and listening to vieY.</p> <p>Speaks without being prompted. Very confident in her choice of question. ABle to articulate her thought process and link clearly to other topics.</p>	<p>Y will be able to make connections from the stimulus to the debate question within the subject content. Connections will be made successfully.</p>	<p>Does not always appear engaged</p> <p>Looking through previous notes. Didn't have a question written down at the point of discussing in a pair.</p> <p>Isn't discussing and is sitting with hand in the air.</p> <p>Asked if the question could be linked to 'modern things'. Was clearly thinking through the concepts, but was not discussing with his partner at all. (S was busy applying lip gloss as opposed to discussing)</p>	<p>Z is quite good verbally. He will find the imagery useful to consider the argument, but will still struggle to connect previous knowledge learnt to the task. Consolidation of knowledge is not a strong area for him.</p>	<p>Making notes in a diary</p> <p>Looking at Google images (of Hobbes)</p> <p>Did not have a question written down at the point of the discussion in a pair</p> <p>Is allowing his partner to control the discussion is ceding control</p> <p>Very quiet.</p> <p>Gave feedback on his (M's) question to the class - Z believed the question was best</p>

		<p>Is listening to other groups and is making non-verbal signals when other groups are speaking.</p> <p>On BBC neY looking up the World Cup human rights debate.</p> <p>Confident in her voting choice.</p>		<p>Speaking with partner when the other groups are stating their questions.</p> <p>During the feedback from groups he did not have a question ready for the group and was busy formulating a question - S took iPad afterwards and added some additional thoughts.</p> <p>Was too busy thinking about his own question that he wasn't engaged and listening to the feedback.</p> <p>Reading his question from his partner's mind map, hasn't written a question. Was able to demonstrate knowledge when questioned to justify answer.</p>		<p>linked to the stimulus. Linked to conservative view on human nature and the state. Once he fed back he was back to writing in his diary.</p> <p>Is not listening to other groups.</p> <p>Looks disengaged - playing with a notebook.</p> <p>Is not confident in his voting response.</p>
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<p>Stage 2: 10:01</p> <p>P4C slot.</p> <p>Students sit in a circle. One person begins their response to the question.</p> <p>Students are encouraged to challenge / build or develop the previous comment. Students who are talking choose the next speaker.</p> <p>Students have 4 opportunities to contribute to the debate.</p> <p>(approximate time) 20 to 25 mins</p>	<p>X will struggle with the structure of the process. She will be frustrated by the process and will be challenged to be concise in her responses. She will have to consider carefully what she wants to say before contributing.</p>	<p>X is very quick to speak and offer her view in the debate. Makes links to case studies previously studied e.g. Thatcher.</p> <p>X continues to be actively engaged in the debate and is giving clear non-verbal responses to the points of others.</p>	<p>Y will take some time to adjust to the task and settle into the discussion, but once he has adjusted he should flourish. Y may struggle with the challenge and building on of previous contributions.</p>	<p>Appears somewhat unengaged. Not making eye contact with peers - looking down or at iPad</p> <p>Offered a hand to contribute after Donna. Gave a good modern response to pragmatism. Used knowledge confidently. .</p>	<p>Z will struggle to build on previous contributions due to slow processing of information. He will have his own ideas but will struggle to adapt these to the thoughts of others.</p>	<p>Appears somewhat unengaged. Fiddling with diary and ring.</p> <p>Asked a question to respond to the previous comment. Showed that he was listening somewhat and able to engage. Brief response and wasn't particularly detailed.</p>
<p>Final stage: 10:11</p> <p>P4C reflection.</p> <p>Chosen student to summarise key points of the debate</p> <p>Essay set on the question for prep.</p> <p>(approximate time) 5 to 8 minutes.</p>	<p>X will thrive at this stage and will do well in summarising the debate. Her ability to recall will shine. X will be able to reflect on her own contribution to the discussion and debate.</p>	<p>Did not contribute</p>	<p>Y will produce sound work in this slot. It will be dependent on how long he has to reflect. He may struggle for immediate reflection.</p>	<p>Did not contribute</p>	<p>Z will struggle with this. Time constraints will impact this, his approach to evaluation and recalling previous information will be difficult. His ability to personally reflect on his learning will be low.</p>	<p>Did not contribute</p>
<p>What were they able to do? (What progress have they made and how do you know?)</p>						

Initial thoughts, ideas, reflections						
Essay work will be marked and considered after the lesson.						

Lesson Plan 3: AMS lead - flipped learning stimulus - think/pair/share - changed environment - change in how they contribute - Patrick to chair debate

<p>Accountable learning intentions and success criteria</p> <p>All students will verbally contribute to a lesson on conservatism. Demonstrating knowledge and understanding of the topic, and an ability to develop, build on, and challenge other points of view. All students will be able to respond to a stimulus to create a discussion question, and from the discussion produce a detailed written response.</p>	<p>Case pupil A</p> <p>X success criterion for this lesson</p>		<p>Case pupil B</p> <p>Y success criterion for this lesson</p>		<p>Case pupil C</p> <p>Z success criterion for this lesson</p>	
<p>Stage of lesson sequence</p>	<p>How you predict case pupil A will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil B will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil C will respond</p>	<p><i>How they are observed to respond</i></p>
<p>Stage 1:</p> <p>Introduce P4C to the class.</p> <p>Introduce the stimulus - invite students to mind map different questions and thoughts.</p> <p>In pairs - they would construct 3 questions from their mind maps</p> <p>Choose one question to present to the class in their pairs</p> <p>Questions are displayed and the class votes on the question to discuss and debate.</p> <p>(approximate time) 5 to 8 minutes</p>	<p>X may find stage 1 difficult due to difficulties visualising the topic and putting that into an academic question. Usually she would need the knowledge in front of her. When writing a question she can struggle to interpret what the question is demanding of her.</p>	<p>Had questions and ideas well prepared for the lesson. Got into discussion very quickly. Seemed to find it easier with prepared questions</p> <p>Gave her chosen question confidently to the class. From her partners response it was clear that they'd discussed the concept as a pair as he was able to justify their choice.</p> <p>Note: Interesting interpretation of the stimulus/topic</p> <p>Was pleased with her question being</p>	<p>Y will be able to make connections from the stimulus to the debate question within the subject content. Connections will be made successfully.</p>	<p>Had some previously prepared ideas and was keen to ask what others had. Moved outside of his group to ask another student what their question was.</p> <p>Initially worked in a pair but after a few minutes turned to working by himself.</p> <p>Actively listening to the questions.</p> <p>Gave his question to the class confidently. Was able to draw on the fact that his question had similarities to other pairs.</p>	<p>Z is quite good verbally. He will find the imagery useful to consider the argument, but will still struggle to connect previous knowledge learnt to the task. Consolidation of knowledge is not a strong area for him.</p>	<p>Initially seemed to start slow but after starting some discussion did seem to share some ideas.</p> <p>Actively listening to the questions during class feedback.</p> <p>Could verbalise and justify his reasoning for coming up with the question to the class.</p> <p>Did not write ideas down - was either deep in thought or not</p>

		<p>chosen by the class</p> <p>Spent preparation time discussing ideas and writing down ideas.</p>		Spent preparation writing down ideas		engaging as much...
<p>Stage 2:</p> <p>P4C slot.</p> <p>Students sit in a circle. One person begins their response to the question.</p> <p>Students are encouraged to challenge / build or develop the previous comment. Students who are talking choose the next speaker.</p> <p>Students have 4 opportunities to contribute to the debate.</p> <p>(approximate time) 20 to 25 mins</p>	<p>X will struggle with the structure of the process. She will be frustrated by the process and will be challenged to be concise in her responses. She will have to consider carefully what she wants to say before contributing.</p>	<p>X asked to go second in the debate and seemed keen to get involved.</p> <p>Clearly thinking, listening and waiting for an opportunity to respond. Developed D's response and drew on a key thinker's argument and moved the debate on.</p> <p>Keen to give final points when offered. Lots of knowledge and understanding on show. Appears to have grown in confidence.</p>	<p>Y will take some time to adjust to the task and settle into the discussion, but once he has adjusted he should flourish. Y may struggle with the challenge and build on previous contributions.</p>	<p>Joined the debate after a few minutes. Was able to directly respond to the previous comments, draw on knowledge and move the debate on.</p> <p>Seems to be listening but yet to really build on the points. Seems a little reluctant to get involved due to the high level of the debate.</p>	<p>Z will struggle to build on previous contributions due to slow processing of information. He will have his own ideas but will struggle to adapt these to the thoughts of others.</p>	<p>Volunteered to take part first in the debate. Made a point clearly.</p> <p>Quoted back on a previous argument and was able to directly challenge a point - and make a key argument that stumped another student.</p> <p>'To some extent I would like to agree with that point' was able to clearly respond to other points. This was his most impressive debate performance.</p>

<p>Final stage:</p> <p>P4C reflection.</p> <p>Chosen student to summarise key points of the debate</p> <p>Essay set on the question for prep.</p> <p>(approximate time) 5 to 8 minutes.</p>	<p>X will thrive at this stage and will do well in summarising the debate. Her ability to recall will shine. X will be able to reflect on her own contribution to the discussion and debate.</p>	<p>Very engaged in the debate with her partner</p>	<p>Y will produce sound work in this slot. It will be dependent on how long he has to reflect. He may struggle for immediate reflection.</p>	<p>Chosen to build on Z comments. Seemed to speak well and clearly over the issues.</p>	<p>Z will struggle with this. Time constraints will impact this, his approach to evaluation and recalling previous information will be difficult. His ability to personally reflect on his learning will be low.</p>	<p>When chosen as a pair he actively volunteered to go first and give his reflection. His contribution showed that he had been listening throughout. Was able to give a good summary.</p>
<p>What were they able to do? (What progress have they made and how do you know?)</p>		<p>Having the stimulus prior to the lesson appeared to help the discussion and formulation of the question</p> <p>Seems more confident and pleased with her contributions.</p>		<p>Change of pairing and environment appeared to have initial improvement in focus. Seemed a little more reluctant to get involved in debate.</p>		<p>Change of pairing and environment appeared to have initial improvement in focus</p> <p>Very keen to engage in debate.</p>
<p>Initial thoughts, ideas, reflections</p> <p>Essay work will be marked and considered after the lesson.</p>		<p>Now that the class does not have a certain student in it - it appears a more collegiate atmosphere with other people getting involved.</p> <p>'Feels like you're having more of a</p>				<p>Nodded to indicate that he appreciated having the stimulus prior to the debate.</p>

		conversation in this room'				
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NAB to join in with verbal hand grenade if needed
No limits on how many times they could talk - but can't go back to previous person