



**DOES P4C SUPPORT THE LEARNING AND EXPERIENCE OF PUPILS IN RS AND IS IT AN EFFECTIVE TOOL TO SUPPORT NON SPECIALIST TEACHING?**

**School name:** Hartford Church of England High School

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# RATIONALE

- The decision was to investigate P4C as this is a new concept/approach that the RS department was introduced to during a CWAC HUB meeting. The Head of Department was confident that current lessons being delivered were within the parameters of P4C already but used this opportunity to evaluate and improve current practice.
- The Head of Department and all RS specialist teachers have worked in this school over the last 12 years as a team and are well established. One area that is not ideal but unavoidable for the school is that we have had at least one non specialist teaching in our subject area each academic year. It is felt that sometimes it is a struggle to empower non specialist staff to share the passion of the subject with pupils.
- Informal conversations with pupils (as part of the school's monitoring and evaluation process) reported poor appreciation of the relevance of their study in RS. The Head of Department recognises the need to increase levels of positivity amongst these pupils. Further investigation led to the finding that pupils not appreciating RS were being taught by colleagues teaching outside of their subject area.
- The purpose of this research is not only to improve learning experiences of our pupils but also non specialist staff will feel more supported and offer effective/empowered teaching outside of their subject area.

# THE CLASS

- The class size is 23 pupils – breakdown 10 female 13 male.
- The class is not only taught by non specialist teacher but is also a split class
- 6 PP pupils in the class and 5 pupils with SEN requirements. There are two pupils in the class with ASD statements on level 3A and 3C funding.
- All pupils are C+ candidates for FULL COURSE OCR GCSE Philosophy and applied Ethics. It has been acknowledged that these pupils are significantly behind target.
- HOD has been involved with intervention to re-engage pupils to focus on studies - low level disruption
- On 3 occasions HOD has been used as 'GREEN ROOM'- a school intervention to remove pupils from classroom into another learning environment due to not settling to task and/or effecting others progression.

# RESULT HEADLINES

How much do you enjoy RS lessons?

	Completely	Majority	Partially	Never
POST	6%	72%	22%	0%
PRE	4%	17%	25%	54%
DIFF	+2%	+55%	-3%	-54%

## COMMENTS:

- Better learning atmosphere
- More fun therefore more engaging
- Didn't notice any change
- Easier way to learn/ less writing
- More involved in learning
- I feel I have learnt more

# RESULT HEADLINES

Connection with real life?

	Completely	Majority	Partially	Never
POST	44%	11%	34%	11%
PRE	0%	18%	23%	59%
DIFF	+44%	-7%	+11%	-48%

2 pupil saying they cannot connect learning with real life are both diagnosed with Asperger's and autism

# RESULT HEADLINES

Who works harder?

	TEACHER	BOTH	PUPIL
POST	61%	22%	17%
PRE	87%	0%	13%
DIFF	-26%	+22%	+4%

# RESULT HEADLINES

Do you influence discussions?

	Completely	Majority	Partially	Never
POST	28%	17%	33%	17%
PRE	0%	21%	9%	70%
DIFF	+28%	-4%	+24	-53%

- 2 of the 3 claimed they don't influence discussions because they don't like to get involved in discussions- quiet members of the class
- 1 questionnaire left this question un-answered

# FUTURE WORK WITHIN CWAC HUB

- Being part of the CWAC HUB empowered school to reflect upon practice and up to date approaches to teaching
- HUB is also now allowing us to further evaluate the conclusions made.
- Currently 4 primaries schools and another secondary school completing same research (Led and supported by myself) ranging from reception to year 13.