The Mountains Pathway

(Version 1 - 27/07/2023)

Introduction:

The Mountains Pathway is a subject specific learning pathway, organised into ability streams, supported by schemes of learning for core and foundation subjects. The pathways has been designed to ensure pupils have access to a broad and balanced curriculum that is appropriate, accessible and engaging enabling them to explore a wide range of concepts. The pathway curriculum helps pupils to develop and build upon their knowledge and skills, therefore allowing them to develop a positive identity as a learner. At Peak School, we aim to make learning meaningful for our pupils, striving for mastery development. Within this pathway, students develop skills supporting them in applying their knowledge to the wider world and their lives beyond Peak School.

How the pathway is structured:

Due to the wide range of knowledge and skills addressed in the Mountains Pathway, the schemes of work for specific subjects are organised into 'strands' in order to best meet pupil needs and abilities, rather than age bands. This allows teachers to organise learning experiences at the level most appropriate to the pupil, teachers plan adaptively to ensure the range of pupil need within a class are acknowledged and effectively addressed.

The streams s within The Mountains pathways are organised:
- **Mountains 1 – Progression Steps 1-3**
- **Mountains 2 – Progression Steps 4-6**
- **Mountains 3 – Progression Step 7**

Mountains learners are accessing a formal curriculum in which they are exploring concepts and acquiring knowledge. Learning is still practical where possible and play based learning is seen as important, but also includes some worksheets/written work where appropriate. The blocks within subject schemes of work are sequenced so that skills can be built upon across the year and a pupil's time at Peak School.

Pupils are in mixed classes. They will be working on the strand relevant to their ability but their peer group and environment will be individually appropriate for them to ensure they have the best opportunity to learn and socialise.

The Mountains Curriculum

Core Subjects	Foundation Subjects	Additional
Literacy – Phonics	Religious Education	So Safe (Social Safety)
Literacy – Reading	PHSE / RSE	Spiritual, Moral, Social, Cultural Development
Literacy – Writing	Physical Education	Topic Focussed work
Literacy – Spoken Language (including Communication)	Art and Design	
Mathematics	Computing	
Science	Careers (from Yr8)	
Collective Worship		

Daily coverage	Weekly coverage	Termly Projects and focus weeks

Each subject within the Mountains Pathway has a scheme of work, organised in to teaching blocks, clearly identifying the knowledge pupils will acquire by the end of each teaching block. The scheme as organised sequentially ensuring learning builds on previous learning and that pupils do not move onto new learning until their prior learning is secured.

Recording

Pupils work in, whatever form it takes is marked and annotated using the Plan, Praise and Progress format.

- **Plan** - the learning outcome for the pupil
- **Praise** – what the pupil did well towards meeting their learning outcome
- **Progress** – What else the pupil need to achieve to secure their learning

This formative assessment informs the next steps for future lesson planning. Evidence is gathered and entered onto the School evidence system (SeeSaw). This evidence should reflect a pupils learning journey and be a minimum for three entries annotated using the plan, praise and progress model for Literacy, Maths Science and PHSE/RSE.

Assessment:

Formative assessment takes place following lessons and informs teacher planning for the next lesson to ensure if necessary, concepts are revisited and consolidated, providing a secure foundation for the next steps of learning. Summative assessment occurs at the end of the teaching block as identified within the schemes of learning, usually half-termly, but at least termly. This information is entered in to the school B-Squared assessment system, at these points and must be up to date by week 2 in January and week 3 in June.