



The Peaks Pathway



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(Version 1 - 13/07/2023)



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Introduction:

The Peaks curriculum will be grouped into four, year group specific, strands with each having an identified journey of learning each year. Learning will largely be topic related where applicable, and will cover all core subjects as well as additional identified areas for learning.

How the pathway is structured:

Pupils are working within strands relevant to their year group. Within each strand, they can be accessing any level of the Engagement Step. As they reach particular points of assessment, a judgement will be made as to whether they remain on The Peaks Pathway or transition over to The Hills or Mountains Pathway.

The strands within The Peaks are organised as so:

- **Early Years** – Pupils in Nursery 1, Nursery 2 and Reception years.
- **Little Peaks** – Pupils in Key Stage 1 (*years 1, 2 and 3*)
- **Mighty Peaks** – Pupils in Key Stage 2 and 3 (*years 4, 5, 6 and 7*)
- **High Peaks** – Pupils in Key Stage 3 and 4 (*years 8, 9, 10 and 11*)

Pupils are assessed on entry to Peaks Pathway to determine which Engagement Step they are currently working on in each area. Pupils in Early Years (Nursery 1, 2 and Reception year) will be baselined between ES 1-3 as an initial entry assessment. Pupils starting school from Year 1 and above will be baselined according to observations and early judgement from teaching staff. Within the initial assessments, staff will develop an Engagement Profile to ensure that learning is bespoke and considerate of their social, emotional and communicative needs.

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



The Peaks

Early Years

Pupils starting at Peak School in Nursery 1, Nursery 2 or Reception will begin in Early Years. Observations and assessments from previous provisions, Health Visitors or SSEN service, as well as their EHCP, will provide information for baseline assessment at Engagement Step 1, 2 or 3. Pupils in Early Years will have environmental exposure to subject areas, which will include symbols, language, numbers and cause and effect, to encourage early subject interest. Where required, individuals with physiotherapy plans will be assessed for the MOVE programme (Movement Opportunities Via Education) to enable this to be the basis for their future education and physical access to learning. Pupils will have discreet ongoing assessment of gross and fine motor skills, and the impact that any difficulties they may have on their engagement. Activities will largely focus on regulation, desensitisation and early communication as well as building social tolerance, awareness and expectations of those around them.

Little Peaks

When pupils are in Key Stage 1 (years 1, 2 and 3) they will be in Little Peaks. Pupils who have been in Early Years will be showing progress at an individualised but relevant rate for them, from their baseline assessment. Their engagement to learning will also have improved and they will be accessing the majority of timetabled sessions as well as demonstrating independent play or self-occupying skills. Pupils who begin Peak School at Little Peaks will have information from previous settings to inform a baseline assessment of the Engagement Steps.

Mighty Peaks

Children that have progressed into Mighty Peaks will have been identified as continuing to make progress within engagements steps at a continuous rate and be working at Engagement Step 4 or above. Learning starts to become more explicit, with a larger focus on early subject knowledge and maintaining attention and focus for greater periods of time, in preparation for moving onto the Mountains pathway and subject specific learning, should that be appropriate. For those at the end of Mighty Peaks that are making small progress or are maintaining skills within steps 4 and 5 of Engagement Steps without progression, they will continue on the Peaks Pathway and transition into High Peaks.

High Peaks

Pupils in High Peaks will be continuing to make small progress or be maintaining their progress within Engagement Steps assessment at Steps 4 or above. Learning will have a strong emphasis on developing practical, realistic and relevant awareness of themselves and their world, ready for Post-16 education of life and living skills.



Our Learning

A variety of strategies and schemes for learning are utilised to prompt the attention, focus and engagement of children. Planning and activities are heavily play-based, encouraging learning through exploration and imagination with people, objects and the environment. As children progress into 'High Peaks', learning becomes more explicit to preparing children with the life and living skills needed in preparation for Post 16 education. Pupils in High Peaks will also access careers education and opportunities. On The Peaks curriculum, targets set within a child's EHCP are of great focus, and will often be covered across multiple areas of the curriculum.

Pupils will also have Experiential Subject Learning of Literacy including phonics, Maths and Science. Curriculum lead teachers will support in the long term planning of these sessions to ensure continuity and progression across the school. Pupils will access statutory learning requirements of Religious Education, Collective Worship and Physical Education throughout the week.

Assessment:

All pupils are baselined and assessed on B2 Engagement Steps. The evidence for assessment is taken from photographs, videos and work samples as well as written observations from staff. There are five subjects that pupils will be assessed on; Communication, Functional Movement, Making Connections, Self and Emotions and Sensory. Annotations are coded to highlight the areas of learning observed and small steps of progress are charted on to Monitoring Sheets for inputting onto B2 software. This will produce data of the progress and development pupils have made through the Engagement Steps from entry to Peaks Pathway. At the end of Little Peaks and Mighty Peaks, pupils will be assessed on the statutory Pre-Key Stage Standards.

All pupils on the Peaks Pathway will have an Engagement Model Profile, as engagement is a prerequisite for knowledge and skills acquisition and creates a solid foundation on which to build learning. For pupils in Early Years and Key Stages 1 and 2 this is a statutory document but will be implemented for pupils beyond Key Stage 2 as they are still developing strategies to effectively and consistently engage. Engagement with learning will be monitored in the five key areas of exploration, realisation, anticipation, persistence and initiation. Teachers will also consider five forms of engagement that children are exposed to in a school environment – 1:1, paired, small group, whole class and larger groups.



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For pupils where there are concerns about their levels of engagement and working consistently on Engagement Steps 5 & 6, they should remain on the Peaks pathway.

For those pupils where there are no concerns about their engagement and consistently working at Engagement Steps 5 & 6 in all areas they can begin to transition to Mountains Pathway where they will access subject specific learning, assessed on Progression Steps.

Recording

Recording is completed through our online Seesaw following the Plan, Praise and Progress format. Within these, relevant success criteria is identified, with their codes along the bottom of the evidence as well as space being given for annotations and possible lines of progression.

This will then inform BSquared assessment and the next steps for future planning. All observations and evidence is on Seesaw, which is a home-school communication system so parents and families are kept informed on progress.

Topic Cycles

The Peaks use a 3 year rolling topic cycle. This includes two topics per term to ensure that learning remains exciting and motivating for pupils.

Topics are divided into 4 subtopics to suit and cater for the individual approaches each strand of The Peaks has to their learning. This will ensure that a pupil who remains in The Peaks pathway until they are in High Peaks will have a varied approach to the topics they experience. The subtopics are progressive and will provide evidence of skill and knowledge development or maintenance.

Topics are also shared and implemented across the wider school to unite learning and provide opportunities for relevant whole school experiences.



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