



Physical Education (P.E.) Policy

Last Reviewed Date:	06/10/2025
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Headteacher:		Date:	24/09/2026
Subject Leader:	Alex Cloona Max Lawrence	Date:	23/09/2026

Date of Next Review:	September 2027
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Subject Leader:	Alex Cloona & Max Lawrence	Dept Subject Leader:	Amy Gregg
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**C O N T E N T S**

1	The Nature of
2	The School Policy and National Curriculum 2013
3	Delivery of the curriculum
4	Staffing and Resources
5	Cross Curricular Issues
6	Assessment
7	Pupils' Presentation and Recording
8	Review Procedures



1. The Nature of Physical Education (P.E.)

The wide and varied PE curriculum is designed to promote a love of physical activity and we aim for pupils to develop their physical, social and emotional well-being and prepare them for life in the wider community. Within EYFS, the objective is for pupils to explore body control and movement skills and gain a basic understanding of cause and effect. The curriculum intends to support individual learners, taking into account their sensory, physical, behavioural, emotional and complex needs. As pupils move through the school and into the post 16 curriculum, we intend for pupils to develop their understanding of how physical activity can support their physical, social and emotional well-being as well as developing their leadership skills.

Curriculum 2013 states:-

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

2. The School Policy and National Curriculum 2013

The school policy, (also see Autism policy) will meet the requirements of the QCA guidelines, which matches the learning styles and abilities of all pupils. In general, where relevant, all six areas of the P.E. National Curriculum are addressed at a pace and level appropriate to individual needs.

- Gymnastics
- Games
- Dance
- Athletics
- Swimming
- Outdoor and Adventurous Activities
- Health and Fitness

Through teaching P.E. we aim to:-

- To promote an enjoyment of physical activity and a desire to continue this throughout life.
- To develop pupils' self-esteem, self-advocacy, ability to interact, empathise, and engage with a range of people, which promotes their sense of belonging, and a positive outlook on life.
- To maintain and develop existing level of physical fitness mobility and flexibility.
- To encourage pupils to explore and develop their own physical capabilities and encourage the need to persevere in order to achieve success in a physically demanding task and reach their full potential.
- To develop positive attitudes to health, hygiene and fitness.
- To develop good listening and communication skills with the ability to follow instructions.
- To develop an awareness and knowledge of safety factors in themselves and others and an appreciation of safe practice when using equipment.



- To provide regular opportunities for pupils to work on their own and with others, fostering independence, co-operation and competition with an understanding of fair play.
- To develop links with the community which will encourage pupils and their families to continue taking part in physical activity after leaving Amwell View School.

Staff are reminded of the importance of safety in P. E. as part of in-service training and when reviewing the health and safety policy document at the beginning of each academic year.

All activities are risk assessed prior to undertaking and all staff trained in moving and handling and safe practise.

3. Delivery of the curriculum

Within EYFS, pupils are introduced to the six areas of PE; Games, Gymnastics, OAA, Dance, Swimming and Athletics through child initiated learning. Through physical activities including, Music and Movement, Swimming and PE lessons, PMLD pupils are given a range of experiences to encourage fine and gross motor skills, which stimulates each of the senses. As pupils progress through the school, lessons take place in facilities such as the Fitness suite, Hydrotherapy pool, Rebound Therapy room, Sports hall, Dance studio and the outdoor Climbing wall, to develop their fine and gross motor skills, agility, co-ordination, balance and stamina. As pupils secure and master well – known skills, they are given the opportunity to transfer these into different settings through off-site visits. These include competitions, leisure activities, sports and dance festivals as well as developing relationships in the local community.

Modes of delivery may include:-

- Visual presentation
- Practical experience
- Modelling
- Pictorial presentation
- A range of communication media - signs, symbols, augmentative tools
- Auditory presentation
- Multi-sensory experience
- Investigation
- Exploratory play
- Didactic approach

4. Staffing and Resources

Staffing

Overall curriculum responsibility: Alex Cloona

Co-ordinating P.E. i.e. planning and delivery: Alex Cloona & Max Lawrance

Swimming: Amanda Coote

Dance: Amy Gregg and Daisy Gilder



Working to improve community links: Alex Cloona, Max Lawrance, Amy Gregg

Development and Maintenance of Health and Fitness: Alex Cloona, Max Lawrance, Amy Gregg, Amanda Coote, and Daisy Gilder

Delivery at Tonwell site: Inclusive United – Tracy Light and Hannah Coote

Resources

The school has a large sports hall equipped with large and small apparatus. The equipment is annually reviewed and maintained.

The school also has a dance studio equipped with mirrors, lighting and sound system. It offers opportunities to explore cross-curricular links including Drama and English.

The school has its own swimming pool with added sensory features. Opportunities exist for older pupils to progress to deep-water pools within the local area.

The school has a soft play environment.

The school has a sensory room providing pupils with additional sensory needs to access these resources during their PE lessons.

The school has a climbing wall and set of safety harnesses. Staff are trained in its use.

The school has a fitness suite consisting of three treadmills, one rowing machine, one stepper and a BMI machine.

The school has a purpose built Rebound Therapy room.

The school is surrounded by several small playgrounds, some of which contain fixed pieces of fitness equipment and markings for games. An adventure playground consisting of slides, climbing frames and sunken trampolines is also available for lower school pupils.

The school has a sensory walk, which consists of tactile and visual equipment attached to a number of walls.

Students also have access to the Dell where OAA lessons including Orienteering, can be delivered.

The school has access to St Margaretsbury field for Athletics.

The school has the use of four mini buses as well as London Hire to transport pupils to riding stables, parks, swimming pools and additional sports and leisure facilities.

Each class has access to equipment to take out onto the playground and designated lunchtime areas.

Bikes, trundle toys, balls etc. are stored inside sheds adjacent to playgrounds.



5. Cross Curricular Links

The PE curriculum lends itself to many cross-curricular links including Music, Geography, Science, Maths, English and Drama all of which are incorporated into lessons and celebratory events. To extend pupils learning, opportunities are given to young people to assist their peers through modelling skills, setting out equipment and providing praise and feedback, where appropriate.

The PE Department offers a wide range of Extra Curricular activities, which are accessed through lunchtime clubs, after school clubs, Hertford and Ware School Sports Partnership and county level organised events.

6. Assessment

Informal assessment takes place on a continual basis, and teachers use both formative and summative methods of assessment. Formative assessment is conducted throughout every lesson using the “Gold, Silver and Bronze” assessment tool. The Gold, Silver and Bronze lesson outcomes are used as a progressive, formative tool, which is monitored throughout a half term or term block.

This is translated into a summative tool by predicting expected outcomes and comparing these to achieved outcomes at the end of the term.

For data purposes, Gold is represented as 3, Silver 2 and Bronze 1.

A reflective annotation is written on a lesson progress sheet to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Throughout the school P.E. is assessed as part of each individual child's EHCP including expected outcomes which are revised half termly.

The school also uses the B-Squared Assessment Tool (Engagement and Progression Steps) which is documented in our assessment policy.

Assessment for new and Nursery aged children is undertaken by assessing physical skills through the Hertfordshire Baseline Assessment. A further assessment is carried out using the Baseline Assessment for pupils with Severe Learning Difficulties in Hertfordshire.

The use of Tapestry helps teachers to identify the small-step progression of the children, by taking photographs, video and observations. These highlight the progression of individual skills, as they are at the beginning and end of every half term. Once the cycle is complete the use of Tapestry enables parents and teachers to see the progression of each skill from start to finish.

7. Pupils' Presentation and Recording

Pupils work may be presented through:

- Practical experience
- Demonstration



- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal notation
- Computer generated/assisted via 'Communicate in Print'

Achievements may be recorded and celebrated in:-

- EHCP
- Parent/teacher consultations
- Achievement assembly
- The giving of trophies
- Certificates
- Tapestry
- Gold, Silver and Bronze annotated success criteria.

8. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.