



Welcome to Great Gaddesden CE VA Primary School

15/07/2026



Introductions



- Mr M. Beach (Headteacher)
head@greatgaddesden.herts.sch.uk
- Mrs C. Benson (Class Teacher Monday-Thursday)
- Mrs Marshall (Class Teacher on a Friday)
- Mrs Jeffery (Early Years Practitioner)



Other Key People

- Mrs Redman (Office and Pastoral Manager)
Working days: Mon, Tues, Thurs & Fri
admin@greatgaddesden.herts.sch.uk
- Ms Baltera (Finance Assistant)
Working day: Wednesday
finance@greatgaddesden.herts.sch.uk
- Miss Carty (Lower School Senior Teacher)
Working days: Mon-Weds
- Mrs Curtis (SENDCo & Mental Health Lead) *Working day: Tuesday*
senco@greatgaddesden.herts.sch.uk

“Working together, leaders have clarified and built on the school vision. This is at the heart of their work and helps to create a united sense of purpose” Ofsted 2026



Our vision

- Small School - Big Heart - Great Start

**“Treat others exactly as you would like to be treated”
Luke 6:31**

- The 3Be's
Be observant and thoughtful
Be kind and empathetic
Be flexible and reflective
- Value of the month

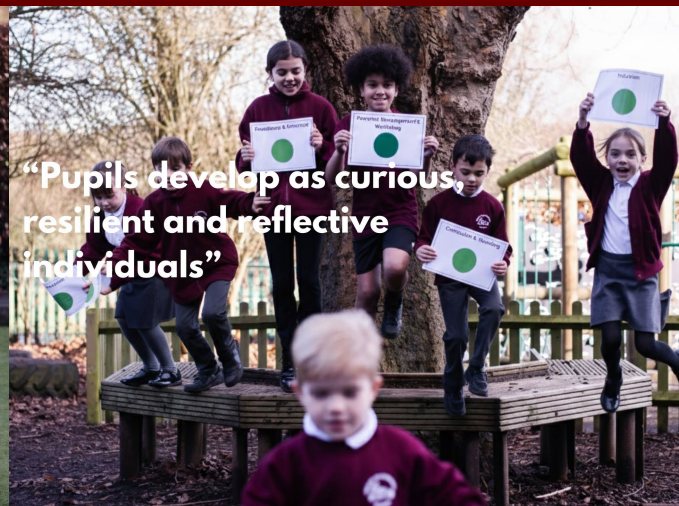
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Great things about Great Gaddesden

- Small class sizes
- Nurturing environment & strong relationship with the Church
- Prioritise experiential learning
- Outdoor environment & Forest School
- Diverse, challenging curriculum
- Recognised for strong practice by Ofsted (2026) & SIAMS (2025)
- Welcoming, engaging environments with a drive to make our school even better
 - EYFS refurbishment
 - KS1 Continuous Provision



Great things about Great Gaddesden



Personal Development & Wellbeing

Early Years

Leadership & Governance

Curriculum & Teaching

Achievement

Behaviour & Attendance

Inclusion



Safeguarding Standards Met

Great things about Great Gaddesden

“Leaders, teachers and support staff work tirelessly to ensure that pupils and parents are known as unique and valued individuals.

“Older pupils flourish through the opportunities they have to lead the pupil community and support their younger peers.”

“A culture of care amplifies the impact of this familiarity. People actively look out for each other, consciously living out the school’s vision.”



Approach to Behaviour

- Positive, relational & educational
- Reflect, repair, restore
- Behaviour Code
- Rewards (Celebration assembly weekly)

“Behaviour around the school is very sensible and kind”.

“Leaders have established and celebrate a culture of positive behaviour” Ofsted 2026

Great Gaddesden CE VA Primary School Behaviour Code		
	Description of behaviours	Praise & Rewards
Prosocial Behaviours	- Being kind, caring and helpful - Living out our mission statement (including the 5Be's and the school values) - Being persistent with learning and having a positive attitude - Being polite, respectful and courteous to all adults and children - Being honest, taking responsibility and being reflective - Being responsive to feedback and working with others collaboratively	- Headteacher awards (for exceptional work) - Mission Ambassador award (living out the school mission statement and 5Be's) - House points - Star Learner and Value Ambassador Award - Marble or Pom Pom jar - Additional playtime - Additional responsibilities and privileges such as time in the Woodland room with a friend, leadership roles - Positive praise and recognition - Weekly celebration assembly
Stage	Description of behaviours	Consequence (some or all) <i>Please note- this is not an exhaustive list but used as a guide</i>
Stage 1	- Be disrespectful to others including not being mindful of personal space - Disturb others during teaching and learning time. - Bringing in items that are not allowed eg. make up, jewellery, toys (unless agreed by the Headteacher) - Not following instructions from an adult	- Remind you about appropriate behaviour. - You will be expected to make up the learning time you have lost during your own time e.g. break/lunch time/at home.
Stage 2	- Continuation of any Stage 1 behaviour - Minor damage property - Behave in an unsafe or inappropriate way including copying others or relating to an inappropriate behaviour - Take property which does not belong to you. - Inappropriately talking to an adult or child - Being dishonest	- A formal warning about your behaviour. - A discussion with a member of staff about your behaviour To write a letter of apology/reflection/cord during your own time (break and/or lunch time), as directed by an adult - Staff to inform parents as appropriate - Staff to record details on CPOMS
Stage 3	- Repetition of Stage 1 and 2 behaviours - Behave in an unsafe or inappropriate way - Be verbally or physically aggressive towards another child or adult - Deliberately damage property or the school environment. - Swear or use discriminatory language or actions - Repeatedly refusing to follow adults instructions	- Staff to speak to your parents about your behaviour - To work in another supervised area within the school - The incident to be reported to a senior member of staff - To spend time with a member of staff in order to consider ways to move forward - A discussion with a member of staff about your behaviour To write a letter of apology/reflection/cord during your own time (break and/or lunch time), as directed by an adult - To write a letter of apology at home, signed by your parents and returned to school the next day - To lose the privilege of attending After School Clubs - An internal exclusion within the school environment - Staff to record details on CPOMS
Stage 4	- Persistent repetition of behaviour of previous stages - Cause serious emotional or physical hurt to another child or adult - Cause significant damage of property or school environment - Behave in a way, which is highly inappropriate or causes offence to others - Behave in a way which is dangerous to yourself or others - Engage in bullying behaviour of any type	- Staff to contact your parents immediately. - Any of the consequences described - Any of these incidents may result in a suspension (at the discretion of the Head teacher) depending on the nature and context of the incident.
Stage 5	- Persistent repetition of behaviour of previous stages - Commit a serious one off incident that compromises the safety and wellbeing of children and staff - Fabricating allegations	- You may be suspended - You may be permanently excluded All suspensions and decisions to permanently exclude are at the discretion of the Headteacher.

Our Curriculum ambitions for Early Years



1. For all children to be confident and competent early readers.
2. For all children to be able to recognise, write their name and form simple sentences
3. For all children to be able to treat others how they would wish to be treated by showing care and empathy in line with our school vision.
4. For all children to be able to communicate effectively in a multitude of ways, including through music and performance.
5. For all children to be able to play together, finding ways to disagree well.
6. For all children to be able to develop a sense of spirituality, having a relationship with the natural world and knowing how things develop and grow around them.
7. For all children to know how they can grow to be safe and healthy.
8. For all children to know how to be independent in caring for themselves including personal care.
9. For all children to combine different movements, develop overall body strength, balance, coordination and agility
10. For all children to have secured letter and number formation and use these in a written or number sentence

For each of these strands, learning activities and outcomes are planned throughout the curriculum so that the children are able to build their skills towards cumulative endpoints

Great Gaddesden
Church of England (VA) Primary
School



Early Years Curriculum Ambitions

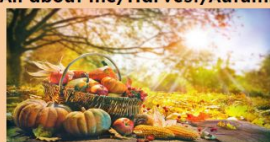
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Sharing our curriculum with parents

- Annual overview
- Half termly overviews
- Flexibility to follow the children's unique interests

Great Gaddesden Church of England (VA) Primary School Early Years Autumn 1 Curriculum Overview

NB: Our curriculum is flexible to allow for the children's interests and fascinations and to be able to respond to the children's different needs.

Communication and Language	Physical Development	Personal, Social and Emotional Development
We will explore imaginary and real life stories linked with our topic and information books will also be used to develop the topic. Through the topic, children will be encouraged to develop their speaking and listening skills, including following instructions. The children will develop their vocabulary through exploring language relating to their senses.	Linking with our topic and art activities, children will develop fine motor skills through cutting, using chalk, pencils and pens. In PE, children will have an introduction to PE skills in which they will develop body and spatial awareness, and different ways of travelling and moving. They will learn to use play equipment safely and to work cooperatively and play a game as a group.	With support, the children will separate from their carer with confidence and be settled in their environment. They will develop confidence and independence when working. The children will be introduced to the Zones of Regulation to learn to recognise emotions in themselves and others. In Jigsaw PSHE, children will learn about how friends can be similar to themselves and different; how to use gentle hands when playing and how to make school a fun place for everyone to learn successfully.
Mathematics	All about me/Harvest/Autumn	Literacy
Through play, stories and other activities the children will develop their awareness of number in the world around them, developing noticing (say what you can see) and introducing subitising skills. They will be presented with simple numerical problems to solve, for example how many children have brown hair. Through the White Rose scheme, the children will also look at patterns, matching and sorting objects and comparing mass, size, capacity.		Reading and writing skills will be developed through the teaching of Little Wandle Phonics and used within their play and other activities in the classroom. Early writing will be encouraged and developed in a variety of situations and contexts.
Understanding of the World	Expressive Arts & Design	
The children will think about celebrations in our lives and in the lives of others, through birthdays and the features of other celebrations. The children will also consider religious festivals which take place in the Autumn term for example the blessing of the school and the Harvest festival. The children will consider how they have developed from a baby into a small child and differentiate between past and present. They will explore what they can do now that they couldn't when they were a baby - thinking about their health and safety. They will use role play to explore daily routines of looking after a baby. They will possibly think about their futures, what they will look like, and consider possible job prospects!	The children will experience making representations of themselves, using and exploring colour and collage materials and select appropriate colours in their art work. Linking with senses, the children will make feely boxes to explore textures and additives to paint and playdough to create texture. Children will plan role play activities and develop themed areas. Linking the topic on hearing, children will explore how different musical instruments make sounds. Singing, clapping rhythms and movement to different types of music is explored in various ways including using resources from Sing Up.	
Trips/Enrichment		
Harvest Festival (23rd October), Visiting athlete, Forest school session		

Learning in EYFS



Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Prime Areas of Learning

Personal, Social and Emotional

Communication and Language

Physical Development

Specific Areas of Learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

How will my child learn?

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.





What a day typically looks like

Reception (adapted for Nursery children)

- Collective worship
- Busy fingers & self registration
- Phonics
- Maths
- Topic input
- Group reading
- Child initiated learning x2 sessions with free flow
- Daily timetable, weather, day ahead etc
- Rolling snack
- Active learning eg. disco dough

Reading



- Phonics is taught daily.
- Library books- your child will regularly visit the school library and take a new book home each week.
- Reading books- after half term we will give your child a reading book each week. Their book will match their reading level and will be for enjoyment. We will regularly read with your child at school, as well as share stories in small groups or as a whole class.
- It is vital that you support your child with reading at home.



Assessment

- **Reception baseline** (during first 6 weeks) and is a statutory requirement
- No pass mark or score and supports the school to measure progress from starting points
- **The Early Years Profile (end of Reception)**
- Evaluates children's development at the end of their reception year, typically when they turn five
- The EYFS Profile assesses children against 17 Early Learning Goals (ELGs), which are grouped into seven areas of learning:
- To reach a Good Level of Development (GLD), children must reach the expected standard in:
Prime Areas: Communication & Language, PSED, Physical Development
Specific areas: Literacy & Maths -

How will I know how my child is progressing?

- Updates on Tapestry
- Parents Evenings (Autumn & Spring Term)
- General updates (drop off and pick up)
- End of Year Report

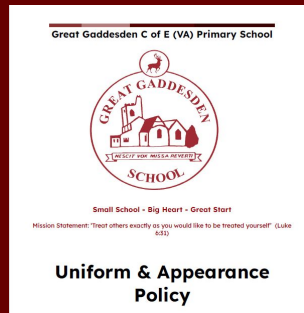


Parent Partnership & Communication

- Weekly newsletter & Update emailed
- Arbor Parent Portal
- Termly Parent Forum
- Parent Cafe, Tea & Talk and Coffee Mornings
- Annual parent survey
- Open afternoon's & Workshops eg. Phonics



Uniform



Description of uniform (Early Years):

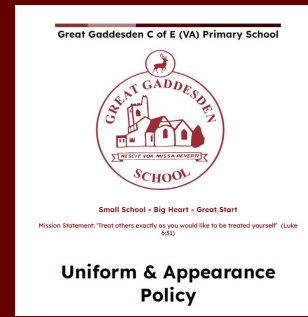
Winter uniform:

- School sweatshirt, cardigan with school crest or Great Gaddesden School fleece (on PE days, the children can wear the midlayer with school burgundy PE t-shirt)
- White school polo shirt
- Black joggers
- Black trainers (including the sole)

Summer Uniform:

During the summer term, the children may wear the summer dresses on days the children do not have PE. However, please ensure that black trainers are worn.

Uniform



- Please ensure everything is named!
- Spare clothes (we will be asking for PE bag donations as these are no longer needed for spare clothes to go on pegs)
- Wellies
- Hair below shoulders must be tied up
- Water bottle daily
- Large collection of pre loved uniform at the Church



Drop off & Pick up

Reception

- Start time : 8:40 a.m
- **Arrival** : You are welcome to walk through the school playground and drop your child at the EYFS gate, where a member of staff will meet and greet you both.
- **Please share any relevant information with staff, which is shared in the EYFS communication book.** e.g another person picking up, bad nights sleep, house move
- ****We cannot let your child go with another adult if we do not permission****
- Children put away bags, coats, water bottles etc themselves to promote independence.
- **Pick up** : 3:10 p.m. Parents walk through gate leading to the school playground to collect your child from EYFS gate. Children will be dismissed to the adult, one at a time.

Drop off & Pick up



Nursery

- **Start time:** 8:40 a.m (all children)

- **Pick up:**

15 hours 11:45am (from the main office)

30 hours 2:45pm (from the main office)

We do offer the option to increase to 3:15pm (£3.50 per day)

For 15 hours children, we offer the option to stay for lunch club (11:45-1:00) at the price of £5 (school dinners are an additional charge on top of this) & self funded option for afternoon's

Lunches



- HCL Menu shared termly and update in newsletter
- Children in Reception upwards meals are part of UFSM
- Options chosen each morning
- Range of hot and cold options
- **No** nuts

Wrap Around Care



Breakfast club

- Monday-Friday 8-8:40 (Reception-Year 6) £4.50 per day

After school club

- Monday-Thursday 3:15-4:30pm (Nursery-Year 6) £6.50
- Monday-Thursday 3:15-5:00pm (Reception-Year 6) £7.50

Arbor payments



- We are a prepayment school
- Please ensure accounts are topped up before using a service
- There is a maximum of -£25 debt allowed for emergencies
- We accept tax free childcare payments and the school will credit Arbor accounts (this is only for wrap around and not trips)
- All other payments paid via Arbor
- Rolling snack contribution: £5 per term (in addition to fruit) added to Arbor



Medical Needs

- Any medical needs must be reported to the school **before** your child starts
- If your child has more complex medical needs a Health Care Plan will be developed with you by the Office and Pastoral Manager
- Parents must ensure medication is kept in date, in stock etc and pharmacy administration labels should be on medication as well as supporting paperwork from the school office
- All medication **must** come to the school office
- We are a **no nut** school

SEND



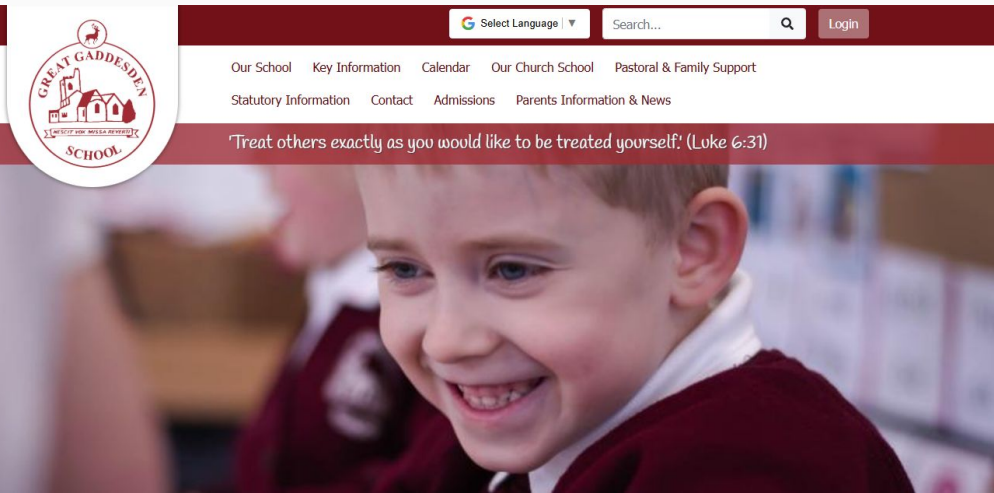
- If you feel your child has or you have concerns about your child's needs or development, please ensure the school is aware.
- If your child attends a setting currently, a handover will take place including adjustments required.
- Mrs Curtis is our SENDCo and appointments can be arranged
- Tea and Talk with the SENDCo on 21st July at 9am
- Pupils on the SEND register will have a termly Support Plan Review

Mrs Curtis: senco@greatgaddesden.herts.sch.uk

Working day: Tuesday each week

Questions

- What questions do you have?
- Please have a look through our website for more information and our policies and procedures



[Great Gaddesden Church
of England Primary
School - Home](#)