

‘Together we aspire, together we achieve.’

Mission Statement

We aim for all members of the Golden Grove community to live with positive values and behaviours, and have the aspiration, confidence and skills to become informed and creative citizens of Wales and the World.

Golden Grove Community School is a school where individuals are valued and helped to achieve their personal best. Children are supported in becoming confident and independent young people, who thrive on challenge, and are motivated to learn. All schools have their own distinctive ‘feel’ which makes each one unique. We believe that the ‘special feel’ at Golden Grove is to do with our caring and friendly atmosphere.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for the children in our care. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life.

The excellent start begins in Nursery and continues through the school with staff providing a happy, supportive and purposeful environment, and a curriculum that excites and stimulates children’s imaginations and creative thinking. Frequent trips and visits, community activities and a wide range of after-school clubs further add to the opportunities available to children.

Up until the end of the Summer Term 2024, we have been a designated dual stream school with 4 Welsh Classes and 10 English Classes and 389 pupils. From 1st September 2024, we have been an English Stream School only of approx. 250 pupils.
Golden Grove Day Care was opened at the start of the Autumn Term 2024 to provide wraparound provision for 2 to 4-year-olds for up to 60 pupils, as well as after school provision for 2 to 11-year-olds.
Most pupils are of White British heritage. A very few pupils speak English as an additional language. A very few pupils speak Welsh at home. Our school diversity has changed in recent years with increased levels of EAL and ethnic diversity.

The New Curriculum sets out expectations or all pupils to develop as ambitious, capable and confident learners who can communicate effectively using Welsh and English. At Ysgol Gelli Aur/ Golden Grove School, we strive to develop and promote the Welsh Language through a variety of contexts.

Welsh is taught as a second language where staff and pupils are encouraged to use Welsh as part of their everyday language in school. We aim to develop the use of the language and to provide a relevant context for the teaching of it. Children are also encouraged to be proud of their Welsh heritage and to respect the cultural identity of all children in school. Our Criw Cymraeg play a vital role in the development of a Welsh ethos within the school.

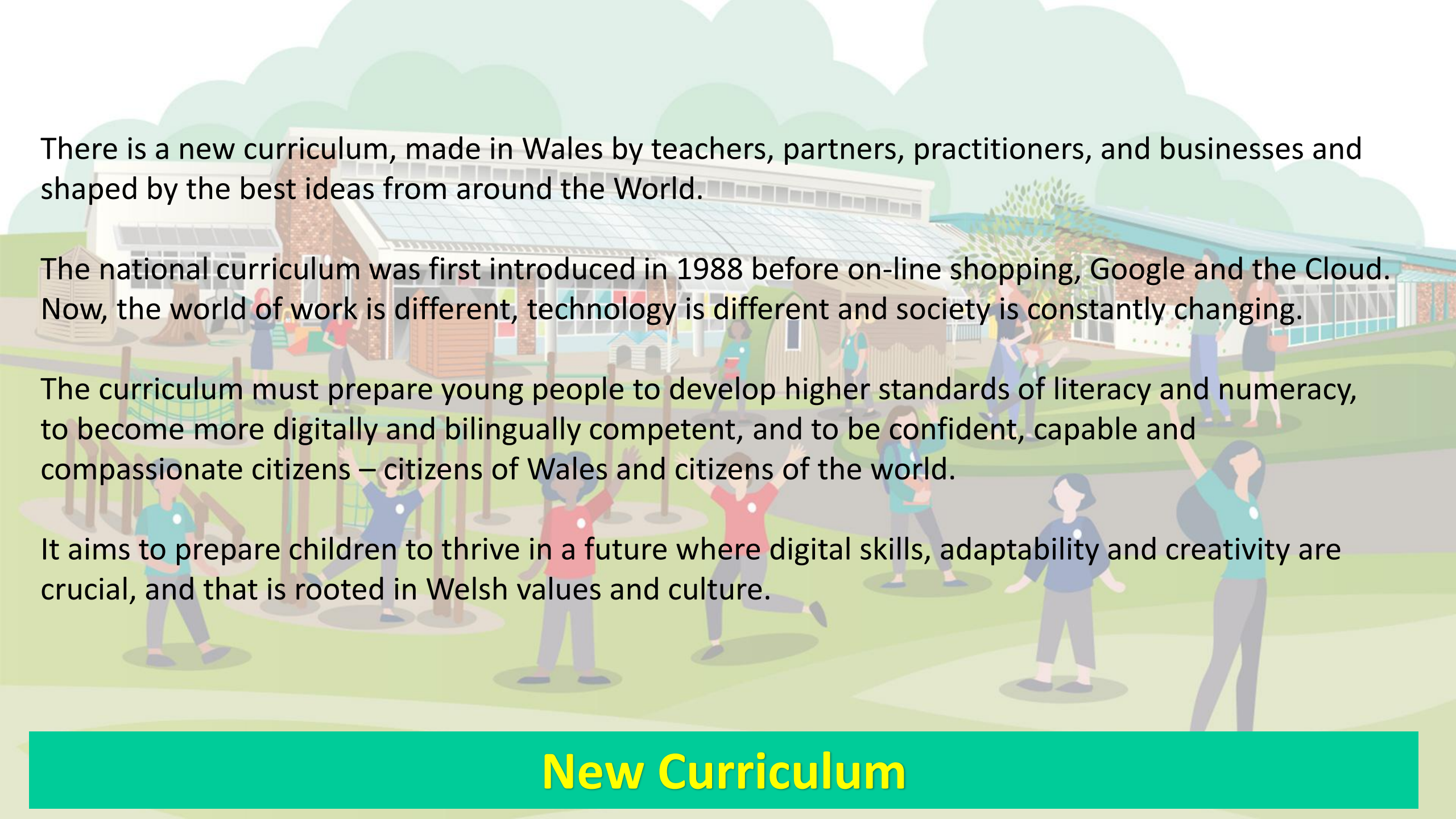
Siarter Iaith (Welsh Language Charter) is a national framework for schools to increase learners' use of Welsh and develop their confidence in the language. It supports opportunities for learners to speak Welsh in a variety of contexts and embed their use of Welsh language patterns from an early age.

Bilingualism



- Create a safe, happy and engaging environment for all.
- Promote equality, opportunity and respect for everyone, irrespective of belief, race and gender.
- Work closely with parents and carers.
- Develop an appreciation of the heritage and history of Pembroke, Pembrokeshire and Wales.
- Develop bilingualism, using the language throughout the day.
- Develop the new Curriculum for Wales which is driven by the Four Core Purposes.
- Develop children's love of learning – creating lifelong, ambitious and independent learners.
- Encourage each child to reach their full potential and be the best thy can be.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency, enabling each child to experience achievement at all levels.
- Develop imagination and creativity by offering a wide range of authentic learning experiences.

Our School Aims



There is a new curriculum, made in Wales by teachers, partners, practitioners, and businesses and shaped by the best ideas from around the World.

The national curriculum was first introduced in 1988 before on-line shopping, Google and the Cloud. Now, the world of work is different, technology is different and society is constantly changing.

The curriculum must prepare young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world.

It aims to prepare children to thrive in a future where digital skills, adaptability and creativity are crucial, and that is rooted in Welsh values and culture.

New Curriculum

The statements of what matters:
Our curriculum will provide opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of what matters.

The curriculum framework includes the six areas of learning and experience (AoLEs)

- Languages, Literacy & Communication
- Mathematics and Numeracy
- Science and Technology
- Humanities
- Health & Well-being
- Expressive Arts

Alongside these six areas, teachers will plan for cross-curricular opportunities and experiences, including Literacy, Numeracy and Digital Competence.

We will teach all learners about Religion, Values and Ethics (RVE) and Relationship and Sexuality education (RSE) in a consistent and developmentally appropriate way.



Cross curricular skills

Our curriculum will develop the mandatory cross-curricular skills of literacy, numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and to extend and apply them across all Areas.

Learners will be given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

Cross-curricular links

Digital competence refers to the development of skills and knowledge in the use of modern technology and systems. It’s more necessary for today’s young learners to be confident and aware of the digital world. These developed skills will be essential and transferable to the children’s future as well as their work life.

Digital approaches to their school work can enhance children’s learning by, for example, creating a chart or graph to strengthen their mathematical and numeracy knowledge. As the children progress and develop their skills, they will be able to use more complex processes, techniques and systems to problem-solve, show research or present data.

The DCF area of learning will greatly develop safe behaviour in the digital and online world. It also helps to point out the impact of daily use of the technology on health and wellbeing, especially on mental and emotional health.
Technology is always developing and changing, so it's just as important for our school and its children to keep up with the current digital landscape. What children are using, how it's accessed and its impact. Covering these topics in supervised school settings will help children to discover the digital landscape and how it can work for them, as well as developing the skills to be a responsible digital citizen.

Digital Competence



Numeracy

Numeracy across the curriculum is at the core of our planning. We provide pupils with authentic and engaging learning opportunities which enable them to apply their mathematical skills independently and purposefully.

Literacy

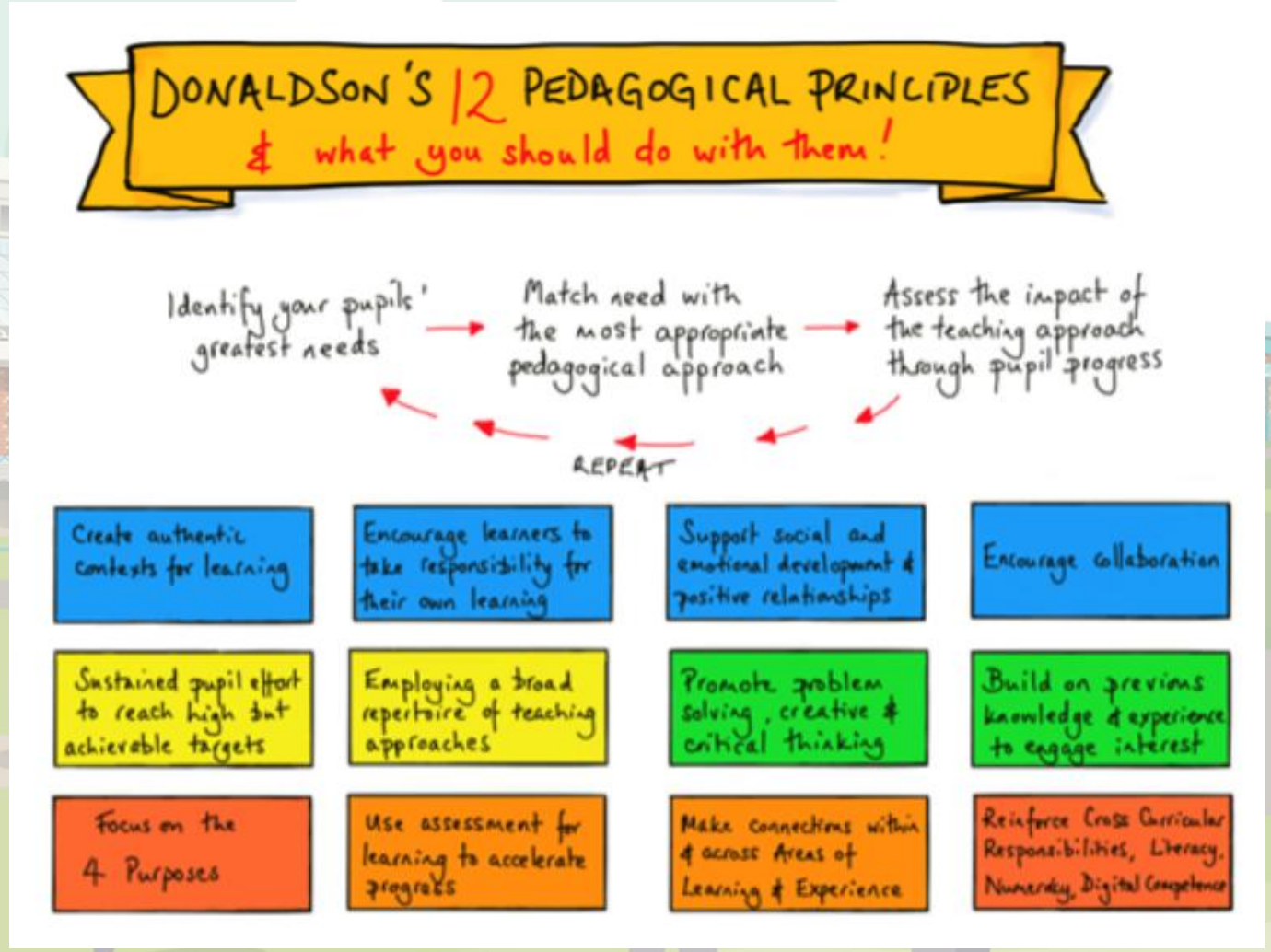
Literacy skills are developed through all areas of learning and experience.
Literacy helps learners to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships.

Literacy and Numeracy Framework

12 Pedagogical Principles:

How pupils learn is as important as what they learn. Our curriculum is broad and balanced, offering children many exciting and wonderful learning experiences to develop their spiritual, social, creative, linguistic, mathematical, scientific and technological knowledge and skills.

Our teachers promote learning through a range of approaches, some of which are outlined in the 12 pedagogical principles.

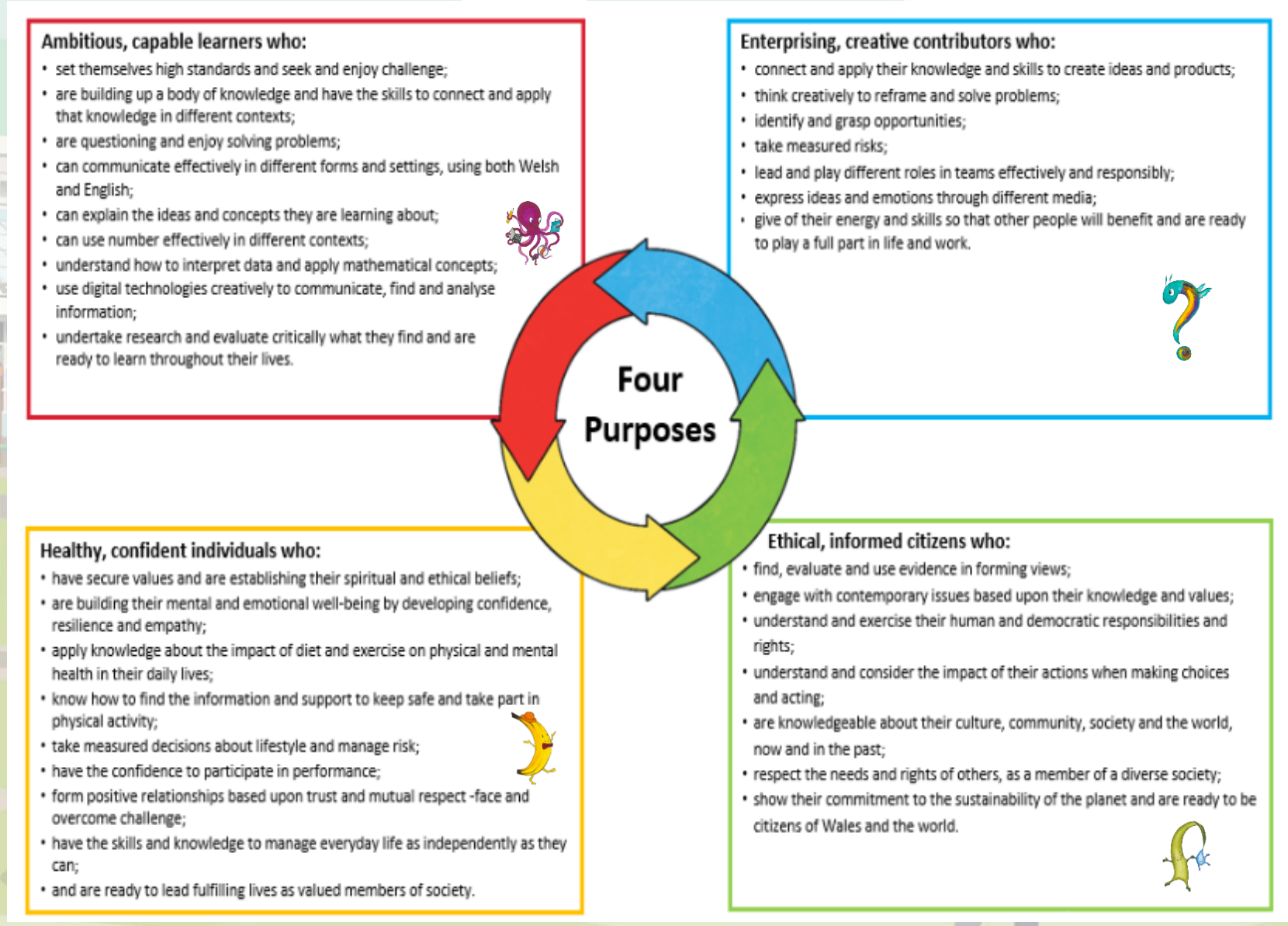


Pedagogy

The four purposes are the starting point and aspiration for our school curriculum design. Our school aims to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

These 4 key components which underpin our curriculum design and pedagogy.



The Four Purposes

Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles.
Our curriculum, supported by effective teaching and learning, enables learners to make meaningful progress. Over time our learners will develop and improve their skills and knowledge. Assessment will be embedded as an intrinsic part of learning and teaching, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning. The overarching purpose of assessment is to support every learner to make progress. When planning and delivering learning experiences, there are three main roles played by assessment in supporting learner progression.

Supporting individual learners on an ongoing, day to day basis - Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning.

Identifying, capturing and reflecting on individual learner progress over time - Assessment should support practitioners in identifying the progress being made by an individual learner, recording this where appropriate, to understand their journey over different periods of time and in a variety of ways, in order to ensure there is progression.

Understanding group progress in order to reflect on practice - Assessment should also enable practitioners and leaders within the school to understand whether different groups of learners are making expected progress. This should be used to identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met.

Learning, Progression and Assessment

At Golden Grove School, our curriculum is firmly rooted in the Curriculum for Wales, providing all learners with engaging, ambitious and meaningful learning experiences that support them to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Our curriculum is broad, balanced and inclusive, encompassing the six Areas of Learning and Experience and the three cross-curricular responsibilities of literacy, numeracy and digital competence. We believe that every child should have the opportunity to develop the knowledge, skills and experiences needed to reach their full potential and become lifelong learners.

Ianto Iach



Ethi and Cal



Abl Arwen



Creative Coral



Primary Knowledge Curriculum Cymru

To support the delivery of our Curriculum for Wales, we work in partnership with schools across Pembrokeshire through PKC Cymru (Primary Knowledge Curriculum Cymru). PKC Cymru is a knowledge-rich curriculum framework that has been developed collaboratively by schools to ensure that learning is carefully planned, sequenced and builds progressively year on year. It is fully aligned with the Curriculum for Wales and places the Four Purposes and the Statements of What Matters at the heart of curriculum design.

Through PKC Cymru, children develop a secure understanding of important knowledge, concepts and skills across the curriculum, enabling them to make connections in their learning, think critically and apply their knowledge in a range of meaningful contexts. The curriculum places a strong emphasis on developing pupils' understanding of their cynefin by helping them learn about their local area, Welsh heritage, culture and identity, while also exploring their place within the wider world.

Our curriculum combines high expectations, engaging learning experiences, outdoor learning, authentic enquiry and strong community links to ensure that every child is supported to succeed and flourish. Through this approach, we aim to inspire children to be curious, knowledgeable and confident learners who are fully prepared for their future lives in Wales and beyond.

Primary Knowledge Curriculum Cymru

Castles



Years 3 and 4

Dragons



Years 1 and 2

Oaks



Years 5 and 6

Puffins



Early Years

The emotional health and well-being of our pupils is central to all at Golden Grove. We have a whole school approach with EHWB being central to our daily practice, and pedagogy being explicitly taught and planned for through direct teaching tasks and independent learning challenges.

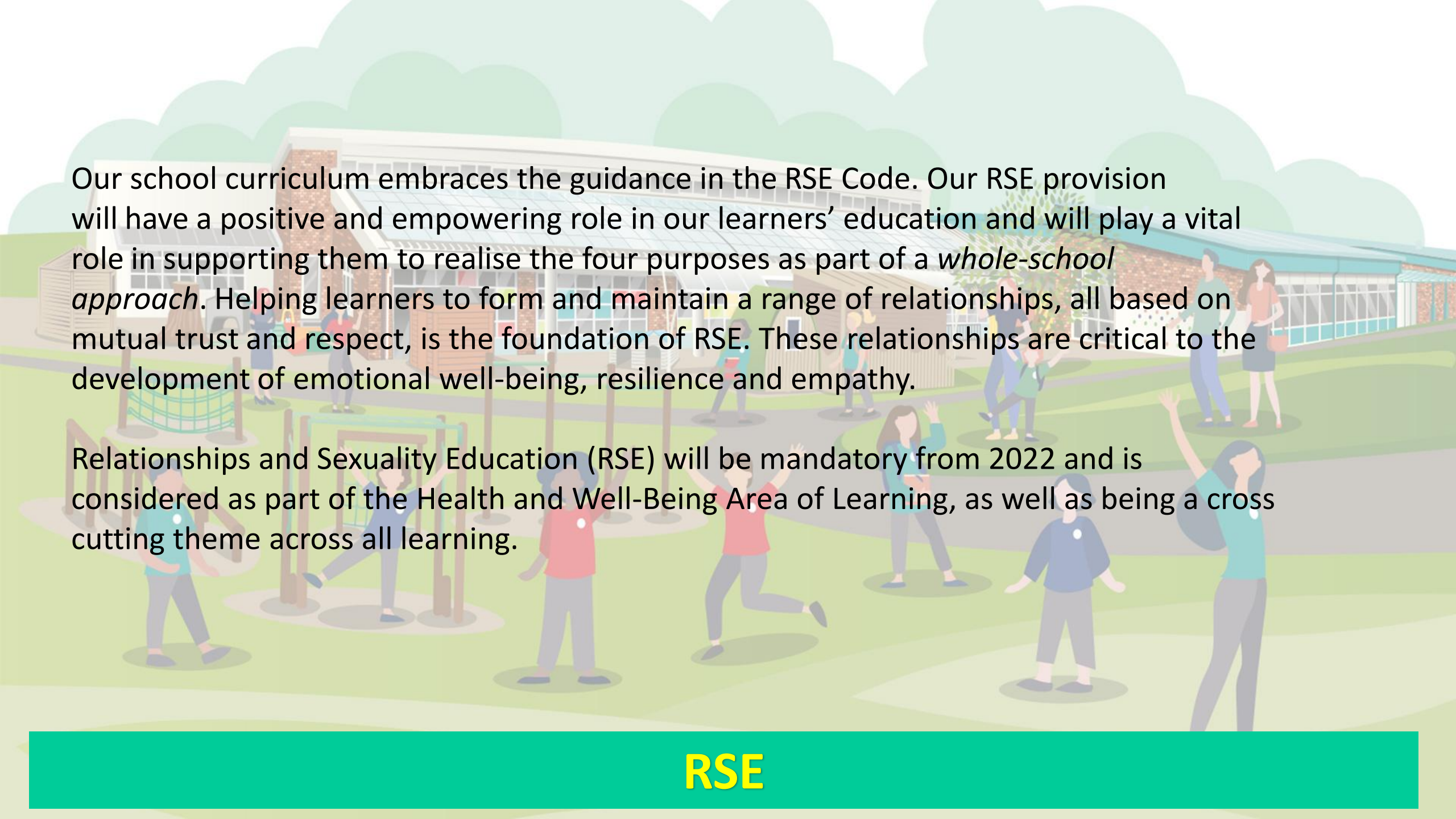
We know that positive well-being is central to learning and lifelong success and that anyone can experience challenges along their journey. Therefore, we have bespoke, increasing and tailored support to suit children and families, when needed.

ALN - Our Inclusive Curriculum

Our curriculum will raise the aspirations for all our groups of learners. As a school, we have considered how all learners will be supported to realise the four purposes and to progress. We have considered our ALN provision and how we will meet the needs of different groups of learners.



Emotional Health and Well-being

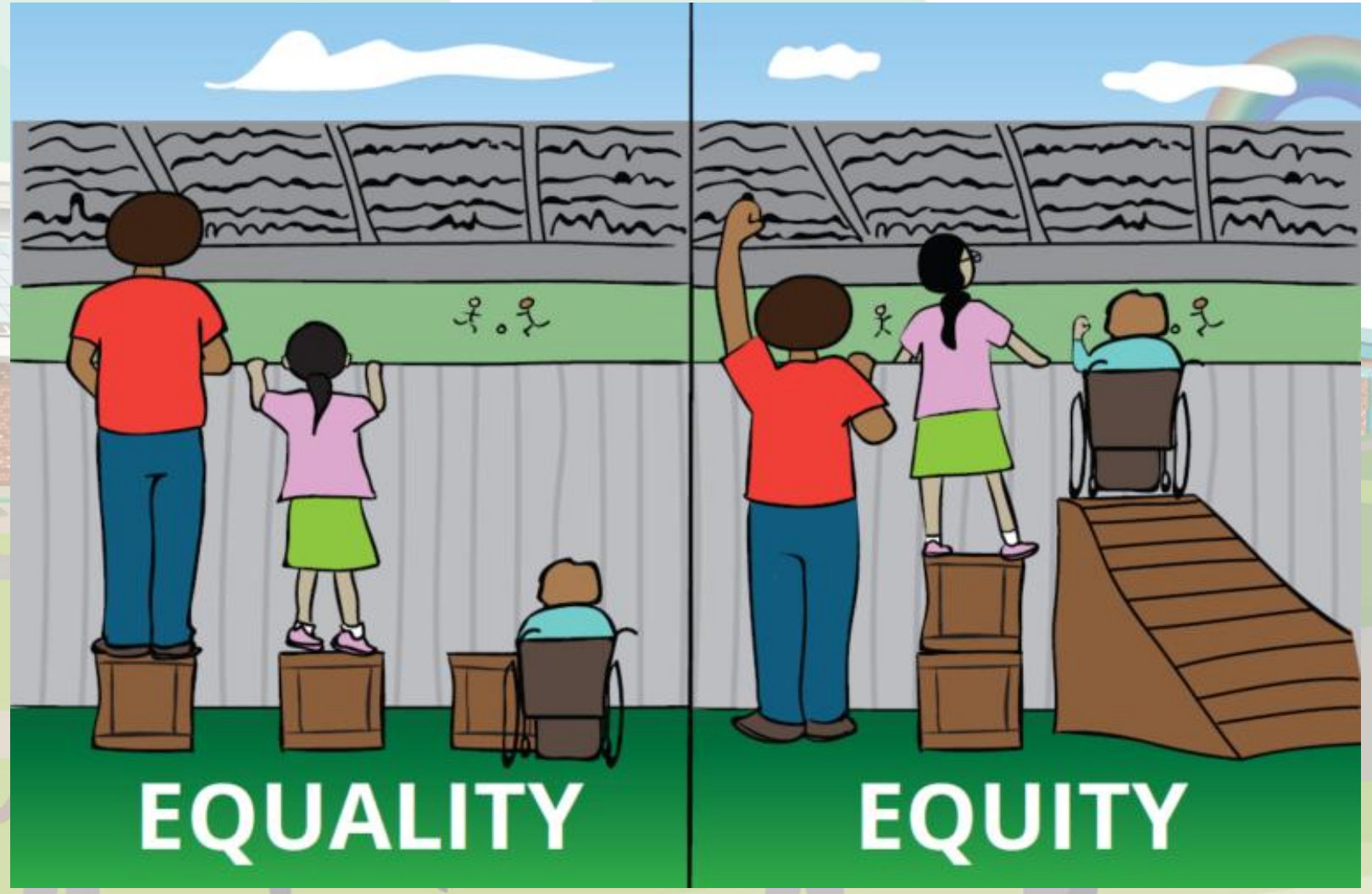


Our school curriculum embraces the guidance in the RSE Code. Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

Relationships and Sexuality Education (RSE) will be mandatory from 2022 and is considered as part of the Health and Well-Being Area of Learning, as well as being a cross cutting theme across all learning.

RSE

At Golden Grove School, we are committed to ensuring equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.



Equal Opportunities

We saw the obvious relevance of Empathy Lab's programme to the new Curriculum for Wales and for us as a school. Its vision is driven by Four Purposes, one of which states, 'All our…young people will be healthy, confident individuals who are building their mental and emotional wellbeing by developing confidence, resilience and empathy.' The new curriculum is organised into six Areas of Learning Experience (AoLE). Empathy is referenced in five of these. Particularly relevant is the statement: 'literature has significant potential to support learners' empathy, mental health and emotional well-being'. The curriculum's cross-cutting theme of diversity highlights 'being aware of the characteristics of others and treating others with compassion, empathy, understanding and equity, regardless of those characteristics'.



Pupils from Golden Grove School with their Empathy Resolutions on 10 June 2021, Empathy Day.

Empathy Lab's previous work has found that a systematic empathy focus helps increase pupils' enjoyment of reading, which research shows is a vital factor in both their literacy progress and life outcomes. A few factors come into play:

- An emphasis on characters and feelings increases pupils' emotional connection with the text
- With empathy in mind, teachers aim to understand children's reading experiences and preferences as part of a wider emphasis on empathy towards the whole child
- The programme uses fun, creative activities to engage a broad range of pupils
- A focus on books that inspire child-led social action. Themes such as refugees or empathy for the earth helps children see a purpose to their reading
- Teachers are supported to increase their confidence in choosing suitable books, using Empathy Lab's criteria for empathy-rich texts.

Empathy Lab

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16.
There is **no parental right** to request that a child is withdrawn from RVE in the Curriculum for Wales
As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum will reflect this guidance.



The school has recently bought into the 'Discovery RE' scheme as we felt this was the perfect fit for our school. The Discovery RE scheme contains detailed plans for children from Nursery to Year 6, covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. An owl crew has been established to hold assemblies on different religious ceremonies and festivals that take place throughout the year, to create a whole school understanding of world religion and beliefs and to encourage all pupils to see links with real world events. The aim is to explore and reflect on a variety of religions and non-religious beliefs through "Big Questions" and to provide children with opportunities to engage in age-appropriate religious stories and daily worships.

RVE

Our curriculum aims to provide all pupils with the opportunity to access Music in a range of forms. All pupils are taught musical skills through an online resource within their classroom where they can listen and respond to different genres of music. Regular opportunities for performing are also planned for.



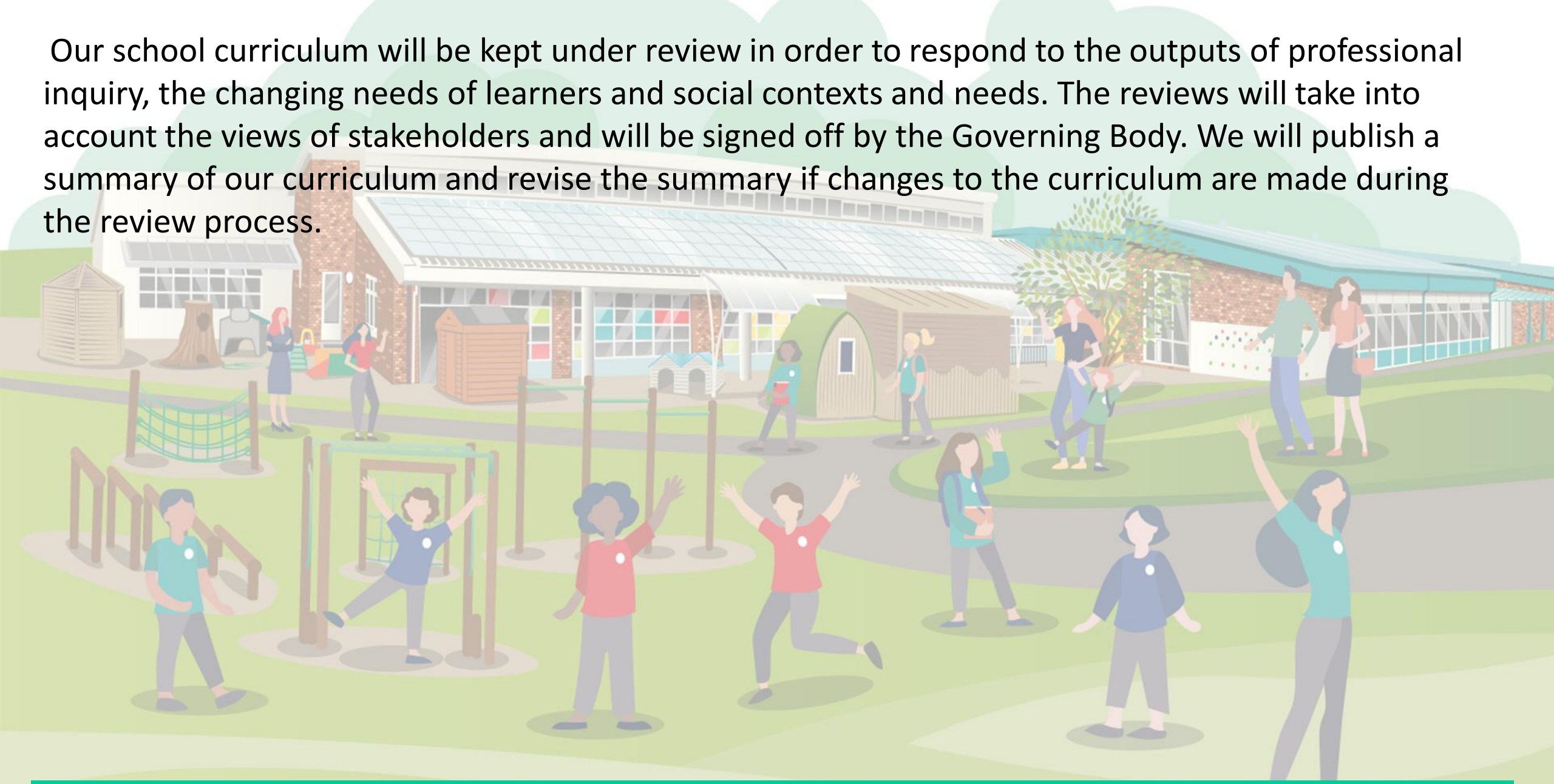
A peripatetic teacher helps to provide additional experiences for learners.
Mrs Whitehurst: String/ Woodwind (individual lessons)



All pupils are encouraged to perform to an audience. They are given the chance to share their skills during informal performances in front of their peers as well as more formal situations, including Musical Assemblies and the school's Summer Bonanza.

Music for All

Our school curriculum will be kept under review in order to respond to the outputs of professional inquiry, the changing needs of learners and social contexts and needs. The reviews will take into account the views of stakeholders and will be signed off by the Governing Body. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.



Review and Refinement

Our school has years of history, all of which is underpinned by a strong community ethos. This is “Cynefin”, a Welsh word that cannot be directly translated into English but means a place of multiple belongings. We have all heard the African proverb “it takes a village to raise a child”. As the adult community that surrounds our children, we all have the responsibility to ensure that we build aspirations, ambition, and positivity in our learners. It is vital that our learners’ experiences are grounded in an understanding of their identities and their world to form their cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of the diversity of others’ and make connections with people, places and histories elsewhere in Wales and across the world. We are fortunate to have a great community of pupils, parents, staff, governors and beyond. We work together, striving to give our children cynefin, so that they feel that they really do belong.

Cynefin

The physical and emotional learning environment at Golden Grove reinforces our commitment to high standards and the drive to continually raise achievement. The learning environment is a means of adding greater depth and breadth to pupils' learning as well as playing an important role in supporting the well-being of our learners. It raises self-esteem, celebrates what we do and encourages pride in the classroom and school.



Our Learning Environment