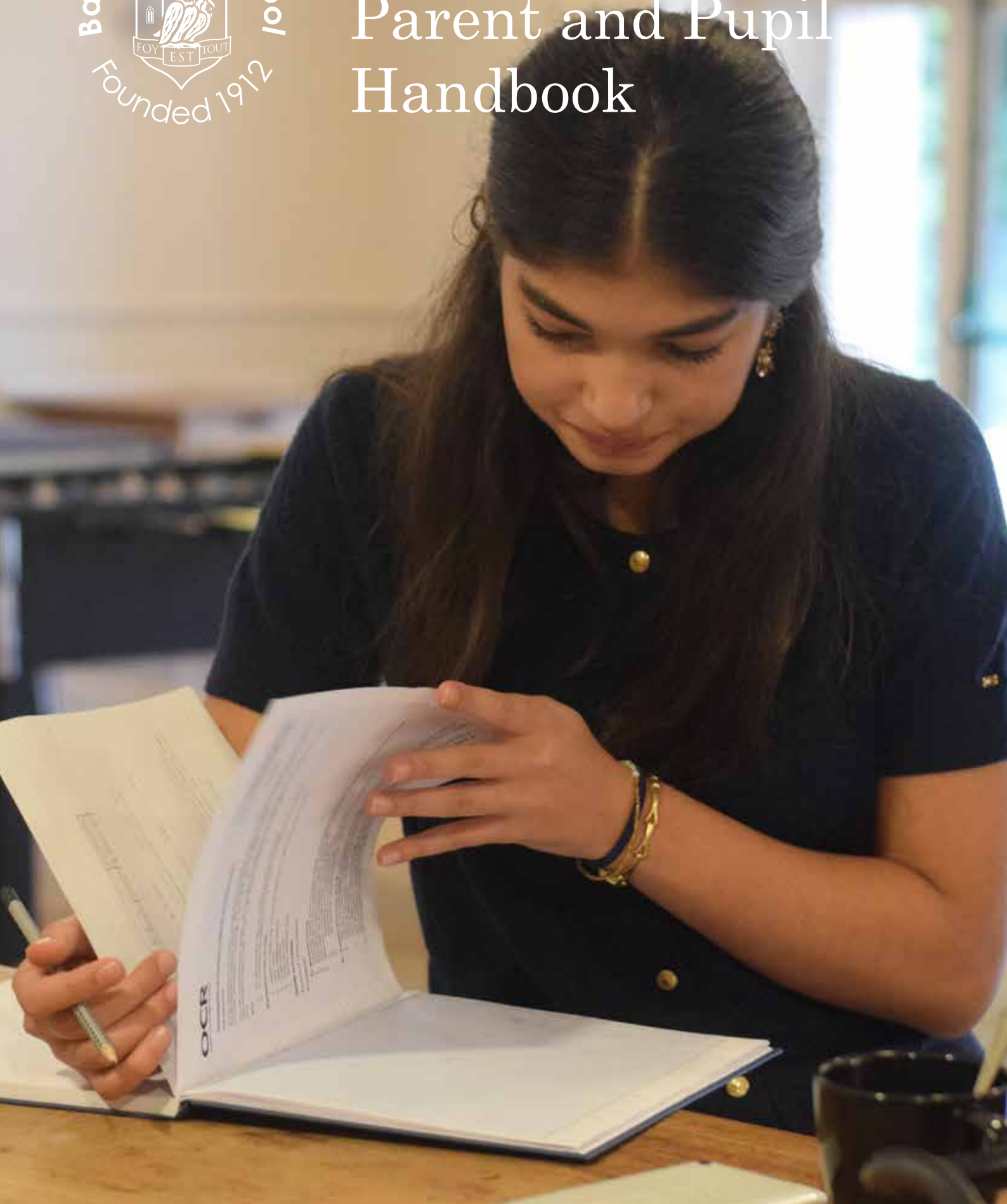




Battle Abbey School Parent and Pupil Handbook



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Headteacher's welcome to new pupils



I would like to welcome you to our School - I am delighted that you are joining us.

This booklet contains information that will prepare you for your arrival. It is intended as a guide but assistance is always available from members of the School community – your Form Tutor, Head of Year, Welfare team, Head of Boarding, Deputy Head, myself or indeed any other member of staff at the Abbey. Please ask if you are ever in doubt. The booklet also contains guidelines that constitute the School Code of Conduct and these are designed for your safety and well-being. I expect you to behave with common sense and with consideration and respect to others at all times.

A broad, interesting and enriching academic education is offered at the Abbey. Although celebrated for our academic results, the wealth of extra-curricular activities and enrichment available at the Abbey is just as important a factor in the development of diligent, conscientious and courteous young adults who leave us at the end of their Abbey experience. Former pupils speak very fondly of their time with us and often tell me that the friendships they made at Battle Abbey last throughout their lives.

On behalf of all at Battle Abbey, I trust you will enjoy your time with us and I encourage you to make the most of the opportunities we offer.

Hannah Blake - Headteacher



History of the School

The attractive town of Battle gets its name from the Battle of Hastings, which was fought between Harold, the Saxon King and William the Conqueror in 1066. This battle was so significant that it changed the course of English history. The town grew up around the Abbey of St Martin which was built by William the Conqueror after the battle. Battle Abbey was built between 1070 and 1094 and the high altar is believed to have been placed on the spot where Harold fell.

The Abbot's house was built in the thirteenth century, whilst a monastery grew up around the church. A substantial part of the main school building originates from that time, with the most modern additions from the 16th Century. At the time of the Reformation, many of the Abbey buildings were destroyed but the Abbot's house passed into private hands where it stayed until 1922 when St. Etheldreda's School from Bexhill, took over the property. Generations of pupils have since experienced a sense of privilege at being educated in such majestic surroundings.

In 1989 the all-girls Battle Abbey school merged with Glengorse, a local prep school and, becoming coeducational, accepted pupils from kindergarten to university age. In 1995, following a merger with Charters Ancaster School, Battle Abbey transferred its Prep School to a new site in Bexhill. Playing fields, an astro turf pitch and a magnificent indoor swimming pool were also added to the facilities.

In 2015, Battle Abbey School bought a former museum on Battle High Street and renamed it Martlet House. The building occupies over 8,000 square feet of space in central Battle and allows Battle Abbey School to cater for increased demand for Sixth Form places. The former exhibition rooms have been converted to provide extra classrooms, a conference facility, fitness studio, and café area for use by Sixth Form pupils. As part of a general programme of expansion, the School having also purchased a large detached house on Hastings Road - now our Marylands Boarding facility.

In September 2018 Battle Abbey opened a brand new purpose built Nursery in the grounds of the Prep School. The new facility; The Mulberry, is the school's Home of Early Years, hosting a Baby Room allowing children's journeys through the school to start at just three months of age. At this time we also added a dedicated STEAM (Science, Technology, Engineering, Art and Maths) Room to the Prep School, and an Engineering Hub to the Senior School to support our rapidly growing reputation in Maths and Engineering.

In September 2025, we opened a new, state-of-the-art, boarding facility at Leeford Lodge. Converted from a former hotel, nestled in the beautiful Sussex countryside, a three-minute drive from the Abbey, Leeford Lodge is the ideal home from home for any boarding pupil. With well-appointed bedrooms, each with an en-suite, and numerous social and study areas, Leeford Lodge builds on our century of boarding tradition by providing something contemporary in outlook.

Aims and Ethos

We are a small family school with high quality pastoral care and sensitive discipline, accompanied by strong academic results, focusing on the importance of each individual child.

Specific aims are:

- To continue to inspire pupils to aim for excellence in all that they undertake and to acknowledge and reward the achievements of each individual according to his/her aptitudes and interests.
- To promote balanced social development through warm and sensitive pastoral care within our disciplined day and boarding community.
- To prepare pupils for life after school by providing an all-round education in which pupils of all ages are valued as individuals and develop the self-respect, self-confidence and empathy for the needs and desires of others that will enable them to contribute positively to our changing world.
- To continue to develop the facilities and resources of the school to ensure that they underpin the achievement of the School's aims and objectives.

Joining the School

All pupils are allocated a Form and House (one of St. Etheldreda's, St. Martin's, St. Patrick's or St. Mary's, the names of which are all historically linked to the School's Founders and the town of Battle). All pupils will go through a full formal induction process starting before the first day of term. The Form Tutor is the first point of contact for all issues and concerns relating to your child. Every Year group has a Year Head who oversees pastoral and academic issues for their year group and can be contacted with any concerns. Key Stage 3 consists of Years 7, 8 and 9. Key Stage 4 is Years 10 and 11 whilst Years 12 and 13 are in Sixth Form. The heads of year are overseen by the Deputy Head Pastoral and SLT who monitors their wellbeing and pastoral development.

The House System is a long standing tradition that creates competition, promotes good work and behaviour and encourages team work. House points are awarded, or removed, for conduct and achievement and the House which accumulates the most points will be awarded the House Shield on Speech Day at the conclusion of the Summer term. Prep time is conducted in Houses so pupils can benefit from House camaraderie and support from older pupils.

Academic Results

A record of the schools most recent GCSE, BTEC and A Level results can be found on the schools website under 'Senior School' or you can click this direct link <https://battleabbeysschool.com/senior-school/academic-results/>

Attendance

Term dates are published at least one year in advance and are available from the School website under Admissions / Term Dates.

Sickness: In the case of sickness parents should telephone or email the School Office on attendance@battleabbeysschool.com before 08.30am with a reason for the absence, If a pupil does not register at 08.30am and no phone call is received, office staff will text to ascertain the circumstances as soon as possible.

In the event that a pupil becomes ill during the day, the pupil can be referred to the First Aid Team, who will telephone parents if it is thought appropriate for the pupil to go home early.

Any other absences or requests in advance for an authorised absence, for whatever reason, should be notified in writing to the School Office on: attendance@battleabbeysschool.com.

Please note it is the parents' responsibility to ensure good attendance from their child or children. This is a legal requirement. Our school attendance champion is Rebecca Ingall who plays a vital role in supporting and encouraging attendance across the school. Rebecca works closely with students, families, and staff to ensure every child has the opportunity to thrive through consistent school engagement. Remember; every school day counts.

Inevitably there will be times when pupils are not able to come into school and we will endeavour to work with you to provide work for them to complete at home if needed.

- Should absence fall below 95% in any one term the student will have a discussion with his or her tutor as to how he or she can catch up.
- If absence falls below 90% or more this will be picked up by the Head of Year, which may lead to a formal plan on how they can catch-up work missed.
- If absence falls below 75% this represents a serious concern and will be dealt with by a member of the Senior Team.
- The School is obliged to report persistent absence (below 90%) to the Local Authority.
- Please refer to the Attendance Policy for full details.

Behaviour

Battle Abbey School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities. Our 'Behaviour for Learning' policy emphasises the link between the way young people learn and their social knowledge and behaviour.

However, like all schools, there will invariably be situations where staff will have to enforce consequences and sanctions on pupils for poor or disruptive behaviour. In all cases the factors involved will be taken into consideration in line with the school's Behaviour for Learning policy, especially when setting the severity of the sanction. This approach focuses on repairing relationships where harm has been caused, which is important in maintaining the family ethos of the school

Should a more serious incident occur your Head of Year will be in contact, to explain how we intend to use our sanction system to address this behaviour. However, we equally recognise that reward plays an even more critical role in this and we use our House Point & Rewards system to promote the Battle Abbey ethos.

Careers

At Battle Abbey our aim is to inform and excite pupils about the opportunities available to them while in School, while also looking ahead to the future. The Careers Department engages and inspires pupils so they feel confident about their decisions and choices when planning the next stage in their academic lives. We offer a comprehensive and blended programme of Higher Education lessons, one-to-one guidance sessions, interactive events, weekly e-bulletins, career briefings, specialist speakers, interview training, GAP year planning, and assistance with targeted and productive work experience taster days or placements.

The department works closely with teaching staff and tutors to guide and support pupils through their selection of GCSE and A-Level subjects, and then university and course choices. We ensure pupils are well informed and move on from Battle Abbey with an action plan for the future supported by a good academic record, a developing CV and a readiness to meet the challenges of university and the working world beyond.

If any parents or former pupils would like to speak at a BAS Futures event or Sixth Form Enrichment lesson, please get in touch with our Careers Department: careers@battleabbey.school

Career and University Guides:

Senior School pupils are given an individual 'Unifrog' account, an online platform to help them as they progress through school – from taking personality quizzes and using the wealth of resources to explore their interests, to recording the great things they have done, finding education and training opportunities, and finally drafting applications.

University Fairs:

Battle Abbey holds regular university fairs, inviting recent leavers to come back to School and represent their particular university. In addition, there are opportunities to attend external presentations, open days, and find out more about studying at universities abroad. The School also has a dedicated 'Oxbridge coordinator' to guide and support pupils applying to Oxford or Cambridge University.

Further information on careers and higher education guidance for current pupils and parents can be viewed on Firefly, our virtual learning platform: bas.fireflycloud.net/careers

Whatever point a pupil is at, whether choosing subjects for GCSE or A level, degree courses or gap year options, career or jobs, it is vital that they decide what matters to them, carry out their own research, ask questions and then weigh up the pros and cons of each option.

Catering

All School meals are prepared on site from fresh produce in the School kitchens by the School's own chefs and catering team. The School is used to dealing with special dietary requirements and incorporates this into a varied seasonal menu plan. Our experience in catering for our Boarding House means we are used to catering for cultural meal choices, options and any annual restrictions, if applicable.

Please advise the school in advance of any dietary requirements via the Health Form issued by admissions as part of the Registration process.

Complaints

A copy of the School's Complaints Policy is available on the School website. This can be found in the footer of the homepage (or indeed any page) under 'School Policies'. Hard copies are also available from the Senior School office on request. Please email admin@battleabbeysschool.com or call 01424 772385.

Contact Information

The main Senior School Office can be reached on (01424) 772385 or email on admin@battleabbeysschool.com.

Contacts for Boarding House parents can be found via the School Office.

Email contacts for specific staff, including Year Group Heads, can be found on the School's VLE system: FireFly. Staff can be located by email using the School's email protocol: surname and first initial followed by @battleabbeysschool.com. For example smithj@battleabbeysschool.com. More urgent enquiries can be directed via the Senior School Office. For urgent safeguarding concerns, please contact safeguarding@battleabbeysschool.com or via the main school office.



Daily Routine

Punctuality: Punctuality is an important part of self-discipline and is essential to good time management. Sanctions will be applied for repeated lateness to ensure there is no loss of learning time.

Registration: There are two formal registrations, one in the morning and one in the afternoon. When entering the Main School, pupils must sign in at one of the electronic Sign In & Out points using their lanyards (and should sign out at these points when leaving the site too). Please note there is no supervision for pupils at the Senior School before 08.00 so parents are advised not to drop off before this time. Our school day finishes at 16:30 and if a student is listed as 'Going Home' in the afternoon Register we assume this to be the case. If they miss afternoon Registration they must sign out at the School Office and/or tell them what activity they will be undertaking. For students who are at Prep or a Club and have informed their Form Tutors of this, we will check that they are on site. All day pupils should be picked up by 18:00 at the latest. There are two pick up times: 16.30-16.45 & 17.45-18.00

Appointments: If pupils have to have a dental, medical or other appointment during school hours, a note or email must be received from home in advance, ideally with at least 24 hours notice. Please use the attendance@battleabbey-school.com email address for appointment notifications. Pupils are required to sign out with the School Office before leaving the School site.

Lockers: All day pupils are provided with a locker and pupils are advised to provide their own padlock, preferably a combination padlock. Pupils are encouraged not to bring high value items on to School premises but, if it is essential, all such items and all sums of cash in excess of £30 are to be brought to the Bursary for safe keeping. Lockers must be emptied at the end of every term.

Prep: Is usually held in a ground floor room; predominantly the Library, English and/or History rooms. Prep is to be used for silent study only. All Prep set is recorded on FireFly. Prep runs from 16:45 until 17:45 daily and all pupils are welcome to stay.

Extra Curricular Programme: The School runs a thriving Extra Curricular Schedule at lunch and after school on all normal school days. A full programme is issued termly (available on FireFly and on the ECA dedicated Board at the Abbey) and contains a comprehensive range of free clubs and activities. Pupils are encouraged to throw themselves enthusiastically into the ECA schedule and all it has to offer, it constitutes an important part of school life. On rare occasions where clubs are at an additional cost, parents will be informed in advance.

After School: Although the school day finishes at 16:30, many students stay on to participate in extra curricular activities, take advantage of Prep or have further lessons in Period 10. There is a short break at 16:30 for tea and toast then school resumes at 16:45. At this time, all pupils below the Sixth Form must either be off-site, in a club, lesson or Prep. This 'After-School' provision finishes at 17:45 and buses leave at 18:00. Please note that children are not allowed into town prior to prep or clubs.



EAL (English as an Additional Language)

For students whose first language is not English.

On/After Entry: All new admissions are assessed after arrival with regards to their English level. This information is communicated to all relevant teaching staff. If appropriate, adjustments will be made to the pupil's curriculum including group EAL lessons. Where deemed appropriate, we arrange assessment of literacy.

More advanced learners of English have access to continuing support via 'In Class Support' in line with their varying needs as they develop competencies. All learners have a right to access the National Curriculum and this is best achieved within a whole school context.

The aim is to provide a reassuring and stable environment where full and equal access to the curriculum is facilitated. We want to promote self-esteem, confidence and active participation in all aspects of school life.

Monitoring and Review: The EAL department works in consultation with parents or guardians and teachers. It offers specialist small group lessons, help with study skills and subject specific requirements as well as an IELTS (International English Language Testing System) exam (if required) for further education. It is also responsible for determining and organising appropriate access arrangements for both internal and external examinations, such as extra time and / or the use of a dictionary

The EAL Department believes that close liaison between pupil, parents or guardians, pastoral and teaching staff is essential for the progress of each student. All teachers are expected to support the learning of EAL students in their own subject areas.

Exam and other Fees

Parents and guardians are advised that there are additional costs associated with some options which are not covered by the termly tuition fees. Amongst others, these costs include entry fees for GCSE and IGCSE exams (approx. £40.00-£90.00 per exam depending on board/specification). A Levels cost around £90.00-£176.00 depending on board/specification whilst BTEC (Business and Technology Education Council) exams cost £165.00 again depending on specification. There is also a charge for undertaking the Duke of Edinburgh Award Scheme (fee dependent on level). Some courses also involve trips. Given the above, where relevant, all costs will be disbursed to parents. Please contact Matt Woodward, Director of Studies, if you require further information at: woodwardm@battleabbeysschool.com

Extra Curricular Schedule

Battle Abbey School runs a comprehensive and free of charge (with the exception of Horseriding) Extra Curricular schedule, with over 50 clubs and events taking place weekly; at lunch time, after school and in some cases before School.

A full list of Extra Curricular Clubs is published termly and is available on the school website, on FireFly under 'Extra Curricular'. Pupils will be expected to sign up for a whole year to a particular activity, though we offer pupils termly 'grace weeks' to make changes to their ECA choices and the sport calendar changes seasonally. Parents must inform the school of any planned absence in advance. Pupils are not expected to attend clubs everyday and pupils can instead be booked in to Prep or indeed leave the school after Afternoon Registration.

FireFly VLE (Virtual Learning Environment)

Battle Abbey parents have access to a number of resources via Firefly, the school's VLE. Homework will be distributed via the VLE. It also contains a number of useful resources including grading guides and Mock Exam timetables, a weekly calendar, subject information/resources and GCSE and A level results. The VLE is designed to establish parents as partners with the school. As such it is one of the School's primary communication channels with parents and pupils. Parents will be sent a link to activate their Firefly account as part of the enrolment process. A letter with details on how to access your account can be found at the back of this document. Please be aware that accounts will not be set up until pupils have joined the school. Increasingly school reports are also published via FireFly.

Medicine, Illness & Accidents

As a school we ask that parents complete a comprehensive health form for their child at the start of their time with us. The School will issue a smaller online update form annually which must be completed prior to the start of the new year academic year. The information on the form will be referred to when our First Aid Team are treating illness or accidents in school and on day and residential trips. If there are any changes to medical conditions the school should be aware of, please contact medical@battleabbeysschool.com.

If your child is unwell

The School stocks a limited range of "over the counter" medicines; paracetamol liquid/tablet, ibuprofen liquid/tablet, soluble paracetamol, antihistamine liquid/tablet and anti-sickness. These can be administered to your child (with your consent) in the event that they feel unwell at school. We aim to help your child feel better so that they are able to participate fully in the school day. However, there may be occasions when, despite our efforts, your child is not well enough to return to lessons. In this instance, you will be contacted and asked to make arrangements to collect your child from the School.

Prescription medication

If your child is required to take a prescribed medicine during the school day please contact medical@battleabbeysschool.com to discuss and complete relevant paperwork. Prescribed medication must be supplied in the original container with a UK dispensing label on stating the name of the medicine, the dose and when the medicine needs to be administered.

If you have a concern about your child's health that you would like to inform us about, please contact the Welfare Team on medical@battleabbeysschool.com. For more details on medical procedures for Boarding pupils please see the Boarding Handbook or contact the Head of Boarding.

Mobile Phones (including other similar devices)

In line with current Department for Education (DfE) guidance, Battle Abbey School operates a strict no mobile phone policy during the school day to support safeguarding, learning, wellbeing and positive behaviour.

Key Stage 3&4 (Years 7-11)

Students in Years 7–11 must not use or have visible mobile phones or wearable technology (including smartwatches) anywhere on the school site during the school day. This includes before school, during break and lunch times, during Prep, at clubs, and whilst moving around the school site.

Students who bring a mobile phone to school must switch it off before entering the school site, and keep it in the lockable phone pouch.

Sixth Form

Sixth Form students may use mobile phones and wearable technology during the school day only in accordance with the Sixth Form Code of Conduct. Use is restricted to designated Sixth Form areas and must not impact younger students or the learning environment. Sixth Form students are expected to model responsible behaviour, and misuse of devices will result in sanctions.

Any mobile phone, smartwatch or other unauthorised electronic device that is seen, heard or used during the school day will be confiscated by a member of staff and stored securely in the School Office until the end of the school day. Sanctions will be applied in accordance with the School's Behaviour Policy.

Parents are strongly encouraged to support the School's policy by ensuring that students leave mobile phones at home whenever possible.

Students must not take photographs, videos or audio recordings anywhere on the school site unless specifically authorised by a member of staff for educational purposes.

iPads, Tablets, Laptops

Students who require the use of an iPad, tablet or laptop to support their learning may do so only where this has been agreed in advance by an appropriate member of staff, such as the Form Tutor, Head of Year or SENCO. These devices must be used solely for educational purposes and in accordance with the School's Acceptable Use and Behaviour Policies.

Exceptions to this policy will only be made in exceptional circumstances where a student's need for access to a device has been agreed in advance by the Head of Year and Deputy Head (Pastoral). Such arrangements will be reviewed regularly.

Exceptions

Exceptions to this policy will only be made in exceptional circumstances where a student's need for access to a device has been agreed in advance by the Head of Year and Deputy Head (Pastoral). Such arrangements will be reviewed regularly.

Personal responsibility

Students bring electronic devices onto the school site entirely at their own risk. The School accepts no responsibility for the loss, theft or accidental damage of any personal electronic device brought onto the premises. Students are responsible for ensuring that any authorised devices are kept secure at all times.

Parent Consultations

Parent Consultations are booked through the School's dedicated online system, with parents emailed about scheduling bookings in advance. Please ensure you have signed up to FireFly to ensure you are included in all email notifications and can access the booking system. A full list of dates for both reporting and parent consultations are available on the termly trifold calendar issued to all parents. They will also be included in the calendar email issued by the Senior School office. We also host a range of face to face and online parent and pastoral evenings throughout the year.

Photographic Policy

Photographs will be taken regularly and will on occasion be published in school documentation, website, on the School's social media channels and perhaps even in local or national press.

Please note we will never publish names of pupils in conjunction with pupil pictures without first obtaining parental consent. However if a parent DOES NOT wish their son/daughter to have their photo taken, they should complete and return the Non-Consent to Images form issued by Admissions as part of the Registration process.



Policies

Public facing School policies can be found on the School website. The link is in the footer on every page and will take you to a sharepoint location that holds all the latest versions. You can also click the direct link here www.battleabbey.school.com/policies

Policies available include; Admissions policy, Behaviour and Learning policy (including misbehaviour), Discipline and Exclusion policy, Complaints policy, Curriculum policy, Anti-bullying policy, Safeguarding and Child Protection, Health and Safety and First Aid policies, among many others.

If you are having trouble locating the policy you are interested in, please contact the Senior School office on admin@battleabbey.school.com.

Pupil Leadership Roles & Responsibilities

There are many opportunities for pupils to adopt positions of responsibility at Battle Abbey School. The equivalent of Head Boy/Head Girl are the Guardians (so called because they are the guardians of the School's values and traditions). These are supported by a team of senior prefects or 'Bronzes'. Some Bronzes are dedicated Subject Bronzes who support individual subject areas and departments.

The House system also creates further roles of responsibilities for students. The most senior positions are the Heads of House who assist the Heads of House in the running of each individual House. These are assisted by the House Sports Captains who oversee groups of students within the House.

Senior students within the Boarding House may also hold positions of responsibility. The most senior position is the Head of Boarding who is supported by a team of Boarding Prefects.

There are a myriad of further opportunities to adopt positions of responsibility. These include being the captain of an individual sports team, assisting in the running of a drama production, or running a club or society.

AmBASsadors

With the aim of creating student leadership throughout the school, and continuing to improve student voice, the school runs an amBASsador programme.

The programme is open to students from Years 7-12 with form groups selecting one member from their number to represent them, with AmBASsadors meeting fortnightly with a Guardian and Mr Thorley to present issues, discuss solutions, and generate new ideas for the benefit of our community. Ambassadors will then be able to report back to their peer group about the meeting and share any ideas and solutions raised, acting as a bridge between staff and student. As part of the role AmBASsadors will gain leadership skills, effective communication skills and public speaking experience among other attributes.

Selection Process

During a designated form time in the autumn term students will be able to put themselves forward for the role via their form tutors. Applicants will give a short speech to their form, advocating for their position, and once everyone has given their speech the form group will vote on who they would like to be their representative. Chosen amBASsadors for each form will be read out in a subsequent assembly with meetings and group discussions commencing shortly afterwards.

We actively encourage as many students get involved in the programme as possible, and the role is particularly beneficial for those with aspirations to achieve a further leadership role with the school such as Bronze or Guardian.

Reporting Procedures

All reports and grading are released via FireFly. Please see page 14 for more information. We issue a range of written and numerical reports throughout the year.

Safeguarding, Welfare and Inclusion

The Deputy Head Pastoral and Safeguarding/ DSL (Designated Safeguarding Lead) and the Deputy DSL Team, along with the Inclusion and Welfare Team, work closely with the Learning Support Department and the Heads of Year to work with families and ensure the needs of each individual pupil are met. This pre-emptive approach hopes to ensure pupils can gain the skills and confidence in order to thrive and meet their potential within school and beyond.

Wellbeing and Mental Health education are embedded not only through the academic curriculum but as part of a comprehensive PSHE (Personal, Social, Health and Economic Education) programme including visiting speakers, workshops and parent talks.

Students are taught about safeguarding and understand the importance of not only looking after themselves but others within the school community.

As well as the Welfare and Inclusion team, students also have access to a School counsellor, an Independent Listener and both staff and peer mentors.

The DSL Team consists of a Whole School Designated Safeguarding Lead, based at Battle Abbey, and a Safeguarding team which is in operation at, and covers, all three School sites, with Deputy DSLs supporting across the Senior site in Battle, and The Prep and Nursery Schools in Bexhill. The structure of the team is designed to ensure there is always someone available to support any child with safeguarding needs or wider Child Protection issues. The School DSL is accountable to the School's Safeguarding Oversight Governor.

Please see our Safeguarding policy; available online at www.battleabbeysschool.com, for more information. The policy can be located in the footer of every page on the website under 'School Policies'.

SEND (Special Educational Needs/ Learning Plus)

Remaining in the classroom, where teachers provide a range of differentiated strategies, is shown to be the most effective support for most young people with learning needs. In this way they receive subject expertise in an accessible way, and the Learning Plus department work with teaching staff to facilitate differentiation within the classroom to achieve this end.

In extreme cases students may be offered targeted intervention if they are performing at significantly lower levels than their peers in specific areas of learning. The Learning Plus department also work closely with the Exams Officer to apply for Access Arrangements when appropriate. Please ensure that any reports or information regarding learning needs are forwarded to the school so that effective information sharing happens with staff as a priority.

Timings of the Day

Standard Day Timings

Period	1	2	3		4	5		6	7	8	9		10
8:30 – 8:55 Registration	8:55 - 9:35	9:35 - 10:15	10:15 - 10:55	Break 10:55-11:15	11:15 - 11:55	11:55 - 12:35	Lunch 12:35-13:40	13:40 - 14:20	14:20 - 15:00	15:00 - 15:40	15:40 - 16:20	Registration Yr 7-11 16:20-16:30	16:45 - 17:45

Assembly Day Timings

Period	1	2	3		4	5		6	7	8	9		10
8:30 – 9:05 Registration and Assembly	9:05 - 9:45	9:45 - 10:25	10:25 - 11:05	Break 11:05-11:25	11:25 - 12:05	12:05 - 12:45	Lunch 12:45-13:40	13:40 - 14:20	14:20 - 15:00	15:00 - 15:40	15:40 - 16:20	Registration Yr 7-11 16:20-16:30	16:45 - 17:45

Lunch Sittings: 1st 12:35-13:05
2nd 13:05-13:35

Tea and Toast runs from 16:30 to 16:45

Prep runs on Monday – Friday from 16:45 to 17:45

Buses depart 18:00

Travel to and from School

Buses: The School offers a comprehensive regional bus service, the details of which are available online at www.battleabbeyschool.com or from the Transport Manager on transport@battleabbeyschool.com. The school also runs an Intra-School bus service morning and evening between the Prep and Senior School sites. These routes are updated each academic year based upon demand. The service is operated to a timetable with departure times. Also, if you book a seat, for safeguarding reasons, we must be pre-informed whenever the pupil will not be using the service. Full details will be given when routes/ times are issued.

Parking: There is limited parking available at the Abbey for guests and visitors. Please note that there is no provision for pupil parking in the school car park. To avoid congestion in the car park we advise parents to drop off and collect their children at The Green outside the Abbey gatehouse. Parking will be available at the Abbey for some events and parents will be notified of parking arrangements in advance. There is a 5mph speed limit inside the Abbey / car park. When entering or leaving the school car park, please adhere to the 5mph speed limit and park where directed (and not directly in front of the school).

Uniform Expectations

Year 7–11 Uniform Expectations

General

- All items must be clearly labelled
- School lanyard must be worn

Core Uniform

- Maroon School blazer must be worn at all times; blazer removable with permission
- Maroon school jumper may also be worn
- White collared shirt and school tie
- School kilt (worn no shorter than just above knee) or charcoal-grey, formal trousers

Legwear

- Black or grey opaque tights (no patterns), or
- Charcoal-grey socks (short or below the knee)
- No trainer, fluffy, coloured, or patterned socks
- White socks may be worn in the summer term
- Black tights must be worn for formal events (e.g. concerts, open day, Founder's Day)

Footwear

- Clean, polished black shoes
- No fabric shoes, flip flops, sliders, logos, or heels above 5cm

Additional Items

- Drama top may replace school shirt on drama days (worn with full uniform)
- Smart, waterproof coat (no hoodies), removed indoors

Year 7–11 PE Kit guidance

PE kit must only be worn on days with PE or games. Sports scholars only may wear their kit on scholar days. Travel to/from school must be in full uniform or full tracksuit. Students may not wear skorts or shorts to/from school

Required Kit

- Navy tracksuit (Canterbury style or plain, in sport tracksuit material; not casual, and no other colours)
- Battle Abbey School skort or shorts (worn for lessons only)
- Battle Abbey School Burgundy and navy PE top
- Training shoes
- Shin pads
- Gum shield
- Burgundy football/hockey socks
- White sports socks
- Black/navy one-piece swimsuit
- Appropriate sports footwear (e.g. boots, astros)

Optional

- Appropriate base layer in black or navy
- Tennis racquet and Hockey stick



Year 7–11 Additional Guidance

Badges

Only authorised badges (house, games, positions of responsibility) may be worn

Jewellery

- One discreet item permitted
- Simple gold/silver stud earrings (one per ear) or small 'huggie' hoops
- Religious necklace permitted
- Analogue watches allowed (no smart watches or Meta glasses)
- No other visible piercings

Make-up and Nails

- KS3: none permitted
- KS4: discreet make-up only (light foundation, mascara, clear lip balm)
- No eyeliner, eyeshadow, false eyelashes, or false nails
- Clear nail varnish only

Hair and Grooming

- Hair must be natural in colour and professional in style
- No extreme styles
- Students must be clean-shaven unless for religious reasons



Sixth Form Uniform Expectations

General

- School lanyard must be worn at all times
- Dress should reflect a formal, professional (city office) standard
- Form-fitting clothing (e.g. leggings, stretchy skirts/tops) is not permitted

Suit

- Plain, appropriately tailored suit: skirt, dress, or trousers with a jacket
- Jackets must be brought to school daily and may be required outside lessons
- Skirts and dresses must be no shorter than just above the knee
- Subtle patterns (e.g. check, stripe) permitted

Shirts and Tops

- Smart top, blouse or collared shirt with tie
- Shoulders must be covered (no vest tops)
- No logos or slogans

Jumpers

- Optional under jacket; must be plain, round or V-neck
- No hoodies, baggy jumpers or sweatshirts

Footwear

- Smart shoes with heels no higher than 5cm
- No fabric shoes, flip-flops, sliders, logos, or trainer-style shoes

Appearance

- Hair must be groomed and professional; extreme styles or colours are not permitted
- Make-up must be natural
- Jewellery must be minimal: No large hoops, chains, or ear stretchers. Small nose stud or small rings allowed. No large rings or chains
- The school reserves the right to judge hairstyles or jewellery as inappropriate

Sixth Form PE Kit

- Battle Abbey School sports top
- Navy tracksuit (Canterbury style or plain, in sport tracksuit material; not casual, and no other colours) They may wear sports leggings in navy blue or black (without large logos).
- Battle Abbey School skirt or navy shorts (to be changed into on site)
- Training shoes and sports socks



Students should:

- Arrive in formal uniform and change, or
- Arrive in full tracksuit
- Skorts, shorts and leggings can be changed into for PE/Games lessons.

Final Authority

On all matters relating to uniform and appearance:

- The Head of Year/Heads of PE will be consulted where appropriate
- The Headteacher and Deputy Heads reserve the right to make final decisions
- The school will consider requests for variations to the uniform policy on a case-by-case basis.

Religious dress and symbols will be permitted where they are worn as part of a pupil's held religious or cultural beliefs, provided they are reasonable, safe, and compatible with the school's uniform requirements



BAFPA (Battle Abbey Former Pupils' Association)

We have a very active alumni association (BAFPA – Battle Abbey Former Pupils Association) and keep in touch with our alumni regularly via emails and termly e-newsletters. We also hold an annual Founders' Day service on the first Saturday of October where former pupils are invited back to the Abbey (many as guest speakers), to join our current pupils and families. BAFPA have a dedicated Facebook page: www.facebook.com/BattleAbbeySchoolFormerPupils and former pupils can connect professionally via our careers and business network on LinkedIn: <https://uk.linkedin.com/in/battleabbeychoolalumni>

For more information about our alumni association, and to view photographs and archive material dating back to 1912, please visit our 'Battle Abbey School Community' website on <http://battleabbey.alumni-online.com>

FOBAS (Friends of Battle Abbey School)

The Friends of Battle Abbey School (FOBAS) are a dedicated group of parents who have children in the school from the very start of the scholastic ladder in Nursery, through Prep and all the way up to Year 13.

Their aim is threefold, community, fun occasions and fundraising. They support the School by hosting events throughout the school year which are run with participation and support from students, parents and staff alike. For those who wish to be involved, this can range from organising or volunteering for an event to simply attending!

Typical events in recent years have included; Easter Egg Hunts, Fun Days, Quiz and Comedy Nights and our regular 'Taste of East Sussex' event. All of these are designed to make a return through ticket sales and/ or sponsorship, with the money raised used to provide items, activities and events for the School that would ordinarily fall outside of the general budget.

As well as benefiting students across both sites FOBAS also support a number of local charities on an annual basis.
<https://www.pta-events.co.uk/fobas>



Firefly Activation Letter

We are pleased to be able to offer you access to the School's Virtual Learning Environment (Firefly). Firefly is primarily used by students to access resources and homework that has been set. However, it also allows parents to access information about their child. Currently you will be able to find:

- Student Timetables
- Homework they have been set
- Useful information, such as information about data and reporting.
- Resources for students from different departments.
- A weekly calendar
- Subject information and resources
- GCSE and A Level results

We are excited about the opportunities Firefly presents for students, parents and teachers. Throughout the year, features and content will continue to be added.

How to register and/or log in as a parent:

You can log on and find this information from your PC, Mac, tablet or smartphone. Simply follow the instructions for logging in for the first time.

The address you'll need to log in to Firefly is <https://bas.fireflycloud.net>.

On the login page, you will see a green box that reads: "Logging in for the first time? Activate your account."

Please click on the "Activate your account" link and then enter the email address that you have registered with the school for parent child communications.

If you are having trouble logging in, please email: it@battleabbeysschool.com Please include in the email the following information:

- Your email address that you use for school communications.
- Your child's (or children's) names

How to log in as a student:

Many students have already logged in and have been using Firefly regularly. For those that are yet to log in, please find information about how to do so below:

First try and log in by clicking on the "Office 365" link on the right hand side. You will be asked for your email login details which are the same as your school email. An example would be: fred@battleabbeysschool.com

If you are still unable to log in please try the following:

Click on "Activate your account" link and then enter your School email address. An example would be: fred@battleabbeysschool.com

You will then be sent an activation code to your School email address and this will enable you to log in to Firefly. If you are still having trouble logging in, please email our Systems Manager Miss Torok on it@battleabbeysschool.com

Firefly Guide for parents <https://community.fireflylearning.com/s/parents>

Firefly guide for students: <https://community.fireflylearning.com/s/students>

Connected Curriculum

Connected Curriculum (Years 5–8)

Assessment Philosophy - Assessment in Years 5–8 is designed to support learning rather than simply measure attainment. Our Connected Curriculum places emphasis on identifying strengths, recognising next steps and celebrating progress over time. Removing numerical grades encourages richer conversations between teachers, pupils and parents about what is being learnt, how effectively it is being learnt and what needs to happen next.

Progress Language - Student progress is communicated using our internally developed 5-point Progress Scale. This common language is used consistently across Years 5–8, allowing parents to easily understand progress regardless of subject.

Progress Scale	Meaning
Working Below	Significant support is currently required to access age-related expectations.
Working Towards	Developing understanding and making progress towards meeting curriculum expectations.
Meeting Expectations	Secure understanding of the curriculum expected for this stage.
Greater Depth	Demonstrating deeper understanding through application, analysis and independent thinking.
Greater Depth+	Consistently applying knowledge creatively and demonstrating exceptional understanding beyond age-related expectations.

Standardised Assessment - Alongside classroom assessment, pupils complete nationally standardised assessments through the Quest Assessment platform.

These assessments are undertaken in:

- English
- Mathematics
- Science
- Quest provides nationally standardised data which enables teachers to:
- Benchmark performance against national standards
- Identify strengths and misconceptions
- Monitor progress over time
- Evaluate curriculum effectiveness
- Plan timely intervention and stretch

This combination of classroom assessment and standardised assessment ensures that teacher judgement is both informed and externally referenced.

CEM Baseline Assessments - Students complete CEM baseline assessments in Year 7.

These assessments measure underlying learning potential rather than curriculum knowledge through:

- Mathematics
- Vocabulary
- Non-Verbal Reasoning
- General Ability

The purpose of CEM is not to predict achievement, but to help teachers understand how individual pupils learn.

The information supports:

- Adaptive teaching
- Personalised intervention
- Appropriate challenge
- Curriculum planning
- Monitoring value-added progress

This enables staff to support every learner in making strong progress from their own starting point.

Years 9–11 (GCSE & iGCSE)

Assessment Philosophy - As students begin GCSE and iGCSE courses, assessment gradually aligns with external examination requirements whilst continuing to focus on progress over time. Teachers use examination-style questions, coursework (where appropriate), practical assessments and mock examinations to build confidence and prepare students for success.

GCSE Progress Language - Student attainment is reported using the national GCSE grading scale.

Grades 9–1 - These grades reflect the standard currently being demonstrated rather than a prediction of final examination outcomes.

Regular assessments allow departments to identify:

- Current strengths
- Gaps in knowledge
- Examination technique
- Intervention priorities

Expected Progress - Rather than expecting identical progress from every student, progress is considered relative to individual starting points.

As a general guide:

- Students typically improve by 1–2 GCSE grades across their Key Stage 4 learning journey.
- Students who engage consistently with feedback, revision and intervention may improve by 2–3 grades over the course.
- Rapid improvement is often seen between the first mock examinations and the final GCSE examinations as examination experience develops.

The emphasis remains on sustained improvement rather than comparison with others.

Standardised Assessments & CEM - Students complete CEM baseline assessments in Year 10.

These provide baseline measures in:

- Mathematics
- Vocabulary
- Non-Verbal Reasoning
- General Ability

Departments use this information alongside assessment evidence to monitor progress and evaluate whether students are performing in line with, above or below expectations.

Students also receive an individual Chances Graph, illustrating the statistical likelihood of achieving each GCSE grade in every subject based on CEM data. This information is used to inform conversations around aspiration, target setting and appropriate support—it is not a prediction or ceiling on achievement.

Sixth Form (Years 12–13)

Assessment Philosophy - Assessment in the Sixth Form reflects the demands of advanced academic and vocational study. Whether following A Level or BTEC Level 3 qualifications, students are challenged to develop the knowledge, skills and independence required for success in higher education, apprenticeships and future careers. Assessment combines examinations, coursework, practical application and independent learning, depending on the qualification pathway being studied.

A Level & BTEC Assessment - Students in the Sixth Form follow either A Level, BTEC Level 3 or a combination of both qualification pathways. Assessment is designed to reflect the requirements of each awarding body whilst preparing students for university, apprenticeships and future employment.

Regular feedback encourages students to develop increasing independence, resilience, critical thinking and subject expertise.

A Level Grading - Progress is reported using the national A Level grading system of A* - U. These grades throughout the course reflect the standard currently being demonstrated rather than guaranteed final outcomes.

BTEC Level 3 Grading - Students studying BTEC qualifications are assessed using a combination of externally assessed examinations and internally assessed coursework or practical assignments. This reflects the vocational nature of the qualification, enabling students to demonstrate both knowledge and the application of skills in authentic contexts.

Progress is reported using the national BTEC grading scale from Distinction* to Unclassified. BTEC assessment is cumulative, meaning students build evidence throughout the course, with regular opportunities for feedback, reflection and improvement alongside externally assessed units.

Progress Expectations - Students are expected to make sustained progress throughout Years 12 and 13 as they develop:

- Deeper subject knowledge
- Increasingly sophisticated analytical and evaluative skills
- Greater independence in study and organisation
- Stronger examination and assessment techniques

For A Level students, it is common to see improvement of around one grade between early Year 12 assessments and final examination outcomes, with some students making even greater progress through consistent engagement with feedback, intervention and independent study.

For BTEC students, progress is demonstrated through increasing quality of assignment work, practical performance and success in externally assessed units. Students are expected to move steadily towards achieving higher grading criteria as their understanding, independence and application of knowledge develop.

CEM ALIS Baseline - Students complete CEM baseline assessments on entry to Sixth Form.

These provide information on:

- Verbal ability
- Mathematical reasoning
- Non-verbal reasoning
- General academic potential
- Using ALIS data alongside internal assessments enables teachers to:
- Set ambitious but realistic targets
- Identify students requiring intervention or stretch
- Monitor value-added progress
- Provide evidence-informed guidance for university applications

Each student also receives a personalised Chances Graph, showing the statistical likelihood of achieving each A Level grade in every subject. These probabilities are intended to support discussion around progress and aspiration and should never be viewed as fixed limits on achievement.

Independent Study Expectations (Years 12–13)

Independent study is an essential component of success in Sixth Form. Students are expected to complete approximately four hours of independent study per subject, per week, in addition to timetabled lessons. This independent learning develops subject mastery, prepares students for assessments and examinations, and builds the study habits expected in higher education and the workplace.

Independent study periods should be purposeful and focused. Students are encouraged to make effective use of their allocated study time by prioritising activities such as:

- Retrieval Practice – Regular self-quizzing and spaced recall to strengthen long-term memory.
- Examination Practice – Completing past paper questions and practising examination technique using mark schemes and examiner reports.
- Review and Consolidation – Organising and refining class notes, creating cue cards, Cornell notes or mind maps, and addressing misconceptions identified through feedback.
- Independent Reading and Research – Extending learning beyond the specification through wider reading, academic articles, journals and relevant current affairs.
- Coursework and Assignment Development – Planning, drafting and improving coursework, practical assignments or extended written responses, using teacher feedback to refine the quality of work.

Students who use their study periods consistently and effectively are better prepared for assessments, develop greater independence as learners and are more likely to achieve their academic potential.

FAQ: General Questions about the School

How can my child access Pastoral Support?

The Form Tutor is the first point of contact for all issues and concerns relating to your child both academic and pastoral/emotional. Every year group has a Year Group Head who oversees pastoral and academic issues for their year group and can be contacted with any concerns. The Deputy Head Pastoral and Safeguarding retains overall oversight of all pastoral year group leads.

Can my child join the school at any time?

Yes, we accept children throughout the school year, though some discussion may be needed if the entry point falls during a critical exam period.

What are class sizes like?

Class sizes are usually never any bigger than 20 across the school from Year 7 – Year 13. Some Sixth Form classes can be as low as 5 or 6 in some cases depending on the popularity of the subject. Form groups are generally around 18 - 20 in number to allow Form Tutors to have more time per pupil to discuss and pick up on any issues or changes in demeanour in the pupils.

Is the Extra Curricular programme really free?

Yes, almost exclusively. Battle Abbey School runs a comprehensive and free of charge (except Horse-riding) Extra Curricular schedule, with events taking place at lunch time, after School and in some cases before School. A full programme is issued termly (available on FireFly and on the ECA dedicated Board at the Abbey) and contains over 50 free clubs and activities. Pupils are encouraged to throw themselves enthusiastically into the ECA schedule and all it has to offer. It constitutes an important part of school life.

The Extra Curricular Activity list changes throughout the year to give pupils the opportunity to experience a wider range of clubs. This is particularly true of sport where seasonal sports will be scheduled as appropriate.

What is Prep?

Prep provides an opportunity for pupils to stay after school and work on their homework in the quiet, studious atmosphere of the Library. Academic staff are also on hand to provide support where appropriate. All prep set is recorded on FireFly (the schools Virtual Learning Environment). Prep runs from 16:45 until 17:45 daily and all pupils are welcome to stay for quiet study. Year 12 and 13 students are not expected to attend supervised prep.

What academic support is available to students?

Form Tutors are always the first port of call for any issues; either Pastoral or Academic. We also have a Director of Studies, a Deputy Head Academic and Heads of Department who are all well placed to assist in any way they can with Academic concerns or queries.

What does Parents Evening look like?

Parents' Consultations appointments are pre-booked through our 'Schoolcloud' programme, accessible via Firefly. Details on how to book are distributed to parents in advance. The vast majority of consultations are now virtual (when appropriate). These are popular with parents as they enable those who live a distance away, even abroad, to take part. Appointments are five minutes and are with each member of staff who teaches the pupil. Staff are also available by e-mail for further updates on progress.

How is information sent out to parents?

Usually in the form of letters sent via email, though we also have information on Firefly and the Parent Portal. Individual staff that need to speak with parents may do so via email or phone. The Headteacher issues a weekly letter on Fridays during term time which also contain a number of attachments including event notices, fixture information and a weekly calendar.

Do you have concerts and plays throughout the year?

We have a wide variety of different events during the school year and plenty of opportunities for all students of varying abilities to get involved. On any given year we will have around five music concerts, usually seasonal, a Scholars' concert and a number of events our choir performs at, both school and community events. Performances are run on a rolling schedule and may include senior and junior drama productions and musicals.

What weekend events occur?

As a family school we do have some weekend events that students will be involved in. This may be in the form of trips or activities, but may also include our Open Days, our Founders' Day and Speech Day. These occur at various points throughout the year and we actively encourage particular year groups to participate.

What happens at Mark Reading, Founders' Day or Speech Day?

These are events held throughout the year, that we hold dear as part of the tradition and fabric of our School.

Mark Reading is an end of term celebration, designed to recognise and honour the hard work, effort and achievements made by students throughout the term.

Founders' Day is a long held traditional event, hosted early in the Autumn Term at the local Parish Church, and is to recognise the Founding of the School.

Speech Day in July brings our school year to a formal conclusion and is a wonderful occasion whereby the whole Battle Abbey family assembles to recognise the successes and many contributions of our students and staff.

Is flexi-boarding available and how much does it cost?

Flexi-boarding is available to Day pupils depending on availability. Please speak to the Head of Boarding or School Office for more information.

What about water bottles and refilling during the day?

We expect all students to come to school prepared with a water bottle. We have an outside water fountain that students can use at break and lunch times to refill it, and there are water jugs in the dining hall that are accessible at lunch time too. It is up to the teaching staff's discretion to let students out of lessons to refill.

How much homework can my child expect?

In general we would expect Key Stage 3 pupils to have around 5 hours a week homework. This increases to 7+ hours per week at Key Stage 4. A Level unsupervised study quantities will depend hugely on the subjects taken and what levels of coursework contribute to final marking schemes.

When does the School day finish?

Although the School day finishes at 16:30, many students stay on to participate in extra-curricular activities, take advantage of Prep or have further lessons in Period 10. There is a short break at 16:30 (pupils from Year 12 and 13 may go into town during this time. For Year 11 town visits are restricted to Friday only), then school resumes at 16:45. At this time, all pupils below Sixth Form level must be either off-site, in a club, lesson or Prep. This 'After-School' provision finishes at 17:45 and buses leave at 18:00.

What is the process for Drop off and collection?

To avoid congestion in the car park we advise parents to drop off and collect their children at The Green outside the Abbey gatehouse. We expect all pupils to be on time for morning registration, punctuality being of particular importance to the school. For those entering the site through the Gatehouse, staff will be on hand to manage both the gatehouse access and the front drive/car park. When entering the school premises please adhere to the 5mph speed limit and park where directed (and not directly in front of the school). For those attending during the school day for meetings and consultations there is limited parking available at the Abbey for guests and visitors.

Where do you go to retrieve Lost Property?

Lost property is held in a dedicated Lost Property box which is usually located in the Abbot's Hall by the main stage. When moved for events the box may be located by the School Office.

How can I purchase uniform?

Battle Abbey School uniform is supplied by Monkhouse Ltd and we would advise that parents visit the Monkhouse website in the first instance, where uniform can be ordered direct. <https://www.monkhouse.com/school/battle-abbey-school-urn-114622>. The School also holds a quantity of new uniform on site. Details of the School Uniform shop opening hours are available online or from the Senior School Office. The School also has a collection of second hand uniform on site at the Abbey. Details of opening hours for the second hand uniform shop are also available from the School Office.

Who do I talk to about signing up for the School Bus service?

The School offers a comprehensive regional bus service, the details of which are available online at www.battleabbeyschool.com/bus-service or from the Head of Transport on pritchettk@battleabbeyschool.com. The School also runs an Intra-School bus service morning and evening between the Prep and Senior School sites.

I am looking to book a holiday in advance. When are Term Dates published?

Term dates are published at least one year in advance, usually in the Spring Term when East Sussex County Council publish their term dates, and are available from the School website under 'Admissions'. Battle Abbey School term dates broadly follow the state school term dates, in real terms this means that Battle Abbey will never run normal school while state schools are on holiday.

How do I report Sickness and absence?

In the case of sickness parents should telephone the School Office before 08:30 and leave a message. If a pupil does not register at 08:30 and no phone call is received, office staff will text to ascertain the circumstances as soon as possible. Any other absences or requests in advance for an authorised absence, for whatever reason, should be notified in writing to the School Office on attendance@battleabbeysschool.com. Please note it is the parents' responsibility to ensure good attendance from their child or children. This is a legal requirement and we may need to follow up on patterns and trends. Inevitably there will be times when students are not able to come into school and we will endeavour to work with you to provide work for them to complete at home if needed.

What happens if my child falls ill during the school day?

In the event that a pupil becomes ill during the day, the pupil will be directed to report to the Medical Team, who will telephone parents if it is thought appropriate for the pupil to be collected and go home.

Will my child be provided with a locker?

All day pupils are provided with a locker and pupils are advised to provide their own padlock, preferably a combination padlock. Pupils are encouraged not to bring high value items on to School premises. Lockers must be emptied at the end of every term.

Can I have private music lessons?

We offer a wide variety of 1:1 music lessons. Individual tuition can be taken in all the main orchestral instruments and there are opportunities for pupils to belong to our orchestras and choirs. More information and application forms can be found in the school office.

FAQ: QUESTIONS ABOUT KEY STAGE 3

What does a day in the life of a Key Stage 3 pupil look like?

Excluding transit times by bus service or car formal lessons start at 08.55 but this is always preceded by either Form Time, House Time or a year group or Whole School assembly which starts at 08.30. Some KS3 pupils who have expressed interest also attend School Choir or early morning swim sessions, which are both first thing before period 1. Form Time is an opportunity for Form Tutors to distribute school messages to pupils, check uniform and equipment and a chance for pupils to raise any pastoral issue. Lessons run from 08.55 to 10.55 when pupils have a short break, returning to morning lessons at 11.15. Lunch breaks are staggered from 12.35 through to 13.40 to ensure all pupils get served and seated. Pupils often have the opportunity to attend lunch clubs during this time as well and any with specific duties to attend can apply for an early lunch pass to facilitate this. Lessons run again from 13.40 to 16.20 after which they return for afternoon registration before being dismissed. A great many pupils will attend formal Prep or an Extra Curricular club which finish at 17.45 with the last buses leaving the Abbey to take pupils home at 18:00.

What subjects are available in Key Stage 3?

The overall balance of the curriculum allows each student to experience a wide range of subjects, developing many skills and a knowledge base suitable to tackle GCSEs and beyond. The subject areas which will be studied throughout the whole of Key Stage 3 are English, Mathematics, Science, Music, Art, Drama, History, Geography, Religious Studies, PSHE and Computing. In addition all students will study Modern Foreign Languages (French and Spanish). PE and Games are also important curriculum offerings with many opportunities to join in with school sports. Latin is also offered as an enrichment option for more able linguists.

What are the rules about KS3 and Town?

Key Stage 3 and 4 are not allowed into town during school hours, during Tea and Toast or after school. This is predominantly as it is a privilege for our Sixth Form students, but also to ensure the safety of our younger students.

FAQ: QUESTIONS ABOUT KEY STAGE 4

When do pupils decide on their GCSE options?

The Options process begins midway in Year 9, with pupils prompted to consider their options in February prior to the Year 9 options evening which usually takes place in the first week of March.

How many subjects are taken at GCSE?

Pupils will usually take a minimum of 8 or 9 GCSEs with additional GCSEs optional depending on aptitude and other criteria. Please refer to the GCSE Document on our website (Senior School - GCSE Curriculum) for information.

What else happens at Key Stage 4 level?

We offer a variety of enrichment opportunities and extra GCSEs that compliment and operate in conjunction with the standard core curriculum. These change slightly year to year but broadly fall under Life Skills: IT skills, Extended writing, Research skills and Numeracy. Enrichment options: Duke of Edinburgh, Latin (Invite only), Enterprise, Ancient Greek (GCSE) and Theatre and Costume. Pupils will also have the opportunity to 'trial' A Level subjects in Sixth Form week. This is effectively a 'shadowing' process where KS4 pupils will attend Sixth Form lessons in their chosen subjects to see if they are a good fit prior to final decision.

FAQ: QUESTIONS ABOUT SIXTH FORM

How many subjects are taken at A Level?

Most pupils initially opt for 4 A Levels and tend to drop one after term 1 to focus on the remaining 3. This excludes the EPQ (Extended Project Qualification) which can be run alongside the traditional A Level subjects as a fourth and on occasion a fifth qualification.

Can my child take just creative subjects?

It is possible to take only creative subjects but due the huge coursework load of these qualifications we strongly advise that pupils take at least one more traditionally academic subject.

What is the Battle Abbey School Sixth Form dress code?

As the most senior students at Battle Abbey, the Sixth Form are required to dress smartly and professionally; a jacket must be worn at all times. In short this means anything that would qualify as smart business dress. Usually this would be suits for the boys and smart office or business dress for the girls. Extremes of fashion with regards to hair, jewellery or make-up are unacceptable. Please refer to the Sixth Form dress code pages in this booklet for further details.

How are higher education, careers and the world of work addressed?

All students are supported by their Form Tutors and Subject Teachers when making their Higher Education choices. The Heads of Sixth Form organise workshops and University visits and students are given individual guidance on their UCAS application and personal statements. The Careers Team arranges a programme of talks and networking events designed to give insight into a range of careers and routes into employment. Our alumni and current parents are generous with their time, sharing their knowledge and experience with the student body and individual sessions with an independent Careers Counsellor can also be arranged through the school. The school subscribes to the on-line resource 'Unifrog', which offers interest based careers guidance and education for teenagers. As well as helping students identify careers that match their interests and ambitions, Unifrog directs them to relevant courses and their entry requirements, and provides up-to-date job market data.

How are soft skills (public speaking, presentation etc) taught in the Sixth Form?

We offer what we call an 'A Levels+' programme whereby students study the normal A-Level subjects then have the chance to develop a range of additional and, so-called, 'soft' skills. By the time that students leave the Abbey they will have developed their academic skills as well as their public speaking, leadership, teamwork and people skills. This combination prepares them well for the challenges that lie ahead. The enrichment opportunities at the Abbey are enviable. Students have the chance to participate in and lead over 50 different clubs and societies and also have additional enrichment provision including; a lecture series with guest speakers, careers and university advice clinics, community service and volunteering, work experience, study skills and support, sport, leadership, current affairs, employability, character education, wellbeing and a bespoke tutor programme. Being based in the middle of Battle Town centre means that students have access to all the local amenities and potential employers and the school has relationships with local businesses, charities and organisations. In addition, we have developed both national and international links in order to help prepare our students for life in a fast-changing globalised world.

How are pupils supported during the University Application process?

Students are fully supported when it comes to deciding about what to do post A Levels. For many, it can be a daunting prospect, taking into account the extensive range of options that are available. Many of the teaching staff are experts in their given fields and have knowledge about what careers and degree pathways are available to students. We have a close partnership with the University of Sussex, an aspect of which involves key Sussex University staff visiting the Abbey throughout the year to talk to students and parents alike. We also take students to a UCAS convention so that they can meet representatives from most UK universities to gain a flavour of what is on offer. In addition, we run our own university fairs featuring student representatives from a range of popular universities and courses. The school uses a step by step approach when it comes to introducing pupils to the complexities of applying to university, a process which starts in the first term of Year 12. By the beginning of Year 13, students are well versed in what to do and are sending off their applications, generally three months before the national deadline. But we do understand that university is not for everyone and so we are careful to expose students to other career alternatives such as apprenticeships, taking a gap year, or perhaps studying abroad.

Is there a dedicated Sixth Form Centre?

Sixth Form students at Battle Abbey have the benefit of their own study centre, Martlet House, which occupies a site across the road from the main school buildings at the Abbey. Martlet House has specific study rooms with ICT facilities, a fitness suite, café with decking area and garden and additional study areas.

What is the Academic timetable like at Sixth Form level?

With a reduced timetable at A Level, the Sixth Form will have a number of periods out of class. Of these, 75% are designated as 'Study Periods' and must be used in the Library, Martlet House or Sixth Form Study Rooms for academic purposes.

What roles of responsibility are open to Sixth Formers?

Sixth Formers are important role models at Battle Abbey. They set the standards for the student community in terms of academic commitment, conduct, discipline, courtesy and smartness. Their example is essential in maintaining the friendly, family atmosphere of which the School is so justly proud. All Sixth Formers have the opportunity to be selected as 'Stars' (House Prefects) or 'Bronzes' (Senior School Prefects). The School also appoints students as 'School Guardians' (Head Boy and/or Girl), Heads of House and 'Head(s) of Boarding' each year. These positions are quite prestigious and character building and allow the Sixth Form to perform a vital function in the running of the School. Qualities of leadership, integrity and a commitment to teamwork are essential in those students chosen as they will be expected to perform a range of duties for the benefit of the entire school community.





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