



Battle & Langton
Church of
England
Primary School

Love,

Inspire,

Achieve



Prospectus 2023-2024



Welcome



Welcome to Battle and Langton School. This prospectus has been prepared to help answer the many questions new parents ask, and to help you understand how our school operates. We hope you find this information useful in helping you to decide the right primary school for your child. You are welcome to make an appointment to visit the school during the working day to see us in action. Please note, however, that the details in this document are accurate at the time of preparation (Autumn term 2022).

Simon Hughes,
Head teacher
September 2022



Ofsted report July 2019:

"Leaders, staff and governors have a shared vision and purpose, which is to provide the best for all pupils."

"Pupils are excellent ambassadors. They have a strong voice and enjoy their time in school "

"The consistent approach and high expectations of teachers mean that behaviour is managed well.... Pupils' behaviour, observed during the inspection, was good, both in and outside the classroom."

"...parents are very positive about the school. Several wrote about how much their children enjoy coming to school, and that their learning is fun"

"One parent summed this up, writing: 'I cannot thank the school enough for providing an environment where both of my children want to be and where they are thriving.' "

"Pupils, including those who are disadvantaged, make increasingly strong progress throughout the school because teaching is effective. "

Battle and Langton CE Primary School

Battle & Langton Primary School is a Church of England School for children aged 4+ to 11, and currently has approximately 420 children on roll, divided into two classes per year group.

The school was created in the Victorian era when the Battle Church School was amalgamated with another school founded by Lady Elizabeth Langton.

The current school has modern classrooms equipped with digital technology, well stocked libraries and dedicated staff.

We are situated in beautiful surroundings and boast one of the best outdoor spaces in the area, with two adventure play spaces, outdoor 'forest school' classrooms and a fenced all-weather sports pitch.

The school maintains its original Christian ethos.



SCHOOL ETHOS

Love, Inspire, Achieve

Our school ethos can be summed up in three words: **Love, Inspire, Achieve**

LOVE: The common thread throughout the school is Christian Love: Selflessly caring for one another with the desire to make life better for everyone.

INSPIRE: Providing children with opportunities to develop a passion for learning

ACHIEVE: Providing children with support and stretch so they can fully reach their potential

The Values:

We use these six values to teach the children about our ethos. We focus on a different one each term.



Love
Joy
Kindness
Patience



Peace
Self-Control



Part 2: THE SCHOOL AIMS AND ETHOS

ACADEMIC AIMS

- Provide a broad and balanced curriculum that meets the needs of all learners
- Develop enquiring minds
- Maximise potential and inspire children to achieve academic excellence
- Encourage our children to become resilient and independent lifelong learners
- Aim beyond the expected

SOCIAL, MORAL AND SPIRITUAL AIMS

- Develop and maintain our links with St. Mary's church, providing children with the opportunity to establish a personal faith
- Become good citizens
- Build self-esteem, self-confidence and self-knowledge
- Promote the 'Modern British Values' of democracy, the rule of law, freedom of choice, understanding and non-acceptance of discrimination

ENVIRONMENTAL AIMS

- Provide a safe and nurturing Christian environment
- Use our resources effectively to provide experiences beyond the classroom
- Celebrate achievement

COMMUNITY AIMS

- Strive for positive collaboration with parents, carers and families
- Be actively involved in community projects and celebrations
- Develop purposeful and rewarding links with other schools

Part 2: THE SCHOOL ORGANISATION

We are a two-form entry school, which means that there are approximately 60 children in each year group divided into two classes. Each class has a qualified teacher in charge, and each year group has a team of Support Assistants that work with the children across the year group.

We have a team of three senior managers who oversee the running of the school, and each phase of learning has a senior teacher who is responsible for the day-to-day running of that department.



The senior management team are:

Head teacher: Mr Hughes oversees the whole of the running of the school, and is the person to see if you have particular difficulties that cannot be solved by the class teacher. You will see him most mornings on the front gate greeting the families as they arrive. He is always happy to speak to you when you see him about school, football or anything else! Mr Hughes is also a deputy designated safeguarding lead

Deputy Head (Teaching, Learning & Curriculum): Mr Alexander oversees the academic side of the school, leading on teaching, learning, assessment and curriculum. He is the person to see if there is a question or difficulty with your child's learning that the class teacher cannot solve.

Deputy Head (Inclusion, Behaviour, Welbeing & Safeguarding): Mrs Crocker oversees the pastoral side of the school, leading on Special Needs, Child protection (safeguarding), and behaviour. She is the person to see if you have concerns about your child's wellbeing, behaviour or a concern about potential special needs that the class teacher cannot solve.





Mrs Greening

Reception Classes - The first year



Ms Cochran

Starting school for the first time can be nerve wracking (and not just for the children!) Our Early years team are friendly, welcoming and very experienced at putting both children and parents at ease. They will take very good care of your precious little ones!

Our Reception team consist of two qualified teachers and three support staff. They are all dedicated to ensuring the best possible start to the children's education.

To ease the transition into the Early Years department from feeder pre-school settings, the Early Years teachers visit local playgroups and nurseries. All prospective pre-school pupils are also invited to attend transition sessions at school during the summer term.

In addition, a school visit is offered to all pupils taking place within the first two weeks of Autumn term. This enables children to meet teachers on an individual basis, giving time for an exchange of information and forming the basis of a positive relationship between right from the start.

The reception children work in a variety of ways in a variety of areas throughout the year. The children spend time in the various outdoor areas each day, engage in stimulating play activities as well as experience whole-class and small group instruction in learning to read, write and work with number. The Early Years experience learning throughout a large and inspiring environment.



In the classrooms



In the shared areas



Outside on the deck



Forest School area



On the climbing boat



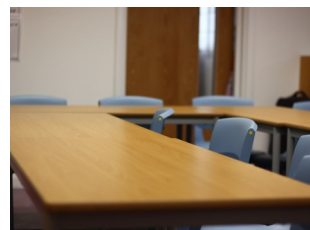
At the mud kitchen



Adventure playground



Outside quiet zone



In the Learning den



Key Stage 1 - Year 1 & 2

This department is made up of pupils in Years 1 and 2. We anticipate there being two Year 1 classes, and two Year 2 classes. The classrooms are spacious, and share two activity areas and the Infant library which are located in the communal area that links classrooms. Each classroom has a 65 inch touch capable HD screen with a HD camera attached to share work and ideas. Each classroom have several computers and a multitude of equipment to support learning.

Each class is taught by a teacher, who in turn is supported by learning support assistants, and voluntary parent helpers. As far as possible, each class has a balance of children based on academic achievement, gender and social compatibility. Both the Early Years and Key Stage 1 departments have allocated play areas, and are supervised throughout the day. During lunchtime, play equipment is made available, such as skipping ropes etc.



Key Stage 2 - Years 3 to 6

During these years the learning becomes more formal as the children approach secondary school. The curriculum is broad, balanced and challenging - but all children are supported to achieve. As with the rest of the school, each year group is divided into 2 classes, taught by a teacher who is supported by a team of support assistants. Each classroom has a 65 inch touch capable HD screen with a HD camera attached to share work and ideas. Each classroom have several computers and a multitude of equipment to support learning.



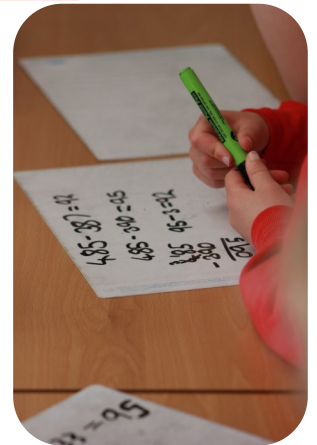
Part 2: THE SCHOOL ORGANISATION



The School Day

The school day runs from 8:50am until 3:15pm (3.10 for Early Years and KS1). All children have a twenty minute playtime during the morning session, and then an hour for lunch. KS1 children also have a twenty minute break in the afternoon. We operate a 'soft start', meaning children can come to their classrooms any time between 8:40 and 8:50.

At the end of the day, children are collected by parents from classrooms, or from a dedicated collection point on the playground.



Breakfast Club & Afterschool club

We have a Breakfast Club that runs every morning from 7:30 through to the start of the school day, and an Afterschool club that runs through until 5:30pm. For information on prices and place availability contact initially via the school office.

Lunchtime Arrangements

At lunchtime children may either buy a school lunch, bring a packed lunch or go home for lunch. The children are assisted during lunch by paid lunchtime staff.

School lunch is cooked on site, and served in a cafeteria system. These lunches are ordered and paid for using ParentPay in advance. Menus change throughout the year, but there is always a variety of options. A vegetarian alternative, and meals for children with special dietary requirements are available. Reception and KS1 children are all eligible for free school meals, as are parents receiving Income Support or Job Seeker's Allowance.

Please note, school meals are run by Chartwells not by the school..

Packed lunches are eaten in the school hall, in classrooms or outside, weather permitting. The school promotes healthy eating and we ask that this is reflected in the child's packed lunch provided from home.



School Uniform

As part of our school policy and ethos, every child should wear the school uniform and P.E. and games kit. In coming to this school, it is automatically **expected** that parents will adhere to this policy. We reserve the right to forbid items of clothing, accessories and footwear that we deem to be dangerous in school to the individual or others. Under no circumstances are items of jewellery including bracelets, rings or earrings to be worn. Small studs only will be accepted, which will need to be removed or covered for PE. We ask that hair is kept to a reasonable style and length, with no use of hair gel for safety reasons. Only 'functional' hair accessories are permitted.



Upper half:

White Blouse/Shirt **or** White/Red polo shirts
School sweat shirt / cardigan (or plain red equivalent)
Red fleece jacket (optional for outdoor wear)
Red and white gingham dress

Lower half:

Grey or black Skirt/Pinafore
Grey or black trousers (Not joggers or leggings)
Grey or black shorts

Feet:

White/Red/Black/Grey socks or tights
Black shoes or ankle boots (no knee high boots, open-toed sandals, heeled shoes or trainers)

P.E. & Games Kit

Children should attend school in their appropriate PE kit on days where they have the lesson. Earrings will need to be removed, or covered.



Indoor Kit

A plain white T-shirt, or white school PE top

Black gym shorts

Plimsolls

Outdoor kit

As above except:

Trainers **are permitted** for outdoor games.

A plain black track suit should be worn for outdoor games in colder weather by all children.

PART 3 – THE SCHOOL'S CURRICULUM

In the Early Years classes the children follow the Early Years Foundation Stage Curriculum. Throughout the rest of the school The National Curriculum is followed. English and Maths are usually delivered in the morning, through daily lessons specific to these subjects. The remainder of the curriculum is mainly taught in the afternoons, however cross - curricular links are built where possible. Each year group has its own programme of study to ensure continuity and progression. Each Key Stage differs slightly in the way it delivers the curriculum.

Early Years

In the Foundation stage the children work towards the Early Learning Goals. These are divided into seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Our Early Years Curriculum is devised to include all these areas of learning and is taught through topics chosen because they appeal to young children, for example "My world", "Celebrations" and many more. During the year we go on various visits into the local environment, for example the woods, the High Street and the Library.

Children learn to read and write through a systematic phonics system called ReadWriteInc. Children are taught both in whole class groups, and in smaller groups where targeted teaching can take place. Children take home sounds to practise and simple books to support the process of 'blending'. Children are also encouraged to take home a book to share with parents, one that they wouldn't be expected to be able to read themselves.

Children's understanding of number is developed through a scheme called Essential Maths, which encourages children to develop a strong sense of number; learning to 'make 5' from a smaller number, and then developing the knowledge to 'make 10'. This is embedded through the environment so that children apply this learning through play.

The Physical Development curriculum includes the use of large apparatus in the hall, wheeled toys, music and movement lessons and small apparatus such as balls and beanbags. The children use indoor and outdoor areas including the field in the warmer weather. The curriculum also includes the use of simple tools and mouldable materials such as dough, clay and a plasticine.

Multicultural elements are included through Expressive Arts, Understanding of the World, and the Personal, Social and Emotional Development curriculum. Whilst focussing on Christian celebrations of Christmas and Easter, children will also be introduced to celebrations of other cultures such as the Hindu festival of Diwali.

PART 3 – THE SCHOOL'S CURRICULUM

Key Stage 1

The core skills of learning to read, write and work with number are continued in KS1 from the foundational work in Early Years. Phonic lessons continue throughout this Key stage, following the Read, Write Inc scheme. Children are taught in groups according to their level of development with the aim that all children reach the expected level by the end of the year. A specialist phonics support teacher is employed to support this during the lessons, and in afternoon 'keep up' sessions one-to-one or in a small group.

Dedicated phonics lessons are taught right through the Key stage, however a broader English curriculum begins in Year 2.

A full and broad curriculum of other subjects is taught throughout the week focussing on developing the children's broader knowledge, applying learnt skills and forming opinions.



Key Stage 2

A full, ambitious curriculum is taught throughout KS2, with the expectation that all children will access it. All subjects are taught individually, although there are many areas that over-lap with one and other. English and Maths are taught at least four days a week. Science, RE, PSHE and PE are taught weekly with all other subjects being taught in six week alternating blocks. The learning within each unit is progressive and builds upon what has been learnt in previous units and previous year groups.

We have specialist sports coaches to support the learning in that PE, and a specialist music teacher that ensures all children get a good quality music education throughout the school.

Curriculum enrichment days occur throughout the year, including many school trips and our annual 1066 day where the whole school study aspects of our most famous local history.



Re-enacting the Battle of Hastings

Religious Education and Collective Worship

Religious Education is given to all pupils in accordance with the Local Education Authority’s Agreed Syllabus. The syllabus is Christian and non-denominational, but recognises other spiritual beliefs e.g. Judaism and Islam.

A collective act of worship is held every day in the hall, or in classrooms. We advocate the Church of England doctrine within our times of worship. A representative of St Mary’s Church leads the worship once a week, and children also visit the church at different times during the year. If parents do not wish their child to take part in Collective Worship, they must notify the school in writing. The policies on Collective Worship and Religious Education are available on request.



Personal, Social, and Health Education (PSHE)

(including Sex Education)

PSHE is mainly concerned with preparing for life with others in society. It is relevant to all aspects of the curriculum, and taught through different subjects where appropriate. Each class has its own timetabled PSHE session when non-curricular aspects can be taught separately. Citizenship, multicultural education, and healthy eating are all covered as part of the PSHE curriculum.

Sex education is an integral part of the PSHE syllabus, and is covered in general terms through other subjects e.g. science. Additionally, Key Stage 2 are introduced to the subject of human sexuality and reproduction as part of the Science curriculum. The children are not allowed to be excused from any parts of the syllabus that form parts of the Science syllabus. However, they may be withdrawn from any non-curricular discussions or lessons about sex education. A copy of the PSHE policy is available upon request from the school office.

PART 3 – THE SCHOOL'S CURRICULUM

P.E. and Sports

At Battle & Langton School, children have the opportunity to participate in and enjoy a wide range of activities. Each class has its own timetabled indoor and outdoor sessions. The activities vary, depending on the time of year. Indoor P.E. sessions consist of games, dance and gymnastics. Outdoor games consist of individual, one to one and small group activities in Key Stage 1, and in Key Stage 2 they experience a wide variety of sports, building on the skills taught. The school has two Key Stage 2 playgrounds and a fenced Multi-use Games area (MUGA), that provide plenty of space to practise skills, especially in the winter months when the field may not be used due to bad weather. We also have a cross country track inside the school grounds.

Currently, we employ some specialist sports coaches to increase the quality of PE provision.

There are various sporting clubs, including football, rugby, netball, and cricket. The teams practise either during lunchtimes or after school. They take part in tournaments after school and at weekends, and also inter-house tournaments during school time. Parents are expected to organise transportation of pupils to venues.

We also hold an annual 'Sports Day' in July, where parents are welcome to attend and support.



The Arts

At Battle & Langton School, children have the opportunity to participate in and enjoy a variety of artistic experiences. There are weekly art, music and dance lessons (dance being taught as part of the P.E. curriculum).

Many musical instruments are taught at Battle & Langton. These are the guitar, keyboard, recorder, cello and violin. Lessons take place at various times inside and outside school hours, and any non-curriculum music teaching is usually undertaken by specialist music teachers.

Mrs Fletcher is our specialist music teacher, and she ensures that all children have the opportunity to experience and learn music and performance throughout their time at Battle and Langton

In addition, the children join with local schools at various times to participate in choral and instrumental concerts. There are many visitors to the school, such as percussionists, theatre and art workshop groups and local craftsmen.

PART 3 – THE SCHOOL'S CURRICULUM

Children With Special Educational Needs

Our Special Needs Policy defines a child as having special educational needs if he or she has "A **learning difficulty** which calls for **special educational provision** to be made for them." A child has a **learning difficulty** if they:

- have a significantly greater difficulty in learning than the majority of children the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in school.

We believe that early identification of such children is important in order to make appropriate provision for their educational needs. Therefore, from the time a child enters the school, teachers keep a check on their pupils' progress, behaviour and social interaction. If there is cause for concern, the matter will be discussed by the class teacher, parents/carers, and the Assistant Head. The child will then be placed on the SEN Support register and parents will be officially informed.

STAGE	OUTLINE OF PROCEDURES
Initial (School based intervention)	If a child is identified as making slow progress and the teacher and/or parents are concerned the first response is always high quality teaching, targeting the area of need. Progress is carefully monitored within a given time period and then reviewed.
SEN support	If the difficulties persist, teachers will refer the child to Mrs Crocker, Deputy Head, who will decide upon the level of SEN support needed. Children may be supported by additional adults, withdrawn as part of a group, or spend time in the Learning Support Pod. Outside agencies such as a GP, Language support service, and the Speech and Language therapists may become involved.
Application for an Education, Health and Care plan.	Once the cycle of SEN support has been reviewed twice, it will be considered whether to request an Education, Health and Care assessment.
Award of Education, Health and Care Plan	The pupil has a plan that clearly states the provision that must be in place. The plan is reviewed annually to secure good outcomes for that pupil.

A copy of our Special Needs policy is available on request.

Admission of Children With Disabilities

At Battle and Langton C.E. Primary School we value our approach to providing the highest quality learning opportunities to all children, irrespective of race, gender, socio-economic background or any other factor which might act as a barrier to learning. The Disability Discrimination Act defines a disabled person as one who has "a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." This would include, for example, sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial. Most children with special educational needs will not be disabled within the meaning of the Act.

Special Educational Needs (continued)

Here at Battle and Langton we pride ourselves in being an inclusive school. We work very hard to provide the best possible learning opportunities for all our children, including those with Special Educational Needs. We meet the needs of children in different ways:

- **Teacher scaffolding.** In normal classroom environments, teachers plan for the needs of all children with the expectation that they will learn alongside their peers. Teachers provide scaffolds for children to challenge themselves through additional adult support, materials such as word banks or task planners, or alternative recording methods such as using a computer program.
- **Individual or group support:** For some children, in some subjects, the school may deem it necessary for children to receive more support and will timetable a learning support assistant to work with the child 1-1, or 1-2.
- **Learning Support Pod:** In September 2014, we opened our Learning Support Pod. A few children with highly complex learning needs are taught in the Pod by a team of well-qualified learning support assistants, with the support of a specialist teacher. They are attached to a year group class, which they join regularly (with adult support), but their main learning happens in the Pod through specially planned activities. These activities are targeted at the particular needs of the children and taught completely through a multi-sensory approach. Other children join the Pod either regularly or when the needs arise, for lessons or for some quiet time to work, away from normal classroom conditions. From 2019, this project was recognised as excellent practice, and has attracted some additional Local Authority funding to extend our expertise in order to support other local schools.



High achieving children

We recognise that some pupils may have had experiences in one or more areas of the curriculum that have led them to be more advanced in their learning than their peers. Various procedures are used to identify such children at Battle & Langton, and once identified, various strategies are deployed to ensure that their particular ability is catered for.

Extra Curricular Activities

The school employs external sports coaches to run after school sports sessions at a subsidised rate for all children. Clubs run throughout the year. Parents are asked to pay a small fee per session, towards the cost of this activity.

Many pupils benefit from specialist music tuition in various instruments such as guitar, keyboard, cello and violin.

A variety of educational visits take place throughout the year, to venues such as zoos, castles, the seaside, theatres, concerts, festivals, museums and local places of interest. Many outside performers and members of the local community visit the school, to hold discussions, workshops and exhibitions.



During the year the school arranges a residential trip for Key Stage 2 pupils in Year 6. Here are some of the children abseiling on one of the residential trips. This popular event involves a great deal of commitment from all involved.



PART 4 – CONDUCT AND CARE IN SCHOOL

School Behaviour

The school believes in behaviour that shows care, courtesy and control at all times. This is encompassed in our school rules:

Ready, Respectful, Safe

We believe in recognising positive behaviour rather than dwelling on negative outcomes. When a teacher recognises a child following the school rules, they receive praise and a class-specific reward. Behaviour that goes above and beyond the expected is rewarded through praise post cards sent home to parents and carers, children also get to have hot chocolate with the Head as a reward!. Consequences for not following the school rules include a lunchtime spent 'in reflection'. Children jointly fill in a 'reflection form' with their teacher, which is sent home to parents.

Bullying is never tolerated and, should it occur, is dealt with in accordance with our Anti-Bullying policy.



Pastoral Care

It is hoped that the relationship between pupils and staff is such that any child can turn to any member of staff for advice and support. It is hoped that parents/carers will consult class teachers if their child has any problems that affect their daily routines or well being in school.

Children whose emotional needs go beyond normal everyday anxieties can be supported through nurture programs. We have a number of specially trained members of staff who deliver supportive sessions with individuals and small groups.

Illness and accidents in school

Minor accidents or illnesses are dealt with by appropriate school staff. We have several staff that are fully qualified in administering first aid, as well as others qualified to administer emergency first aid.

Children who stay on the premises during lunchtime are supervised throughout the lunch break by the lunchtime supervisors, under the leadership of the Senior Midday Supervisor. If an injury occurs, appropriate immediate medical attention will be given. Then, if necessary, they will be taken to the First Aid room where one of the school's First Aiders will tend to them.

Admissions

The arrangements for the admission of children at the beginning of their schooling are made by the Local Authority. To apply on line for a school place please visit www.eastsussex.gov.uk and look for the Education tab. If you are unable to access the internet, the book 'Applying for School' is available from 'Information for Families' on 0345 608 019.

All other admissions will be handled by the school. If you wish your child to join us at any time other than the first admission into Reception, you may apply to the school directly (or apply on line). If there is space in the year group (fewer than 30 per class) your child will be offered a place by the school.

At any time, if there are more applications than places, the school or the Local Authority will follow the following criteria in offering a place:

1. **Looked after children and previously looked after children.** These are children in the care of the local authority and those who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. **Children living within a pre-defined community area, who have a brother or sister at the school at the time of admission.** Children are 'siblings' if they are full, half, adoptive or foster brother or sister *living in the same household*. Each home address in the county falls within a community area, although living in an community area does not guarantee a place.
3. **Other children living within a pre-defined community area.** Each home address in the county falls within a community area, although living in an community area does not guarantee a place.
4. **Children living outside the pre-defined community area, with a sibling at the school at the time of admission.**
5. **Children living outside our community area.** This covers all other children.

If these categories still cannot allocate fairly, place allocation will be decided **by the Local Authority**. Tie break place allocation is decided by prioritising applications on the basis of home to school distance measured in a straight line.

In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

If the year group is full (30 children per class), the school will ask the Local Authority to support you in finding a suitable alternative. You can appeal this decision through the East Sussex website.

Arrangements to visit the school

Of course, parents are more than welcome to visit the school before applying for their child to be admitted. Formal visits for prospective parents of Reception children take place each November. Anyone interested can contact the school office to join one of these visits or to arrange alternative times. There is also a meeting in the summer term, during which time parents can meet teaching and non-teaching staff.

We hope your visits will continue once your child has started. Parent / teacher consultations are arranged each term, when work will be on show and parents will have an opportunity to discuss progress and future needs. At all other times, appointments via the school office can be made.

