



Academy Handbook for Parents & Carers 2025-2026

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Please note the details in this handbook is correct at the time of printing in July 2025. For the latest version, please refer to the Parents section of our website.

Welcome

As we head towards the start of a new year, I wish to thank you for your continued support and share with you some key information. This handbook is a key communication, detailing the essential information you need to be aware of as a parent/carer of a Colne Primet Academy student.

We very much see our relationship between home and the Academy as crucial in ensuring your child achieves their very best each day and overall, and is a happy and successful learner and person. We recognise the importance of good and regular communications and are committed to developing this further this year as part of our ongoing LPPA work. We appreciate your support and hope that this handbook helps with the partnership between yourself and school to ensure the best for your child.

We know many of you are already familiar with the academy, but on behalf of our young people, we never stand still, so there will be changes to update you about. We regularly update our website and social media so that you can easily access information about policies and practices, recent as well as forthcoming events and activities, student achievements and opportunities for you as parents to share your views and get involved. There's also information about the curriculum which shapes the experience your child will have each day, and guidance about assessment and the reporting we do throughout the year.

I hope you find the handbook useful and that it covers all you need to know but should you have further questions, please visit our website which contains further information or you can contact the academy by phoning the main office or emailing enquiries@colneprimet.co.uk.

I look forward to working with you during the next academic year and most importantly, the next stage of your child's development.

Yours sincerely,



Mrs J Pilkington
Principal



Leading Parent Partnership Award (LPPA)

We are proud to continue to hold our Leading Parent Partnership Award status. We remain committed to our partnership with our students' parents/carers being a priority, seeking new ways to work together and improve.









The numerous benefits of LPPA include:

- A clear framework for action, relevant to each school or educational setting, which helps the school identify strengths as well as areas for development
- Integrated whole school approach to parental engagement with parents/carers who might traditionally find working with the school difficult
- Professional advice and support from experienced senior educationalists, enabling the school to benchmark itself against national practice
- Staff development, enabling key staff and the school to evaluate and monitor areas of their responsibility, in relation to parental engagement
- Significant impact in areas such as improving two-way communication, promoting a positive learning environment, improving attendance, punctuality, behaviour and pupil progress.

Our PRIMET Values

We are '**Proud to be PRIMET**', representing our core values:

Progressing: Learning and progress are at the heart of everything we do. We strive to constantly develop our knowledge and skills, ensuring that every day we move forwards.	
Respectful: We are respectful to ourselves, always aiming for our best and making the most of all opportunities. We are respectful to others, being kind with our actions and words. And we are respectful to our environment, at a local, national and global level.	
Inclusive: All members of the academy are equally valued, and we appreciate the diversity within our academy community. Our curriculum ensures all students can make progress.	
Motivated: We set high aspirations and are driven to meet them. We value the importance of working hard to achieve our goals and the rewards gained from reaching them.	
Expressive: We communicate through fluent speech and writing and use creative methods to represent our knowledge and ideas. We value the work of others and what it conveys.	
Together: The academy community works together for the benefit of all. We value teamwork and collaboration, within the academy community and with our external partners.	

The Colne Primet Academy Ethos

At Colne Primet Academy we have students who aspire to make exceptional **progress**. We aspire to ensure that every student leaves us able to succeed in life. We enable students to achieve the grades and qualifications that open doors to the next stage of their development, as well as ensuring they have wide ranging opportunities and experiences for personal development.

We have a challenging, **inclusive** curriculum which is shaped according to what our students need to know, understand and do in their future lives. Our staff are lifelong learners who seek high quality, evidence-based teaching & learning. Learning is engaging and staff work collaboratively to determine and deliver what has most impact in the classroom.

We are a welcoming and kind to everyone within and beyond our academy community, valuing and **respecting** our similarities and differences, making it a pleasant place to learn and work. We appreciate each individual and how they **express** themselves, valuing the importance of being able to communicate our knowledge, ideas and opinions effectively and creatively.

Our consistently supportive and inclusive pastoral system seeks to challenge and **motivate** all students to achieve their very best. Our academic and pastoral systems are aligned, ensuring the best possible outcomes for students.

The whole academy community works **together** to achieve our aims. We work collaboratively and value the support of our parents/carers, who have the highest aspirations for their children. We seek partnerships with external organisations to enhance our provision for the benefit of our students.

Warm, Welcoming and Friendly

Staff and students at Colne Primet Academy show mutual **respect** for one another. They know that we must all work **together** to make the Academy a Warm, Welcoming and Friendly place to be and this is shown through the many interactions in classrooms and in social spaces.

Students and staff ensure we are an **inclusive** school where diversity is valued. We are running the 'Them and Us' PiXL project and also working towards the Silver accreditation for UNICEF's 'Respecting, Rights Schools' programme.

Home Academy Agreement

The Home-Academy Agreement represents as a minimum our commitment to our students and their parents/carers and what we ask and expect in return to support this. This agreement is signed at the start of each academic year by students, a parent/carer and form tutors on behalf of the academy.

The academy expects that you as a student:

- Follow the Academy rules and routines as an active member of the Academy community
- Are punctual and attend regularly
- Prioritise your learning and **progress**, including completing homework on time and being fully equipped
- Wear your uniform with pride, showing you belong and represent our Academy
- Are **respectful** and **inclusive** to others, being kind with your actions and words
- Take responsibility for our environment and look after Academy resources and facilities
- Work hard at all times, being **motivated** to do your best and making the most of all opportunities
- Comply with the ICT acceptable use and use of mobile devices policies
- Work **together** with others, including in student leadership, extracurricular clubs, teams, trips and visits
- Communicate clearly, **expressing** any concerns or problems that you might have, with us and your parents quickly

The academy expects that you as a parent/carer:

- Support our ethos and policies as set out on the academy website
- Ensure the regular and punctual attendance of your child, and when needed supply absence notes promptly
- Support your child's learning and **progress**, monitoring their homework and any rewards or sanctions issued
- Ensure your child arrives with correct uniform and equipment
- Provide an appropriate environment and time at home to enable your child to complete homework
- Guide and **motivate** your child to achieve their best and take up all opportunities
- Work **together** with the Academy, engaging with regular communications and endeavouring to attend parents' evenings and other events
- Ensure your contact details are up-to-date and you inform the Academy promptly when your details change
- Advise us of problems/achievements/issues concerning your child

Students and parents/carers are entitled to expect that we as an academy will:

- Provide a positive Academy culture, where all members of the Academy community are **respected** and **valued**, and students feel confident to be able to **express** their knowledge and ideas fluently and creatively
- Deliver a challenging, **inclusive** curriculum that ensures all students can make **progress** and achieve the grades and qualifications that open doors to the next stage of their development
- Provide engaging, evidence-based teaching & learning that has most impact for students' **progress**
- Set appropriate homework for your child and advise you of our expectations
- Support and **motivate** students to work hard and achieve their best, with appropriate rewards and sanctions
- Enable students to access wide ranging enrichment and extracurricular opportunities and experiences
- Work **together** with parents/carers, including with regular communication about your child, and advising you about any equipment and resources that are required and providing timely information about events

ICT Acceptable Use Policy

This is also signed annually at the start of the academic year. Students will bring a copy home in September which needs to be signed and returned to their form tutor.

Start of the year in September

At the start of term, **only Year 7 and Year 10 will be in on Wednesday 3rd September from 8.45am joined by Years 8 and 9 on Thursday 4th September from 8.45am.** Remote learning will be provided for students in Years 8 and 9 to complete on Wednesday 3rd September. This will be set on ClassCharts and students should submit their work electronically. Year 7 school photos are being taken on Thursday 4th September. Year 11 start the year with their residential from Wednesday 3rd to Friday 5th September.

This ensures a settled and focused start for all year groups with time in forms during the first lesson on each of these days, checking on everyone's well-being, revisiting key whole school messages and systems, sharing in year group assemblies and activities to make sure everyone is clear on plans for the year ahead.

Term Dates

School Opens	School Closes	Holiday
Wednesday 3 rd September 2025	Friday 24 th October 2025	Autumn Half Term Break
Monday 10 th November 2025	Friday 19 th December 2025	Christmas Holidays
Monday 5 th January 2026	Friday 13 th February 2026	Spring Half Term Break
Tuesday 23 rd February 2026	Friday 27 th March 2026	Easter Holidays
Monday 13 th April 2026	Friday 22 nd May 2026	Summer Half Term Break
Monday 1 st June 2026	Wednesday 22 nd July 2026	Summer Holidays

School will also be closed for the May Day Bank Holiday on Monday 4th May 2026.

Attendance Expectations

Regular attendance is essential to maximise the educational opportunities. Irregular attendance disrupts continuity of learning, undermines educational progress and leads to underachievement and low attainment. The academy is unable to authorise absences except in exceptional circumstances.

The **minimum acceptable level of attendance is 95%**, but students are expected to achieve better attendance than 95%. Any student with more than 10% absence falls in the Department for Education's 'Persistent Absence' (PA) category, and information regarding PA students or students who are 'at risk' of becoming PA is generated each term and sent to the DfE, and may lead the issue of a Fixed Penalty Notice.

Students are expected to be on time every morning and here in line up at 8.45am, and on time for every lesson during the day. Students can arrive from 8.20am, when they can have a FREE breakfast in the dining room or go to Oracle (our amazing library).

If they arrive late to the academy they will need to report to the attendance office to sign in. They will show as being late on their ClassChart attendance and this will be sanctioned with a same day after school detention. If there is a genuine reason for lateness, please call the attendance office to inform us.

Parents/carers must ensure your child attends on time each day. If attendance is not possible due to illness, or if there is a genuine reason for lateness, contact the academy (on 01282 863970 option 1) before school on the first day of absence to give a reason and, where an absence continues, keep the academy informed.

Where possible, medical appointments should be arranged out of school time and where that is not possible you should take steps to minimise the amount of school time missed.

Where a student is taken ill during school hours a parent/carer will be contacted by a member of staff. Please ensure that the school has up to date contact numbers for this purpose.

The School Day

8.45am	Students should be on site to be at line up on time
8.50am	Start of school - students meet form tutors on the yard
8.55-9.05am	Registration and reading / Assembly
9.05-10.05am	Period 1
10.05-11.05am	Period 2
11.05-11.20am	Break
11.20-12.20pm	Period 3
12.20-1.00pm	Lunch
1.00-1.20pm	Personal Development Time / Assembly
1.20-2.20pm	Period 4
2.20-3.20pm	Period 5

During lunchtime, year groups have 20mins in the dining room and 20mins social time outside on the yards. The arrangements for each year group will be shared with students by form tutors.

Before School

Please ensure your child does not arrive on site before 8.20am as we are unable to safely supervise them until that time. The pedestrian gates at the bus turnaround (top of Gill Street) and Tatton Street are unlocked at 8.20am. Students should not walk through the vehicle entrance at the top of Dent Street.

Breakfast club runs in the school dining room every morning from 8.20am and students who arrive early are encouraged to start their day there. Students can have a free breakfast here every day.

At the start of school, students should enter school using one of the entrances at the front of school to go to their year group yard. Both entrances are accessed from the front of the school.

Getting to and from school

For the safety of our students, no cars are allowed on site for drop off or pick up. Please arrange to meet a short walk away to help reduce congestion around the school site.

School buses drop off and pick up at the bus turnaround (top of Gill Street), and there is also the mainline bus stop on Burnley Road. This is often busy and we encourage students to walk further down to the next bus stop where there is more space.

Students are encouraged to cycle to school where they are able to safely. Bike racks are provided near the bus turnaround entrance and students should ensure they have a lock for their bike. The school cannot be responsible for students' personal property.

Student Timetables

Students received a copy of their timetables at the end of the summer term and these will be reissued on their first day back. Timetables are reissued at the start of each half term or whenever there are any changes. It is students' responsibility to look after it. Should they lose it, it is their responsibility to speak to their tutor as a priority and get a replacement copy.

Senior Leadership Team

				
Mrs Pilkington Principal	Mrs Swain Senior Deputy Principal	Mr Farmer Assistant Principal	Mr Thomas Assistant Principal	Mrs Eaton Director of Multi- agency provision
				
Ms Marston Deputy Principal	Mrs Brown Deputy Principal	Mrs Leak Assistant Principal	Mr Stephenson Assistant Principal	Mrs Murgatroyd Director of SEND

Curriculum Leaders

						
Mr Boatwright Head of English	Mrs Erskine Head of Maths	Mr Kinnane Head of Science	Mr Adams Head of Humanities & MFL	Mrs Goldie Head of Creative Arts & Technology	Mr Farooq Head of Computing & Vocational	Mrs Bielby Head of RCS and PD (inc. RSE)
					<i>Joining us in September 2025</i>	
Mrs Roberts Lead Practitioner in English	Mr Hargreaves Lead Practitioner in Maths	Mr Halliwell Lead Practitioner in Maths	Mrs Bilal Lead Practitioner in Science	Miss Henderson Lead Practitioner in Geography	Mrs Giles Lead Practitioner in MFL	

Safeguarding Team

At Colne Primet Academy, we have a committed Safeguarding team who work hard to ensure the safety of all children at the school. In charge of this team is the Designated Safeguarding Lead (DSL), Ms Marston, who is a member of the Senior Leadership Team and who leads on any safeguarding concerns or issues that may arise. This team is made up of the following people:



Mr Thomas
Designated Safeguarding Lead



Ms Marston
Designated Safeguarding Lead



Mr Horsley
Safeguarding Governor



Mrs Eaton
Deputy Safeguarding Lead



Mrs Tomlinson
Deputy Safeguarding Lead



Mrs Swain
DSL Trained



Mr Farmer
DSL Trained



Mrs Bielby
DSL Trained



Mrs Sagar
DSL Trained



Ms Said
DSL Trained



Ms Allison
DSL Trained



Mr Cornforth
DSL Trained

Pastoral Support Team

	Year 7	Year 8	Year 9	Year 10	Year 11
Head of Year					
	Mrs Tomlinson	Ms Heap	Mrs Smith	Ms Faraz	Mrs Lake
Pastoral Support Assistant					
	Mr Cornforth	Ms Allison	Mrs Said	Mrs McCamon	Mrs Sagar

Form Tutors

Each student has a Form Tutor whose role is to support your child and be a consistent supportive adult presence throughout the year. Form Tutors will be a link between students, staff and the pastoral support team making sure that your child is aware of their day to day responsibilities.

They will also be a key contact for you as parents/carers. Tutors will pass on key information to students, give updates on progress, attendance and keep your child updated on the school information that is important to them (trips, clubs and other activities).

ClassCharts

Educating a child is a joint responsibility. To help you support your child you need to know exactly what is happening with your child whilst they are with us. We use the ClassCharts app to support communication between parents and the academy. Through the ClassCharts app on your phone you will be able access your child's:

- Timetable
- Homework
- Positive Points
- Negative Points
- Attendance and Punctuality



All new parents/carers will receive full instructions and your login details in September. There is also a parents' guide on the website.

We ask all parents/carers to encourage their child by promoting good habits towards their personal study. Research has proven that students who have active support from their parents perform better in external examinations.

Uniform

Our uniform is designed to be smart and simple. When worn correctly it brings great pride to students and the academy. Wearing a uniform demonstrates high standards, our academy values and a sense of community. Wearing the uniform shows you belong and take pride in bring part of our academy family.

All our decisions are made based on students being in a work mode with no social agenda to detract from the core purpose of school life which is to work hard, learn and make progress.

We ask for parents/carers help in, not only seeing that the correct uniform is available, but is also worn to and from school. We believe that the image of a school plays a crucial role in helping young people secure the next phase of their future on leaving school. We are all part of that process and need to work together.

Students who deviate from an acceptable level of dress or appearance will be loaned the necessary item of uniform for the duration of the school day.

We do have a School Clothes Grant and should you wish to access this please put a request in writing to the Principal.

Academy Uniform

- Black blazer with Academy badge
- Designated grey trousers with school logo OR Designated **knee length** grey skirt with school logo
- Plain white school shirt
- Black v- necked jumper with academy badge (optional)
- School tie
- Black or grey socks worn with trousers OR black or white ankle/short socks for Spring/Summer and black opaque tights for Autumn/Winter worn with skirts
- Black school shoes (see below)
- Outdoor coat in dark, plain colour

Ties

Different year groups have a different coloured tie to give each year their own identity. These colours stay with them throughout Years 7-10 at Colne Primet Academy, before changing to a black tie for Year 11. Students in each year group will wear the following coloured tie from September 2025:

Year 7	Year 8	Year 9	Year 10	Year 11
Green	Blue	Yellow	Red	Black

Headscarf, Hijab or hair covering

A plain black headscarf or hair covering may be worn for religious, cultural or medical reasons. If a headscarf is worn, it is important that this covering conforms to safety regulations in order that the student can work in safety at all times. This means that it must be tied neatly and secured so that there is no draping or loose fabric which may be caught during practical subjects or while moving around the building. The headscarf should be tied so that the students tie is clearly visible.

Students must remove the headscarf for PE / sporting activities for both safety and hygiene reasons. Students who wish to keep their hair covered for these activities are able to wear a sports hijab, or similar, which is a plain black or navy blue colour and consists of a single piece of normally elasticated fabric that is not tied or fastened with any additional pins.



Shoes

Shoes must have a sturdy sole and be fully black. Students are not allowed to wear trainers, boots, sandals, or pumps.

Students will be required to wear school loaned shoes if they arrive in school without appropriate school shoes.

Please be aware that some commercial retailers may label some part of their range as 'Schoolwear' when it is not. This is especially common in footwear. Both girls and boys are asked to wear black shoes. The pictures give some guidance as to appropriate footwear at Colne Primet Academy.



Acceptable jewellery

Students are allowed to wear a wristwatch and one pair of plain stud or small sleeper earrings in the lower ear. No other jewellery e.g. rings, chains, bands, bracelets and tongue or nose piercings may be worn.



We have a duty of care to all our students and this includes responsibility for health and safety. The wearing of facial jewellery, nose studs, tongue piercings, multiple earrings, necklaces, ear stretchers and other items which could cause harm or breach Health & Safety requirements in school is not allowed. We are unable to accept responsibility for replacing any items which are lost or stolen whilst in school. School reserves the right to ask students to refrain from wearing inappropriate jewellery or other items of non-uniform; for reasons of safety, security or appropriate appearance, students will be asked to remove the item.

Make-up

No make-up or acrylic / polished nails are allowed. Students will be asked to remove any if worn to school.

Hair

In addition to adhering to the correct dress code outlined in the uniform policy we also expect students to present themselves with an acceptable appearance. As we strive to prepare and equip students for working life we expect hairstyles to be sensible and appropriate for school. Hair colouring is to be all one colour and a natural colour.

Extreme haircuts are not acceptable. The definition of an extreme hairstyle is at the discretion of the Senior Leadership Team, but include:

- No shaved heads or other extreme hairstyles
- Hair must not be shorter than a number 2 razor cut
- No tram lines
- No decorative braids
- No excessively bright or multi coloured hair dyed in other than natural colours.

Students must wear their hair tied back during practical lessons for safety and hygiene reasons, for example in PE, Food technology, Design technology and Science when carrying out experiments.

Coats

Please ensure your child has an appropriate coat which they can wear to and from school and when outside at break and lunchtimes. Coats should be a dark, plain colour. Coats must be removed on entry to the building, so we can see students wearing their uniform with pride and their tie colour.

Please ensure that all uniform and coats are marked with the student's name.

PE Kit

We have updated our PE kit this year, to demonstrate our Proud to be Primet ethos. Further information about this change is available on our website.

From September 2023, all new students including all Year 7, must be in our new PE kit. Although older students can continue to wear their existing kit initially, **any new PE kit bought for students in Years 10-11 needs to be replaced with our new kit.** Our old PE kit will no longer be available. The codes for each item ensure that the correct one is purchased, but our uniform suppliers know what our new kit consists of and will sell these items labelled as Primet PE kit. All our PE kit is Navy, Scarlet and White, and consists of:

- T-shirt with embroidered school logo (Encore ZR10)
- Bottoms – choice of:
 - Shorts (Encore ZR50)
 - Skort (Encore ZR60)
 - Leggings (Encore ZR38) - *worn alone or under the skort or shorts*
 - Tracksuit bottoms with academy logo (Chadwick 890)
- Optional sweatshirt with school logo (Encore ZR45)

Students will also need: black or navy blue socks, trainers. For particular sports, including when playing as part of the school sports teams, the following may be needed: Shin pads, football boots.

Students are expected to bring PE kit to lessons regardless of illness/injury. They will be expected to contribute to the lesson as time keeper/scorer/umpire etc. and expected to be dressed in PE kit for this.

Please ensure that all uniform and PE kit is marked with the student's name.

Equipment

Every student is expected to have the following basic items of equipment for every lesson:



Pen



Pencil



Ruler



Homework
folder



Reading
book



Bag

The homework folder is provided by Colne Primet Academy and given out to students at the start of the year. It is students' responsibility to look after it. Should they lose it, a new one needs to be purchased via Parent Pay and it is the student's responsibility to collect their replacement from their Head of Year or Pastoral Support Assistant.

It is essential that every student has a bag suitable to be a school bag. This needs to be large enough to contain A4 sized books and files without being folded and a suitable size to carry all of their items. Students may prefer to use a separate bag for their PE kit or for bringing in additional items including ingredients for food lessons or larger pieces of homework.

We recommend students have their own calculator which is available to purchase from the Maths department. Textbooks and specialised equipment will be issued on loan and students will be required to pay for any loss or damage to school property.

Mobile Phones

Mobile phones and personal electronic devices are allowed in school but must be switched off as they enter the school building and kept out of sight for the duration of the school day. **They must be switched off and stored in bags.**

If a mobile phone is seen during the school day, it will be confiscated by a member of staff and handed into the pastoral team. This includes whether the student was using the phone or not, if it is in sight it will be confiscated, as students need to be free from the distraction that mobile phones cause by having it accessible in pockets.

On the first occasion it can be collected by the student at the end of the school day. If this happens again, on the second occasion it will need to be collected by a parent/carer afterschool and if this continues to happen you will be invited in for a meeting to discuss the issue of your child not being able to adhere to academy rules.

Mobile devices can be a distraction to learning and pose a considerable safeguarding concern. Students may bring a phone to school with them for use on the way to and from school for personal safety reasons. We regularly review the policy on use of mobile phones to ensure we get the balance right between phones being a part of life in the 21st century and the impact on learning and the school.

If you need to contact your child during the school day, please contact the Main Office who will pass on a message to your child. If your child needs to contact you for any reason, they can speak to a member of the pastoral team who will make arrangements when needed.

Personal Property

The school cannot be responsible for students' personal property in school, although we do take as much care as we can to see that it is safe. It should be marked clearly with the student's name. Money and items of significant value should not be brought into school. Lost property is handed into, and can be claimed from, the pastoral team.

Banned Items

Any item that is deemed dangerous or inappropriate to be brought into school will be confiscated from students, and sanctions may also be given.

However, there are other items which are not always as obvious to be inappropriate for school which are listed below. These items are not allowed to be brought into school and students must not have them in their bags or pockets even if not in use.

- Aerosols of any type – these are normally deodorants and body sprays. Students wanting to bring this must bring roll on or cream deodorants.
- Glass bottles or containers – including perfume/body spray bottles
- Chewing Gum
- Energy drinks (any type)
- Carbonated 'fizzy' drinks (any type)
- Make-up, nail varnish, hair products and any other similar items

The definition of inappropriate items for school is at the discretion of the Senior Leadership Team.

Routines and Expectations

The following behaviour routines are used in the academy during lessons and in unstructured times. They are taught to students during transition in year 7 and then embedded through modelling in assemblies, personal development and in lessons. They are used consistently by all staff, in doing so students are aware of the expectations and this frees up cognitive load to ensure students understand and follow additional instructions accurately. Routines reduce anxiety and stress for all students, but particularly those who have additional needs. Routines are an absolutely vital part of everything we do. These help everybody the academy to make progress in a safe, purposeful environment.

Academy Expectations

Our behaviour policy, which can be found on the website, has the details about individual rules we implement in the Academy to keep our students and staff safe. However, these are complicated and numerous. So to simplify these for the students, they all fit under one of the 3 basic expectations which we have of all students. When expectations fall short, students are reminded positively about what the expectation is and how to improve.



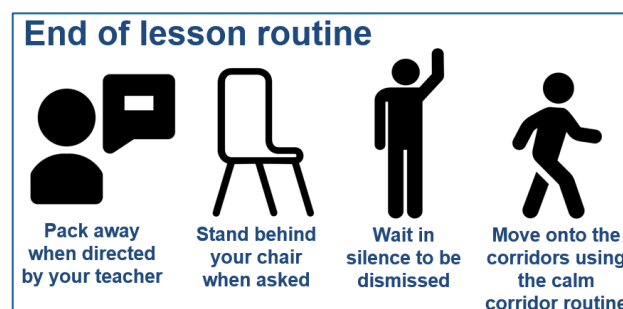
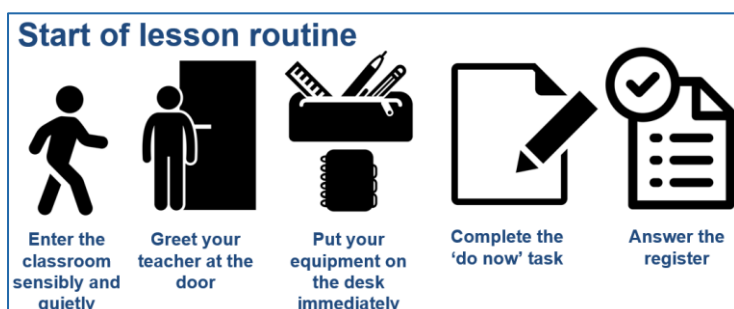
Line up routine

All students line up at the start of the day and before any large gatherings such as assemblies. We use line ups to ensure that the students are greeted on arrival into the academy, it also ensures the students enter the academy in a calm and purposeful manner. We use line up to pass on key information, do basic uniform checks and resolve any immediate issues your child may have. All students see their head of year, pastoral support assistant and form tutor every single morning. This means your child has many points of contact should anything need resolving. These take place in the same designated spot in either yard. They line up in forms in register order and then calmly walk into the academy.



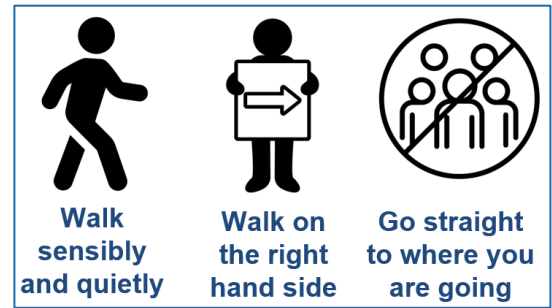
Starts and ends of lessons

As explained above, students are taught how valuable lesson time is and we want to maximise the amount of time students are in lessons. To ensure there is no wasted time at the beginning or ends of lessons students are taught the following routines so that teachers can focus on teaching knowledge not explaining the basic expectations. Please help your child be ready for learning by ensuring they have the basic equipment detailed earlier in the handbook.



Calm corridor routine

Our academy is very popular and this has resulted in increasing pupil numbers, and although we are expanding, our main building is the same building that accommodated far fewer students. Student movement around the academy must be calm and purposeful to keep everyone safe. Students are also taught how valuable lesson time is and we want to maximise the amount of time students are in lessons. To ensure movement and transitions on the corridor are safe, quick and purposeful we implement the calm corridor routine seen below:



Special Educational Needs

We believe in fully supporting students with special educational needs to ensure they have access to, and gain maximum benefit from, the educational opportunities available. The more information that we can gather the better to make sure that needs can be catered for from the first day that your child starts school.

If parents/carers have any questions or concerns they can get in touch with our SENDCo at school.

Our SEND team offer a range of interventions, including:

- Targeted in class support
- Indirect Dyslexia Learning (IDL) Reading, Memory and Spelling Skills Targeted programme
- Reading and Spelling Support Programmes
- Social Skills, including Social Use of Language Programme
- Maths Whizz Targeted Intervention Programme
- Handwriting & Touch Typing Support
- Homework and organisational support
- De-escalation strategies
- Specialist Teacher assessments to underpin strategies and apply for exams access arrangements

Medical Needs

Where a child has a diagnosed medical condition that is long term and complex, an Individual Health Care Plan (IHCP) will be written. **If your child has a medical condition, please contact us to ensure we have all the information required.**

For students with an IHCP that require medicine(s) to be administered during the school day, including in emergency situations, **written consent from parents/carers must be given.** Medicines will only be accepted if they are: prescribed, in date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in date but will generally be available inside an insulin pen or pump, rather than in its original container.

We are not permitted to give any form of tablets, ointments, sprays etc. to students without an IHCP/written consent. We can only treat with water, ice packs and bandages. Medicines should not be brought into school but should students need to bring a prescription and parents/carers are happy for them to self-administer any form of medication we would suggest that the following steps are taken:

- The pastoral team is informed
- Only the required amount for that day is brought in

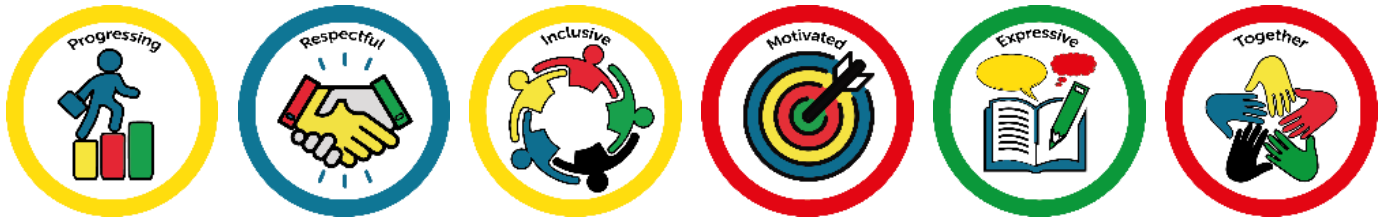
Our clear advice is to avoid sending any form of medication into school.

Behaviour for Learning

Rewards: Positive Points

Staff at Colne Primet Academy reward students when they show they are **'Proud to be PRIMET'**

- Points for PRIMET values = 1 point each



- Outstanding Achievement, Outstanding Effort and Wider Contribution = 5 points each
- Students can expect to receive additional recognition for their efforts, these include:
 - Verbal praise
 - Recognition in form time and assemblies
 - Badges: including their Bronze (300 points), Silver (600 points) and Gold (1000 points)
 - Certificates
 - Positive Postcards
 - Positive Phone calls
 - Reward events at the end of each half term

Sanctions: Negative Points

Colne Primet Academy has the 3 basic expectations of **work hard, be kind and follow staff instructions first time**. We also expect to see the 'Proud to be Primet' values in their work and social interactions. Staff will always be clear about these expectations, unfortunately sometimes students may not meet these. We try where possible to ensure students have time to make the right choices and our behaviour for learning policy is implemented in the classroom to encourage this to happen.

Example behaviours	Outcome
Being off task, and demonstrating off task behaviours, e.g. watching others, daydreaming	Remind students, non-verbally where possible to try ensure student re-engage with their learning.
Behaviour affects the learning of others e.g. talking whilst the teacher is or distracting others/student fails to start work	Verbal warning -This will be recorded on the board and students use it as a warning to modify their behaviour.
Student continues with poor behaviour choices.	Written warning -This is recorded on the board and Classcharts. The student should use this as a last warning to modify their behaviour or increase effort On call support -A member of the Pastoral or Leadership team coming to class to talk with the student to ensure they modify their behaviour
Student continues to exhibit poor behaviour choices.	On-call removal -The student would be removed from lessons, to complete the work elsewhere, as their behaviour was impacting on others' learning. They would have a 20 minute detention after school and you will be notified by text and Classcharts.

Student Leadership

There are lots of student leadership opportunities throughout the year, which include yearlong roles, mid-length projects and one-off events. This helps all students to find something that they want to be part of, and ensures there are opportunities for all. We believe it is important for students to play an active role in our Academy, and encourage as many students to be involved as possible.

Below are just some of the main Student Leadership opportunities we have:

Year 11 Prefects

We have a team of prefects who are led by our Head and Deputy Head Prefects. Students can identify them by their prefect badges, and there is a photo display on the main corridor so all students know who they are. This is a prestigious role, for which students have to complete a written application form and formal interview. This role includes supporting duty staff during social times with the supervision and direction of students, being a role model for younger students, and being available to support and help anyone who needs it. Due to the time commitment of this role, we start with Year 10 taking on these roles in the Summer term to allow Year 11 to focus on their exams.

Year 10 Student Ambassadors

This role mainly involves representing the Academy during evening events, including parents' evenings. These students support the running of these events, including meeting visitors on arrival, guiding people around the academy and serving refreshments. It is an excellent practice role for any students who wish to be prefects in Year 11.

Form Captains

Each form nominates a Form Captain to represent them throughout the year. This includes being the main speaker on behalf of the form in student voice, accepting form awards, and helping the form tutor.

Sports Captains

Each form nominates a Sports Captain to represent and coordinate their form during any year group or inter-form sporting competitions. Their biggest role is organising the form during the annual sports day, but there are also inter-form events throughout the year. They also promote sporting activities and events.

Oracle Assistants

This is open to students in all year groups who want to help run our library. There is more on this role in the We Are A Reading Academy pages.

Subject Ambassadors

Subject areas have teams of student leaders involved in a variety of ways. This allows students to take a more active role in the subjects they are most interested in or are excelling in. This often includes supporting other students within that subject area, promoting a particular event or campaign, and being an ambassador for that subject.

Year 8 Transition Buddies

To support our new Year 7 joining us, each form group has two buddies from the year above them. This gives them a familiar face when they join in September of someone who is only just a year ahead of them and can remember what it is like to be new to our Academy. These students get involved from the Summer term of their Year 7, helping with the transition day and evening so that the Year 6 students get to know them before they all move up in September.

Our Curriculum

We provide a challenging academic and creative curriculum and are dedicated to providing a high quality, personalised learning experience for all our students. We recognise that all students have different strengths, aptitudes, interests, and areas for development. Our curriculum caters for all, providing opportunities for students to show off their talents, experience success and achieve in all areas of learning.

Details of what your child will study in each year for each subject is available in the Curriculum section of our website.

Homework

At Colne Primet Academy we consider homework to be a vital part of every child's education in enhancing the learning our students receive in class as well as playing an important part in preparing students for their GCSEs. Homework set will be appropriate for the age and key stage of students, to consolidate learning, deepen understanding and prepare students for life beyond Colne Primet Academy. Homework amounts will therefore vary for different ages and abilities of student. Additionally, we promote the importance of reading for pleasure and interest, with the expectation that all students should be regularly reading at home. To support students, we offer a homework club which runs after school Monday to Thursday in Oracle which includes access to computers.

Using Class Charts with your individual log on you will be able to see the homework you child has been set, when it is due in and whether it has been handed in (on time or late).

Students are provided with a homework folder at the start of the year to keep their work in when transporting it to and from home in their school bag. This will include a copy of their year group's homework timetable showing which subjects they should expect to receive homework for across our 2 week timetable. A copy of this is available on our website.

For Year 7, to help support their transition, their homework timetable is phased up over the Autumn term. This means they will only have homework in English, Maths and Science from September, with other subjects then added over the term, and then all subjects from January.

Our learning resources

Students have access to the following online systems. They will have an individual log in, which they need to keep secure and should not share their passwords with anyone else.

Academy Systems:	Year	For support, students should see:
ClassCharts	All years	Their form tutor
Microsoft Office, including email, Teams, OneDrive and Office programmes	All years	Their computing teacher or form tutor
GCSEPod (All subjects)	All years	Mr Hargreaves or their form tutor
Accelerated Reader	Years 7-9	Their English teacher or Mrs Dawson, librarian
MathsWatch Online	All years	Their Maths teacher or Mrs Erskine
MathsWhizz	Years 7-9	Their Maths teacher or Mrs Erskine
Educake (Science)	All years	Their Science teacher or Mr Kinnane

Other online resources will be used at times throughout the year and details of these will be given to students by their subject teachers.

Reporting on your child's progress

KS3 Targets

Across Key Stage 3, students' attainment and progress is shown relative to what we expect students to be able to demonstrate in their learning during each school year. This is similar to how progress is reported at Key Stage 2, with students working Above, At or Below Age Related Expectations. An initial ability band is set based on your child's KS2 SATs, CATs scores completed at the start of the year 7 and latest reading age achieved in the tests. Their learning is then reported on to reflect how well they have achieved relative to their ability band. The expected standard for each KS3 year will be shared with students in their lessons, and they should use this success criteria to identify their strengths and next steps in their learning.

KS4 Targets

From Year 10, students are set minimum target grades for their end of Year 11 result. These targets are reviewed annually and are based on national data of the average grades that students of the same ability are achieving, comparing how students with the same KS2 SATs scores perform at GCSE level. We maintain high aspirations for all our students to achieve the very best grades they can. We expect students to be at least on course to achieve their minimum target grades and to be aspiring to achieve above them.

Tracker Reports

We will report on your child's progress at two points during the year – mid year and end of year. These are following the assessment weeks at the end of the Autumn Term and Summer Term for Years 7-10, and following mock exams for Year 11. As well as their academic progress, our trackers also include: Attitude to Learning grades, Quality of Homework grades, Positive and Negative Points, Personal Development grade and Attendance information.

You can expect to receive trackers in:

Year 7	Year 8	Year 9	Year 10	Year 11
CATS report in October 2024 January 2025 July 2025	January 2025 July 2025	January 2025 July 2025	January 2025 July 2025	November 2024 March 2025 (GCSEs August 2024)

We hope you find each tracker informative. We will send an online survey by text message a few days after each one has been sent home where you can confirm you have received the report and add any comments. These will then be directed to the relevant member of staff to follow up.

Parents' Evenings

This is an opportunity for you to speak to your child's subject teachers and discuss how they are progressing. We value a team approach, working with yourself in order to get the best possible outcomes for your child, so appreciate your commitment to attending.

Year 7	Year 8	Year 9	Year 10	Year 11
Tutor meetings at end of September 29 th January 2026	30 th April 2026	15 th January 2026	16 th April 2026	27 th November 2026 12 th March 2026

Key Stage 4 Information Evening

This event takes place on Thursday 26th March 2026, and is for all Years 9, 10 and 11 students. It includes 2 aspects: Year 9 Personalised Choices Evening and the Year 10&11 'Power to Perform' Evening. More details about the arrangements will be shared nearer the time.

The Year 9 Personalised Choices Evening is an opportunity for you and your Year 9 child to come into school to find out more information about the KS4 courses available, what each one involves and the options it can lead to for future study and employment. This event takes place just ahead of students making their KS4 personalised choices.

Parents/carers and Year 10 and 11 students are invited to the 'Power to Perform' evening where they can access revision materials and guidance for their GCSE and vocational qualifications. This is a key event for Year 10 students who will be mid-way through their KS4 qualifications at this time, and for Year 11 students to get final revision tips and guidance ahead of going into their final exams.

Extra-Curricular and Enrichment

All students are encouraged to take part in the wide variety of activities at Colne Primet Academy. We encourage not just academic development but personal growth through structured sessions before school, at lunchtime and after school. All extra-curricular activities are free and are a great way to try something new and make new friends, just simply turn up and have a go!






Extra-curricular timetables are updated regularly and further information regarding activities can be found from form tutors. Examples of activities from last year include Duke of Edinburgh, sports clubs and fixtures, library sessions, homework club and much more.

We try not to change our extra-curricular plans, but should any activity have to be cancelled, we will ensure students are informed in school and contact parents/carers at the earliest opportunity.

As well as daily extra-curricular activities, throughout the academic year there will be opportunities for students to embark on trips to support their learning in the classroom. We want all our students to have new experiences during their time with us to create long-lasting memories.

All parents/carers will be given advance notice of any trips. In the past trips have included visits to London, to help bring History topics to life, colleges and universities, and Whitehough activity centre. These trips allow students to further develop their knowledge of subjects and bring learning to life whilst creating long lasting memories of their time at Colne Primet Academy.

We also have the Pendle Education Trust Secondary Pledge which we are committed to along with West Craven High School, our sister secondary school in the Trust. Pendle Education Trust pledges that all our secondary students will experience all 5 out of 5 of these opportunities before leaving secondary school.

Cultural appreciation	Exploring careers	Fundraising	Community Involvement	Eco-awareness
				
e.g. trip to the theatre	e.g. attend a careers fair	e.g. organise an event for a good cause	e.g. get involved in a community project	e.g. take part in a sustainability project

Personal Development

Our Personal Development curriculum is delivered through our Religious and Citizenship Studies (RCS) lessons and Personal Development (PD) time, as well as through assemblies and special events.

RCS offers an integrated approach towards Religious Education with the other statutory curriculums of Relationship and Sex Education and Citizenship. Students to undertake study in a safe environment where they can reach informed decisions and be prepared for life in modern Britain. RCS provides a moral framework to explore issues, whilst growing in understanding and acceptance of the diversity of religious and non-religious beliefs and responses.

Personal Development time is where students work with their tutor on activities that support and encourage their personal development and growth. The week is made up of a class read, a whole year assembly, and 3 periods of Personal Development covering PSHE, Citizenship and Careers education, which is designed to meet the needs of the school community and to ensure that specific elements of the statutory Relationship and Sex Education are covered, that have not been addressed in RCS.

Details of our RCS and PD curriculums are available on our website, as well as consulted on annually. We also share weekly what is being delivered through the eBulletin. If you would like more information about these curriculums please contact Mrs Bielby, Head of Personal Development and RCS.

Careers Guidance

We have an extensive careers guidance programme, which includes careers education for all year groups and opportunities for meaningful employer engagement. Careers is overseen and included within our Personal Development curriculum.

Students in KS4 also have an interview with a Careers Advisor, who supports our students to achieve their careers goals with exploration of their skills and interests. As well as one-to-one guidance interviews, students also benefit from lunch time drop-in sessions, practise interviews, job searching and CV writing.

The school has a dedicated careers area in the Oracle where students can access all the information they will need in order to help them choose the correct career path and careers education is embedded into the curriculum for all students.

Year 10 Work Experience

We also support students to gain insight into the 'real life' working world through work experience which gives them a chance to develop their self-confidence, practical and communication skills, which will assist them as they progress into further education or permanent employment. **Work experience takes place during Year 10, during the Summer term and is planned for weeks starting Monday 22nd & 29th June 2025.**

Artsmark

The Academy is very proud to have the arts at the forefront of our everyday teaching, in addition to an extensive extracurricular provision. There is an opportunity to apply to be part of our Arts Council where students contribute to ideas, events, enrichment and fundraising. We have previously achieved Artsmark Silver which acknowledges the excellent work that staff and students dedicate to promoting the arts within the Academy. We are currently on our Artsmark journey to achieve Gold accreditation.



**Artsmark
Silver Award**
Awarded by Arts
Council England

We Are A Reading Academy

We are a reading academy and reading will be an essential part of your child's learning and daily routine. We ask that students read for 15-20 minutes every day as part of their homework routine. We believe that reading for pleasure can change lives. Strong literacy skills are essential to thrive and be successful. Students start their day with 10 minutes of reading during registration and then one dedicated Personal Development time session each week. This is in addition to following the Accelerated Reading programme in KS3.



Accelerated Reader lessons

In school, we use the Accelerated Reader programme. This programme helps us to ascertain the reading level of each student and helps our students to select books which will help them to progress as readers. Reading lessons happen once a week in Y7 and Y8. All of our students receive a 'Reading Journal' during their first Accelerated Reader lesson which takes place in our library (we call this The Oracle). The journal helps students to keep a record of what they are reading and also allows direct contact between home and school about the progress being made with reading. We monitor progress closely and students are set a half termly target to meet. Incentives are built into our reading programme for excellent progress and effort such as Word Millionaires rewards, Primet positives and more. Intervention is put into place each week for students who are not making the desired progress.

We encourage parents to read at home with their children as regularly as possible. This is something that often stops after primary school, but it shouldn't. We want our students to be heard reading on a regular basis and we will strive to listen to them read at least once each week in school.

Reading on the website

The Reading section of our website is a great way to keep up-to-date about reading within the school. Our website is constantly updated with our Oracle newsletters and information about reading events or opportunities. Also, on the site are our recommended reading canons for each year group. These have been produced in conjunction with PiXL Reading and all of the books available within the Oracle are highlighted so that students know which physical copies they can loan.

Reading Mentors/Leaders

From the moment you enter Colne Primet, we want you to develop your reading. As such, Ms. Dawson (our phenomenal librarian) has set up a 'Reading Mentor' scheme. This encourages students to read at home with younger siblings/relatives to help improve the reading of others. The ability to teach reading shows an incredible grasp of reading – so we wholeheartedly support this.

Reciprocal Reading

We also ensure students develop excellent reading skills throughout the curriculum by explicitly teaching reading strategies in all subject areas. Every subject area will use key texts to model four reading strategies which good readers use to support their understanding of a text: predicting, clarifying, questioning and summarising. These reading strategies are also used in the weekly Personal Development reading session.

Oracle Assistants

Our Oracle Assistants volunteer their time and can be on duty in the morning, at break and at lunchtime in order to provide a service to other students. This role gives your child an opportunity to learn how to log books in and out of our computer system

and decide on the priorities for maintaining the stock and the environment in Oracle as well as develop their team working skills.

Reading Teachers

All of our teachers are readers. We promote this throughout school and we ensure that our doors and email signatures are updated (at least) every half-term to make sure that students know what their teachers are reading. We encourage our students to ask about these books. We want to promote reading curiosity in all of our student, as this is a key component of being a reading academy.

English as an additional language

At Colne Primet Academy we ensure that there is a process to support the integration of new arrivals. This includes provision for students based on an assessment of their prior knowledge and experience as well as their language proficiency. Our EAL team will provide a range of support to students with EAL needs, including:

- In class support to students
- Integration for new arrivals to the Academy
- Home links, including interpreting for parents and other agencies as appropriate
- Translation for parents' information and general information
- Mentoring support, and support for all transition points
- Training / awareness of staff re: supporting EAL needs in the classroom
- Links with external providers and youth service provision in order to widen access and extend the curriculum for learners with EAL needs

WE ARE GOOD READERS 

1. Predict 
I think we will find out more about...
I think (name character) will... and...
I think the next few paragraphs will tell us something about it like...
From looking at the pictures and scanning the captions, I think...
Well, building on what happened in the last chapter...

2. Clarify 
What is the meaning of any new words or new things you have seen?
I'm not sure I understand...
What does ... mean?
Can someone help me by explaining just what ... is?

3. Question 
I'm not sure I understand why...?
Why does it say...?
Why does that ... happen?
Is there anything you don't understand?

4. Summarise 
Use your own words to explain (sum up) the main ideas from the text, in order.
I think the most important points were...
In this section we found out ...
The most important information was... because...
My two key points from this section would be....

Lunchtime Arrangements

All students must stay on the school premises during break and lunchtime. They can either bring a packed lunch or purchase food and drinks from the canteen. Food must be consumed in the designated year group dining area at their lunchtime. This will be shared with students at the start of the year by form tutors.

Due to the increasing size of the academy, we now have two dining areas for students. In addition to the main dining room, we also make use of the gym, with collapsible furniture so that this space can still be used for PE during the morning and afternoon. The gym has its own hot and cold servery, ensuring that the provision is the same in both eating areas. This ensures all students being able to purchase lunch quickly, allowing time for students to sit and eat properly, and ensure we have capacity for all students to be able to sit inside to eat. In addition, there are outdoor canopy covered seating areas and a new serving point on the dining room yard.

We are delighted to work in partnership with leading catering provider, Taylor Shaw, to enhance the dining experience we are able to offer to students. Taylor Shaw has more than 20 years' experience in delivering delicious, nutritious and varied meals in schools across the UK. Taylor Shaw has a reputation for using only the best, finest quality ingredients including Marine Stewardship Council (MSC) fish, Red Tractor (farm assured) meat, free range eggs, locally sourced meat, dairy, fruit and vegetables and no undesirable food additives or hydrogenated fats.



In addition to a range of daily hot specials, students can also purchase filled baked potatoes, sandwiches, wraps and salad boxes along with home bakes, fruit salad, yoghurts and other healthy grab and go items.

Free School Meals

Students who are eligible for free school meals will be able to buy their lunch using the Parent Pay cashless system. This is the same for all students. Their Parent Pay account is topped up automatically to allow them to buy their lunch each day.

If your child does not already have Free School Meals, you may be eligible if you get any of the following:

- Universal Credit with a household income of less than £7,400 a year (after tax and not including any benefits you get)
- Income-Based Jobseekers' Allowance
- Income-Related Employment and Support Allowance
- Child Tax Credit, **not** entitled to Working Tax Credit and household income less than £16,190
- Support under part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Income Support
- Working Tax Credit 'run on' – the payment you receive for a further four weeks after you finish work

You can apply online, or there is information about how to apply by phone and post on the Lancashire County Council website: <https://www.lancashire.gov.uk/children-education-families/schools/free-school-meals/>

If you are struggling to get online or cannot print a copy of the paper form, we are able to help you with this. Applications need to go directly to Lancashire County Council or you can return it to the main office and we will send it off for you.



Parent Pay

We operate a highly secure online payment system called ParentPay which enables you to pay for school meals and other items such as trips, etc. Payments can be made by credit/debit card or also through PayPoint.



It will give you a history of all the payments you have made and allows you to create a single account login across all your children that attend a ParentPay school.

ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like. The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.

New parents/carers will be sent an activation letter containing activation details to enable you to set up your ParentPay account. To activate your account:

- Visit www.parentpay.com
- Enter your Activation username and password in the Account Login section of the homepage. Note: These are for one-time use only, please choose your own username and password for future access during the activation process.
- Provide all the necessary information and choose your new username and password for your account - registering your email address will enable us to send you receipts and reminders.
- Once activation is complete you can go straight to Items for payment, select which item(s) you want to add to your basket and proceed to complete your payment

More guidance is available on our website, including step-by-step guides for how to pay for items and manage your account. Any questions regarding ParentPay please contact the main office.

Communication

We place great importance on our partnership with parents/carers and there are a number of ways we will communicate with you and you can communicate with us.

As detailed above, the ClassCharts app will allow you to have information about the positive and negative points received by your child 'live' each day, and the termly trackers report on their learning and progress.

In addition:

- A weekly e-bulletin is sent out to parents/carers, via email, each Friday and is also on our website.
- Our website has sections specifically for parents/carers, as well as all our policies and key information. It also includes guidance on using Academy systems such as ClassCharts and Teams.
- We would also encourage you to keep an eye on our social media via Facebook and Twitter.
- We have the facility to send text messages and emails to all parents/carers or groups of parents/carers. **Please ensure your contact details are up to date and inform us of any changes at any point during the year.**
- General letters given from school are passed on to students and are also published on the website.
- Letters for any trips or events are passed on to students and we will send text messages home.

We encourage you to develop strong links with your child's Form Tutor, Pastoral Support Assistant and Head of Year. If you have any questions, queries or concerns, please do not hesitate to get in touch with us.



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www.colneprimet.co.uk

www.facebook.com/ColnePrimetAcademy

<https://www.instagram.com/colneprimetacademy/>

Pendle Education Trust

As well as joining the Colne Primet Academy family, you and your child are now part of the wider Pendle Education Trust family, sponsored by Nelson and Colne College. The Trust is sponsored by Nelson and Colne College and we have very close links with them. Primet is one of five schools in the Pendle Education Trust family. The others are West Craven High School, Castercliff Primary Academy, Casterton Primary Academy and Pendle Primary Academy. Our staff work together and collaborate to provide the best possible outcomes for the children in our care.



www.colneprimet.co.uk