



Dear Parents/Carers,

This week has been performance week for our annual show. This year it has been the Pantomime of Snow White, with students from all year groups taking leading roles and performing to audiences of our local primary schools, their peers in school, and family and friends at the evening shows. They have done an amazing job, and put on a very professional and enjoyable show for everyone. The primary school children's feedback in particular has been brilliant, and it's been very evident just how much they have enjoyed the show by how we could hear them joining in each day. A lot of the students in Year 10 are also using their involvement in the show as part of their BTEC Performing Arts qualification too. Well done to everyone involved – not just those performing, but also those involved in production roles, lighting, sound, costumes and props.



Next week, Year 11 move into doing final preparations for their mock exams next week, ahead of the two mock exam weeks which start on Monday 2nd February. All mock exams are completed following the exam regulations, just as they would be in the Summer. We practice these during the mock exams, so that when it comes to the real exams students are familiar and comfortable with the arrangements so that it becomes routine and normal, and they can just focus on doing their best. In addition, starting from this year the results of these mock exams may be used in the event of any disruption to the real exams in the Summer. Therefore, students must complete them on the day of the exam timetable and any absences will not be able to be re-sat for the exam boards, although students will do these in school to help them in their learning. Also, the exam boards now also require us to inform them of any misconduct during the mock exams to ensure that all candidates are following all regulations throughout.

A reminder that next week is parents' evening is for Year 7 on Thursday 29th January, and Year 7 are currently making appointment times with their teachers. Please ensure you are able to attend this important event, which takes place in the sports hall.

Principal's Awards

Awarded to the students in each year group with the highest number of Positive Points and 0 Negative Points each week.



J Pilkington
Principal

**Abiha
(7A)**

**Asad
(8M)**

**Faith
(9I)**

**Summer
(10A)**

**Oskar
(11A)**



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



Leading Parent
Partnership Award

2022-2025

Stars of the Week

Congratulations to this week's star students:

Year 7

P- Taylor
R- Abigail
I - Davide
M - Hijab
E - Theo
T - Xavier
A - Anayah
HOY - Mollie

Year 8

P- Lucy
R- Ethan
I - Jacob
M- Jessika
E - Sabina
T - Alfie
A - Evin
HOY - Jacob

Year 9

P- Melissa
R- Nicola
I - Megan
M - Lucas
E - Mehmoona
T - Ameer
A - Simas
HOY - Raees

Year 10

P- Junior
R- Rameen
I - Amaya
M -Daisy
E - Ava
T - Luht
A - George
HOY - Connor

Year 11

P- Anniyah
R- Harry
I - Florina
M - Jamie
E - Lexi
T - Callum
A - Zac
HOY - Tara

Primet Positive Focus: EXPRESSIVE

This week we have been focusing on our core value of Expressive. This represents how 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.



UNCRC Articles

As part of our UNICEF Rights Respecting Schools Award, we have been looking at each of the United Nations Convention on the Rights of a Child Articles. There are 54 Articles in total. This week we have been learning about:

- Article 23 - Children with a disability: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



Upcoming Dates

- 27th January – Year 9 Nelson & Colne College workshops
- 29th January – Year 7 Parents Evening, including mid-year tracker reports issued
- 2nd-13th February – Year 11 Mock Exams
- 3rd February – Breaking Point awareness presentation Year 9
- 4th February – Year 10 Lancashire Cyber Festival at Nelson & Colne College
- 6th February – NSPCC Number Day
- 10th February – Safer Internet Day



Curriculum Update Maths

Progressing • Respectful • Inclusive • Motivated • Expressive • Together

This half term, mathematics lessons across Primet continue to support students in making strong academic progress, while encouraging confidence, collaboration, and clear mathematical thinking.

Year 7 are returning to algebra through the use of function machines. Students begin by substituting values and progress to forming algebraic expressions. They are encouraged to be expressive in explaining their thinking and motivated to tackle increasingly challenging ideas, which then lead naturally into graphing on the Cartesian plane.

Year 8 are strengthening their understanding of algebra using algebra tiles. This visual and hands-on approach ensures learning is inclusive, allowing all students to access abstract concepts. Students work together, sharing ideas respectfully while developing a deeper understanding that will support future learning.

Year 9 are studying standard form, learning how to work confidently with very large and very small numbers. Lessons focus on securing the core techniques and accuracy needed to work with powers of ten, supporting students in progressing their mathematical understanding.

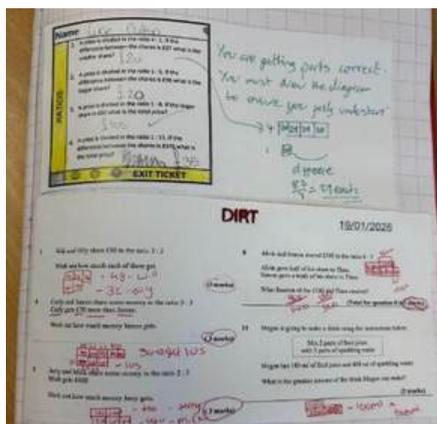
Year 10 are revisiting ratio and scale, making use of bar models to support mastery. These lessons encourage students to work respectfully and together as they justify methods and apply mathematics to real-life contexts such as finance, engineering, and science.

Year 11 students are now fully focused on preparing for their next round of mock examinations, which begin on 2 February. During this demanding period, students are supported to remain motivated and organised, making use of revision strategies developed during Personal Development lessons alongside online platforms such as MathsWatch and Eedi.

Looking ahead

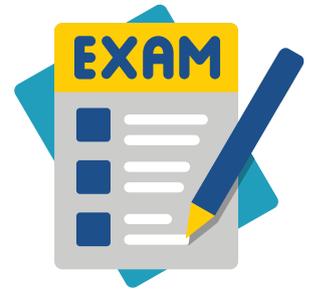
On 28 January, 190 students in Years 9–11 will take part in the UKMT Maths Challenge, a national competition that promotes problem-solving, resilience, and mathematical reasoning.

On Friday 6 February, all students will participate in NSPCC Number Day, engaging in fun, inclusive, curriculum-based mathematics activities during Personal Development time. One winning form will be selected from each year group.



Mr Halliwell
Lead Practitioner
in Maths

Year 11 Mock Exam Timetable



Year 11 Timetable for Mock Examinations February 2026

- EXAM VENUE – SPORTS HALL and line up in yard unless told otherwise.
- Morning exams start at 9am Afternoon exams start at 1:20pm unless stated otherwise
- French and Spanish speaking exams will take place over the fortnight – you will get a separate timetable from your teacher
- You can bring WATER, but it must be in PLAIN CLEAR BOTTLE with no labels or writing
- All pockets must be empty; Coats and Bags must be placed in the Bag drop.
- When Calculators are allowed, they are provided, but you can bring your own (no cases, no instructions).
- No WATCHES or PHONES are allowed in the hall.

Week A	Period 1: 9.05 – 10.05	Period 2: 10.05 – 11.05	Period 3: 11.20 -12.20	Period 4: 1.20 – 2.20	Period 5: 2.20 – 3.20
Fri 30 Jan				EAL Reading and Writing – 1hr 45m	
Mon 2 Feb	Separate Biology – 1hr 45 mins Combined Biology – 1hr 15mins			Maths Paper 1 - 1hr 30mins	
Tues 3 Feb	English Language Paper 1 1hr 45mins			RE Paper 1 & 2 1hr 45 mins ***Students that study RS/Bs/CiM take RS exam*** Enterprise and Marketing (unit session) in T11 2hrs Creative iMedia (unit session) in T11 2hrs	
Wed 4 Feb	History - WW1/Germany 2hrs			Separate Chemistry – 1hr 45 mins Combined Chemistry – 1hr 15mins	
Thurs 5 Feb	French Speaking tests with RGI – P1 & 2 Geography Paper 1 1hr 30mins		English Language Speaking endorsement in F34	Maths Paper 2 (Calculator) 1hr 30mins	
Fri 6 Feb	Spanish Speaking tests with HKI – until 4PM - Students involved will have a separate timetable				
	Health & Fitness 1hr 30mins PE Paper 1 1hr 30mins			Child development 1hr 15mins	

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Week B	Period 1: 9.05 – 10.05	Period 2: 10.05 – 11.05	Period 3: 11.20 -12.20	Period 4: 1.20 – 2.20	Period 5: 2.20 – 3.20
Mon 9 Feb	French Speaking tests with RGI - Students involved will have a separate timetable				
	Geography Paper 2 1hr		RS Paper 2 45mins	Design 2hrs	
Tues 10 Feb	Maths Paper 3 (Calculator) 1hr 30mins			Hospitality & Catering – 1hr 20m Creative iMedia – 1hr 30mins BTEC Art (unit session) in F43 – 1hr	
Wed 11 Feb	English Literature Paper 1 1hr 45mins			French Writing 1hr 15mins Spanish Writing 1hr 10mins	
Thurs 12 Feb	French Speaking tests with LHW – Students involved will have a separate timetable until 4pm				
	Geography Paper 3 Fieldwork - 45mins **clash students take Geography, short break then History ** History – Health 1hr	History – Health 1hr Students that clashed with Geography		Enterprise and Marketing 1hr 15mins PE Paper 2 1hr 15mins	
Fri 13 Feb	Separate Physics– 1hr 45 mins Combined Physics – 1hr 15mins			Spanish Listening and Reading 1hr 20mins/1hr 45mins (F - N18 / H - Office) French Listening and Reading 1hr 20mins/1hr 45mins (F - School Hall / H - N17)	

Focus on Year 10

What a superb return it has been for Year 10 for the Spring term! Following on from the hard work and positive ethos from the autumn term which saw end of term assessments being completed and new targets being set, Year 10 have really come back in with the right motivation and mindset. Do ask your child about our ongoing friendly competitions especially our fast pass Friday! It has been fantastic to see everyone trying to better their ratios and support their forms at being at 95% or better! We have a competitive bunch! In addition to this, we are enjoying seeing and celebrating our daily top students for positive and are pleased to say that this changes near enough each day! This is a reflection of all our students trying their absolute best to be at the top.

It has been a pleasure to see forty of our Year 10 students take part in the Panto production for this year and to also see some of our students with starring roles! We couldn't be any more prouder. Their dedication to the rehearsal windows and determination to improve each time has been inspiring! Well done to everyone involved. Super proud!

We are currently on with work experience applications and running all necessary checks for these. Please do ensure your child has submitted their chosen placement as soon as possible. We are aware that placements do fill up in later terms and strongly encourage our students to secure theirs. If support is needed, please do send an email.

I am certain that we will end this term with the same high expectations and outcomes as we started and that only happens when we all work together, thank you for your ongoing support.

Ms Faraz
Head of Year 10



SLT Update

Earlier this year we welcomed Nelson and Colne College into school to launch their Extraordinary Minds “Curiosity Quest” with year 7 students. The Extraordinary Minds Academy has been created to spark the imagination of learners. Dedicated to expanding their academic confidence and abilities the programme allows students to use a wide range of skills, developing their industry, professional and leadership potential. Year 7 students were given the opportunity to write a 500 word essay on a subject of their choice. We are proud to announce that out of the local Pendle Secondary schools, we were awarded 1st (Ida) and 2nd prize (Xavier). Ruth Shaw, Head of A Level Humanities and Business at Nelson and Colne College, came to present the students with their certificates and gift vouchers. Their winning entries are shared below.



Snow White Primary School Matinee

We were delighted to welcome over 300 primary school children from our local feeder primary schools to attend our Snow White pantomime. Children joined us from Borrowford Primary School, Primet Primary School, and Castlecliff Primary Academy, and all had an amazing time, thoroughly enjoying the performance and the lively atmosphere.

It was particularly special to see so many of our younger children visiting our high school, experiencing the fantastic facilities, and getting a glimpse of the exciting opportunities available to them as they move on to secondary education. Events like this are a wonderful way to strengthen our links with our primary schools and help pupils feel confident and inspired about the next stage of their learning journey.

A huge well done to everyone involved in making the pantomime such a memorable and magical experience for our visiting children.



Mrs Leak
Assistant Principal

What Goes On in a Serial Killer's Mind

– Ida Year 7

When people talk about serial killers, it sounds super scary, but I think it's more about trying to understand why someone would do something so bad over and over again. It's like looking at a puzzle where the pieces don't fit right. A serial killer's mind is not like a regular person's mind. They think differently, and sometimes they don't feel the same emotions that most people do. That's what makes them so confusing and kind of interesting to study.

One big thing is that serial killers often don't feel empathy. Empathy means when you can imagine how someone else feels, like if your friend is sad, you feel sad too. But in their minds, that part doesn't work the same way. They might see people more like objects than humans, which is really strange. It's almost like they are missing a piece of the human puzzle. This makes them able to hurt people without feeling guilty, which is something most of us can't even imagine.

Another thing is that some serial killers have really strong fantasies. They imagine things in their heads over and over until they want to make them real. It's kind of like when kids daydream about being superheroes, except their daydreams are dark and dangerous. These fantasies can take over their minds, and they start to believe that acting them out will give them control or make them feel powerful. Power is a big deal in their thinking. They want to feel like they are in charge because maybe in their real lives they felt weak or ignored.

Also, many serial killers have strange ways of justifying what they do. Justify means they make up reasons that sound okay to them, even though they are not okay at all. For example, they might tell themselves that the people they hurt "deserved it" or that they are teaching the world some kind of lesson. This shows how twisted their thinking can be. It's like they build their own rules inside their heads, and those rules don't match the rules of society.

Scientists who study brains have found that sometimes serial killers have differences in their brains. For example, the part that controls emotions or fear might not work the same way. This doesn't excuse what they do, but it helps explain why they don't react like normal people. It's kind of like if your computer had a glitch—it still runs, but not the way it's supposed to. Their brains have glitches that make them dangerous.

In the end, what goes on in a serial killer's mind is a mix of missing empathy, scary fantasies, wanting power, and broken ways of thinking. It's not something we should admire, but it is something we should try to understand so we can stop it from happening again. Learning about their minds helps police, doctors, and teachers figure out warning signs before someone gets hurt. That's why studying them is important, even if it feels creepy.

So, even though serial killers are terrifying, their minds are like a mystery book. If we read the clues carefully, we can learn how to protect people and make the world safer. And that's way better than just being scared.



Greek Mythology – Xavier

Greek mythology has interesting myths and strange Greek gods. The king of the gods is the almighty Zeus; he is the god of the sky and lightning. His brothers are Poseidon, the god of the sea, and Hades, the god of the underworld.

MONSTERS

A gorgon is a human with snakes instead of hair. If you look at these snakes, you turn to stone – a very peculiar beast. A well-known Greek myth about this creature is the story of Medusa the gorgon, a remarkably interesting tale.

Medusa the Gorgon

Once in the city of Athens, there was a majestic woman called Medusa. This elegant young lady was also a very arrogant person. Every hour she would stop to look at herself in the mirror. One day this habit was to become a curse.

It started off like an average day. She woke up at six as normal, looked at herself in the morning, perfecting her elegant face as usual. Four hours later, she met with her friends at the Acropolis. As she walked in, she saw the beautiful statues. She took a glance at the model dedicated to Athena and said, “I would have made such a better muse in this!”

The room went dead – as silent as a mouse – then all at once everyone started to flee for the exit. Thunder roared. Suddenly Athena appeared in front of her in the flesh. She began speaking in an ancient language; it must have been a spell. Medusa ran home and went to rest in her chamber. Her dreams were of Athena ordering her to go to the ends of the world the minute she woke up.

The next day she woke in horror. She heard slithering in her hair. It all made sense now – she had to go to the ends of the world. She had to live with the blind Gorgon sisters. She screamed.

Prometheus and Epimetheus

Before humans as we know them existed, there were two species of gods: the Olympians and the Titans. These two rivals had a great battle, and the Olympians won. There were two kind-hearted Titans who did not want to fight, so Zeus decided not to lock them in Tartarus if they agreed to “work” for him. Their names were Prometheus, meaning foresight, and Epimetheus, meaning afterthought. Their names determined their jobs.

Prometheus used his foresight to create humans from clay, while Epimetheus used his afterthought to assign characteristics to animals. Prometheus adored the humans so much that he decided to join them on Earth. He taught them to talk, to do basic mathematics, and to read.

After a while, he noticed that the humans seemed dull. They did not have the things needed to protect themselves or keep warm. They needed fire – a vital ingredient of life. He pleaded to Zeus, “Please give them fire, Zeus. They need it.”

“NO! THEY COULD OVERTHROW US OR SLAY US, YOU FOOL! IF YOU ACT LIKE THIS, THEY’LL GAIN CONFIDENCE!”

He grimaced as the words roared out of Zeus’ mouth. Everyone in Greece lifted their heads. Prometheus flew down to Earth, found a hollow fennel stalk, and thought he could sneak into Hephaestus’ house. At midnight, he crept into the hot forge and stole fire, hiding it in the stalk.

The next day, he saved humanity by giving them fire and teaching them how to master the “sacred arts.” One day, Zeus looked down from Olympus and saw fire burning and people dancing.

“PROMETHEUS!” Zeus roared at a billion decibels.

Prometheus was in trouble, and he knew it – though he did not regret what he’d done. As punishment, he was chained to the side of a cliff, where a bald eagle of his own design would eat his liver every day for eternity. One day he was rescued – but that, my friend, is a story for another time.

Pandora’s Box

After Prometheus stole fire from Zeus, the king of the gods decided that merely chaining him to a mountain was not enough. Somehow he thought the Earth itself needed to be punished too – but in what way? Then he had a light-bulb moment. He and Hermes (the god of trickery) plotted a plan.

The gods created a beautiful, intelligent woman. Each god gave her a gift: Athena gave her wisdom, Hermes gave her speech and curiosity. When she was complete, she was sent to live with Epimetheus. Eventually their relationship grew, and they married.

As a wedding gift, Zeus gave Pandora a box with a strict sign on it that read: DO NOT OPEN ME. It was clearly forbidden. At first she did not think about it much, but over the years her curiosity grew like vines. Every day she woke up and wondered what was inside.

Days turned into weeks, weeks into months, months into years – she could not manage it anymore. She waited until her husband left to hunt with Artemis and snuck down to the cellar. There it sat: sprinkled with gold, emeralds, and rubies that shimmered in the light. It looked like something from the Cave of Wonders.

“Just a peek... a glance,” she whispered. Excitement leapt out of her like a sabre-tooth tiger. She picked up the key and turned it. Click.

Curiosity got the better of her. She opened the chest fully. Wind flew out of it like a stampede of rhinos. Evil spirits escaped – sickness, death, jealousy, hatred, famine. She slammed the lid shut.

Epimetheus came home that instant and comforted her. Then they heard a warm voice inside the box. They thought nothing could be worse than what had already escaped, so on the count of three, they opened it.

Out came Hope, in the shape of a glowing beautiful robin.

Even though Pandora had let evil into the world, she also released hope – and this created a new, warmer era for humanity

Personal Development

This week in Personal Development, students across all year groups have been developing key learning habits and skills that support both their academic progress and wider personal growth. Each year group has focused on a different aspect of becoming more independent, motivated and reflective learners.

Year 7	Year 8	Year 9	Year 10	Year 11
Introduction to Mind Mapping Growth Mindset	Motivation Self-Regulation	Motivation Self-Regulation	Motivation Self-Regulation	Preparing for Mocks Look, Cover, Write, Check

This half term, students are focusing on two important study skills: Mind Mapping and Look, Cover, Write, Check. Students and teachers also use the WalkThrus below to model, learn and apply simple, research-informed strategies that support effective retrieval practice.

STUDENT WALKTHRU: Mind Mapping

Identify Knowledge



1.

Select a topic you wish to revise.

Have your class notes, knowledge organisers and/or revision guides ready.

Identify sub-topics



2.

Place the main topic in the centre of your page and identify sub-topics that will branch off.

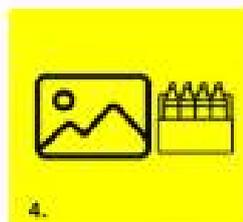
Branch off



3.

Branch off your sub-topics with further detail. Try not to fill the page with too much writing.

Use Images and colour



4.

Use images and colour to help topics stick into your memory.

Put it somewhere visible



5.

Place completed mind maps in places where you can see them frequently.

STUDENT WALKTHRU: LOOK, COVER, WRITE, CHECK

Prepare to Study



1.

Find yourself a quiet distraction free space.

Organise your notes and get ready to revise.

Focus on one particular section/topic.

Look



2.

Read through the section of the knowledge that you are revising.

Cover



3.

Cover up the section of the knowledge organiser that you have been revising so that you cannot see it.

Write



4.

Write down as much as you can remember about the section you have been revising.

Check



5.

Check to see if you are correct.

Which facts have you got right and wrong?

Which bits have you missed?

Write in the missing information.

Go back to Step 2, and repeat.

Next week Personal Development will focus on:

Year 7	Year 8	Year 9	Year 10	Year 11
Growth Mindset	Metacognition	Metacognition	Metacognition	Metacognition
Remembering Anne Frank	Look, Cover, Write, Check	Look, Cover, Write, Check	Look, Cover, Write, Check	Self-Regulation
	Progress Review	Progress Review	Progress Review	First Aid – Primary Survey

Mrs Bielby
Head of Personal Development



Checking your child's attendance and punctuality on ClassCharts

Selecting this tab will present you with a table of your child's **attendance** data for the past **31 days**.

To change the displayed timeframe of attendance records, click on the **Date** button and select the date range of your choice.

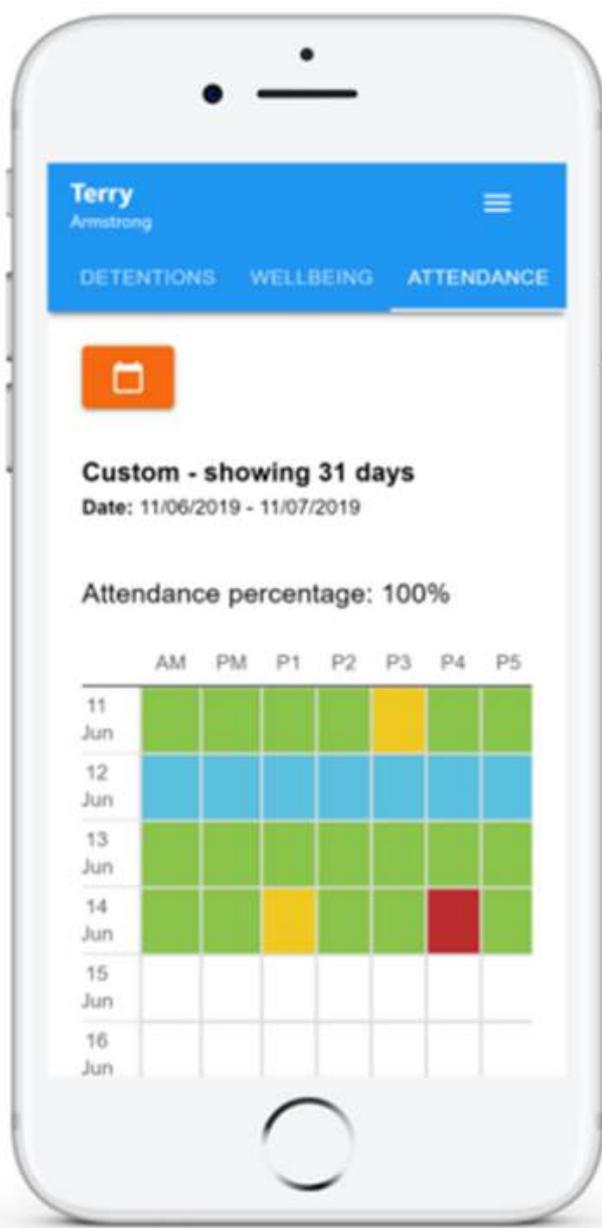
Attendance records fall under four categories: **Present**, **Late**, **Authorised absence** and **Unauthorised absence**.

Present: Your child attended the lesson.

Late: Your child was late to the lesson.

Authorised absence: Your child did not attend the lesson, but had a valid reason for doing so.

Unauthorised absence: Your child did not attend the lesson and did not have a valid reason to do so.

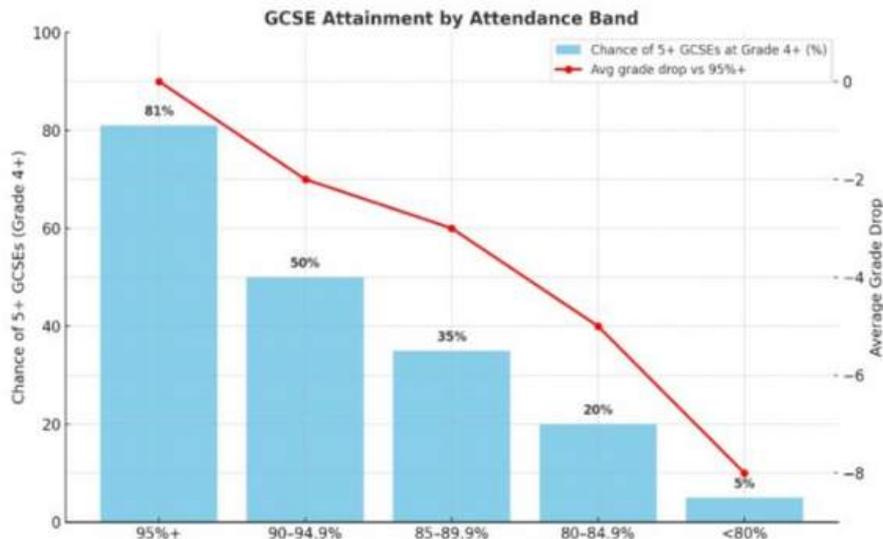


If you need your ClassCharts account details, please contact the main office.

GCSE Attainment by Attendance Band

GCSE Attainment by Attendance Band

Attendance has a direct and powerful link to GCSE attainment. Pupils with high attendance (95%+) are far more likely to achieve strong passes, while persistent absentees see their attainment collapse. The chart below shows the relationship between attendance bands and outcomes.



Key Findings:

- Pupils with **95%+ attendance** have around an **81% chance** of achieving 5+ GCSEs at Grade 4 or above.
- Pupils with **90–94.9% attendance** are typically around **2 grades lower** across their subjects.
- Pupils below **80% attendance** see outcomes collapse: fewer than **5% achieve 5+ strong passes**.

Key Message: Each 1% drop in attendance is linked to lower attainment – approximately a quarter of a grade per subject.

Expectations Reminder: 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. 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.

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 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.

World Book Day Celebrations Start Early!

MARVEL & **BEANO**

AUTHOR/ILLUSTRATOR KEV SUTHERLAND

is visiting Primet 26 Feb 2026

CHANCE TO BUY HIS NEW (SIGNED) GRAPHIC NOVEL

**HOW TO
ORDER A
COPY**

Pay £9 on
ParentPay by
24th Feb,
and
you'll receive
your signed
book by 27
Feb

KEV F SUTHERLAND IS COMING TO SCHOOL TO TEACH HIS BRILLIANT...

MAKE A COMIC
IN 2 HOURS!
KEV F
COMICS

KEV F SUTHERLAND'S
**COMIC ART
MASTERCCLASS**

AND WHEN HE DOES, YOU CAN
BUY SIGNED COPIES OF HIS
NEW GRAPHIC NOVEL
ROMEO & JULIET!

SHAKESPEARE LIKE YOU NEVER SAW BEFORE!
**ROMEO
&
JULIET**

IT'S SHAKESPEARE'S
ROMANTIC TRAGEDY MADE FUN,
PERFECT READING FOR FANS OF
DOGMAN & BUNNY VS MONKEY.
180 PAGES OF COMIC STRIP BY KEV F

**60 lucky students from Y7 and Y8
will be invited to attend his Comic Art Master Class**

POP-UP BOOKSHOP/BOOKFAIR IN ORACLE

Open all social times

4th – 10 February (Wed-Tues) only

Brand New Books to View and Buy



SCHOLASTIC TRAVELLING BOOKS

Your **NEXT FAVOURITE READ** is waiting

Colne Primet Academy

See the
"Wish List"
order form
for book
payment details

(Available from Oracle
during the event)



SCHOLASTIC TRAVELLING BOOKS

MY BOOK FAIR WISH LIST

IF YOU SPOT ANY BOOKS YOU LIKE AT THE BOOK FAIR, YOU CAN WRITE THEM DOWN ON YOUR WISH LIST BELOW

NAME:	CLASS:
Title	
Price	
Total Price	
Scholastic says take £1 off your total price. Final Total=	

HOW TO BUY BOOKS FROM THE BOOK FAIR

- List any books (and their price) above.
- If your parent/carer wants to buy any of the books, they can pay securely online at <https://bookfairs.scholastic.co.uk/pay> or by scanning this QR code. Sorry, no cash payments. 
- Once paid, return this form to Ms Dawson in order to collect your new books.
- Payment deadline: Monday evening 9th February 2026

📖 Pop-Up Bookshop Book Fair – The Oracle 📖

We're excited to welcome a pop-up bookshop to the Oracle from 4th–10th February. Come along to browse a fantastic range of brand-new books, available to view and buy.

If you'd like to pre-order a book, simply scan the QR code to access the wish list order form, which includes full payment details.

Once you have pre-ordered your books, please complete your payment. After payment has been made, return the completed order form to Ms Dawson so your new books can be collected.

📅 Payment deadline: Monday evening, 9th February.

Don't miss this great opportunity to discover some brilliant new reads!



ellg.

East Lancashire
Learning Group

YOU'RE INVITED.

Meet Tutors | Talk to Employers | Explore Careers |
Discover Apprenticeship Opportunities

Our first Open Events of 2026

Accrington and Rossendale College

3 FEB

5:30PM - 7:30PM



SCAN THE CODE

To register for events at
Accrington & Rossendale
College

Nelson and Colne College

5 FEB

5:30PM - 7:30PM



SCAN THE CODE

To register for events at
Nelson & Colne College

NOT SURE WHAT'S NEXT AFTER SCHOOL?

- ✓ Discover exciting **A Level, T Level, Technical Learning** and **Apprenticeship** pathways.
- ✓ Enjoy **free refreshments** while you explore your future.
- ✓ Access **live Apprenticeship opportunities** open to you after GCSEs.
- ✓ Explore our **welcoming Campus**.
- ✓ Get to know **top employers** and **friendly college tutors**.
- ✓ Get **hands-on** with fun activities.

ncc.
Nelson & Colne
College

arc.
Accrington
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Apprenticeships

PE Extra-Curricular Sport (Spring Term 1 2026)



DAY	TIME	ACTIVITY	ROOM	STAFF
Monday	Lunchtime	Year 7 Badminton	Sports Hall	LHM/ CJO
Monday	After School	Badminton Team (invite Only)	Sports Hall	All PE Staff
Tuesday	Lunchtime	Year 8 Badminton Year 7 Badminton	Sports Hall	KDO / LHM EDR / CJO
Tuesday	After School	Badminton Tournaments team only Year 8 and 9 girls football in Feb @FM	Sports Hall	All PE Staff EDR / KDO
Wednesday	Lunchtime	Year 10 Badminton Year 9 Badminton	Sports Hall	KDO EDR / CJO
Wednesday	After school	Boys' Basketball all years Dance all years	Sports Hall Gym	CJO / LHM EDR / KDO
Thursday	Lunchtime	Year 10 Badminton Year 9 Badminton	Sports Hall	LHM/ EDR CJO/ KDO
Thursday	After School	STAFF MEETINGS	STAFF MEETINGS	STAFF MEETINGS
Friday	Lunchtime	Year 11 Badminton	Sports Hall	KDO/ CJO
Friday	After School	No Club		

New PE Extracurricular Sports – Spring Term 1

We're excited to launch our new range of PE extracurricular clubs for Spring Term 1! Students can now take part in a variety of lunchtime and after-school activities, including badminton, football and dance.

It's a great opportunity to stay active, have fun, and develop new skills – so get involved and give something new a try!



Extra-Curricular Programme – Spring 1 (2026)

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Homework Support Club 12.20 -1pm (T12)	Homework Support Club 12.20 -1pm (T12)	Homework Support Club 12.20 -1pm (T12)	Homework Support Club (Maths) 12.20 -1pm (T12)	Homework Support Club 12.20 -1pm (T12)
After-school 3.20pm	Homework Support Club 15.20 - 4pm (Oracle)	Homework Support Club 15.20 - 4pm (Oracle)	Homework Support Club (Maths) 15.20 - 4pm ((Oracle)	Homework Support Club 15.20 - 4pm (Oracle)	Homework Support Club 15.20 - 4pm (Oracle)
	Reading, AR Quizzing, Exchanging books, Chess 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)	Reading, AR Quizzing, Exchanging books, Chess 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)	Reading, AR Quizzing, Exchanging books, Chess 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)	Reading, AR Quizzing, Exchanging books, Chess 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)	Reading, AR Quizzing, Exchanging books, Chess 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)
	Board Games Club 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)	Music Club 3.20-4.15pm Mr Husband and Miss Smalley (F11)	Choir 3.20 – 4.20pm Mrs Goldie (F11)	Free Film Screenings 3.20 - 4.15pm Ms Dawson Lib1 (Oracle) See posters for details of dates and times	Board Games Club 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)
	Year 7 Science Club 3.20- 4.15pm Miss Flegg (M11 Science)	Photography Club KS3 F44 Art Room Mrs Holmes		Creative Writing 3.20 - 4.15pm Casey S T (M17)	
	Performance Club 3.20-4.15 Mr Husband and Miss Smalley (F13, HALL)				

Spring Term 1 Extracurricular Programme

We are pleased to share details of our Spring Term 1 extracurricular programme, which offers a wide range of lunchtime and after-school clubs designed to enrich students' learning and personal development. Opportunities available this half term include Homework Support Club, Performance Club, Music Club, Board Games Club and Science Club, alongside many other activities.

We encourage all students to review the full programme and take advantage of the clubs and support available.





Wild Explorers: Into The Wild

A 2-day experience for young people aged 10 - 16.
Into The Wild provides an opportunity for young people to unplug from technology and benefit from all that nature has to offer.

Into The Wild is a 2-day experience that will give young people (10-16 years) increased responsibility and challenge.

You will have the opportunity to set up your own shelter, make your own campfire, plan the menu and cook the food on the fire along with other activities on the day.

The 2 days will be centred around building confidence, leadership, teamwork and resilience.



Price

£95 per child for 2 days inc food
Childcare vouchers accepted

Age

10 - 16 years

Must be in year 5 or above

Upcoming Dates

16th & 17th February 2026

Please note: this is a 2 day experience.



Time

9.30am - 3.30pm

Location

Broughton Hall Estate



hello@wildexplorers.org.uk



www.wildexplorers.org.uk

10 Top Tips for Parents and Educators USING AND REVIEWING PARENTAL CONTROLS

Phones and computers are essential parts of children's lives, but with unfettered internet access comes a multitude of risks. While not foolproof, parental controls can help with this; filtering out inappropriate content, limiting the ability to spend real money, capping screen time and generally making devices safer for young people.

1 KNOW THE TYPES

While parental control software can apply to an entire device, it also pays to know about options on individual apps and websites. Tik Tok, for example, has Restricted Mode for limiting unsuitable videos, while Snapchat lets you keep an eye on who a child has been talking to. Check the settings of any new app young users want and review your options.

2 COVER ALL DEVICES

Knowing what parental controls cover is crucial, as remaining unaware can run the risk of blind spots in the device's safety measures. Controls on a phone will apply whenever a child's on that device, for instance – but you'll want to ensure that parental controls are set up across any laptops, tablets and potentially other phones, too. Remember, buying a new device may require you to set everything up again.

3 DON'T NEGLECT SHARED TECH

While children often have their own devices, if you have a shared family computer or tablet, for example, you'll need to make sure that's not a weak point in your safety measures. Parental controls for your router, that cover everything connected to your Wi-Fi, are one option – or you can just be thorough with each device and online account. Just ensure that unprotected laptops, phones and tablets are password locked.

4 CONSIDER TIME CONTROLS

Even safe internet content can be harmful if it's viewed in excess. Not only are certain apps addictive enough to distract from other duties, but late-night usage can badly disrupt sleep, which is vital for adolescent brain development. Most parental controls offer some kind of time limit – either blocking access at certain hours or capping the number of minutes it can be used per day – so be sure to consider these.

5 BLOCK APP SPENDING

Seemingly free apps can sometimes include microtransactions: purchases that can be made using real money. While plenty of developers implement these fairly, some companies attempt to manipulate children into paying for additional features or content, which can soon add up to hundreds of pounds if a child gets carried away. Thankfully, iOS and Android's settings allow you to block in-app purchases, preventing any huge bills.

6 NO CONTROLS ARE PERFECT

Parental controls can be very useful, but they're far from infallible. Some unpleasant content can and unfortunately will slip through the net, so remember that setting up these measures isn't a substitute for taking an active interest in young people's digital lives. Talk to them, and make sure they're aware of the risks of the internet as well as its benefits.

7 MIND THE GAPS

There'll undoubtedly be some gaps in parental controls, no matter how thorough you intend to be. For example, if you use router-level parental controls, bear in mind that these won't cover Wi-Fi outside the home. For that reason, it's important to keep an open dialogue with children about the many unpalatable aspects of social media and the web.

8 KEEP THINGS SECURE

Some children can react poorly to parental controls and feel tempted to circumvent them. It's important to ensure that the passwords to these settings remain unknown to children, otherwise they can easily modify the restrictions without you knowing. Similarly, make sure your phone isn't left unlocked and unattended.

9 REVIEW CONTROLS REGULARLY

Parental controls shouldn't be a 'set and forget' deal. Not only can parental summaries provide you with a frequent overview of a child's digital life – to let you spot any warning signs – but companies often add new features, and some of these may be useful to enable (or disable). Regularly checking in ensures that if a child has found a way to wiggle out of the controls, you'll be the first to know.

10 KNOW WHEN TO LET UP

The parental controls you install on a computer for a seven-year-old probably wouldn't be appropriate for a child of 14 – and as young people approach adulthood, bubble wrapping the internet can do more harm than good. Consider relaxing parental controls as children get older, so they can learn to manage the risks of the internet themselves, without so many training wheels.

Meet Our Expert

Alan Martin is an experienced technology journalist and the former deputy editor of technology and internet culture website Alpha. Now freelance, he has contributed articles to publications including the New Statesman, CNET, the Evening Standard, Wired, Rock Paper Shotgun, Glamoza, Pocket Gamer, Stuff, T3, PC Pro, Macworld, TechRadar and Trusted Reviews.



#WakeUpWednesday

The National College



**Lancashire
Parent Carer Forum**

Lancashire
SEND IAS
Information, advice and support
for Special Educational Needs and Disability



Are you a parent or carer of a child or young person with special educational needs or disabilities?

Join us at one of our

Pendle Family Hub Drop ins

Share your concerns & get answers from:
Lancashire County Council, NHS providers & others.
Also stay updated on what's happening with services

**Don't miss out, come along to
make your voice heard!**

4th Friday of the Month

**@ Nelson Family Hub, Leeds Road,
Nelson, BB9 8EL**

For more information follow LPCF Facebook page

Colne Youth Action Group

Members only; membership is £5 per year
Join today at www.cyag.org/join

Mondays



Homework Support
3.50 - 4.50pm



Junior Youth Club
4.50 - 6.50pm



Senior Youth Club
7.00 - 9.00pm

Tuesdays



Sen-sational
4.50 - 6.50pm



The Sound House
6.50 - 8.50pm

Wednesdays



Homework Support
3.50 - 4.50pm



Junior Youth Club
4.50 - 6.50pm



Senior Youth Club
7.00 - 9.00pm

Thursdays



Cricket
3.50 - 4.50pm

CYAG

Find us @colneyag



Saturdays



Weekend Wanderers
10am - 4pm

Colne Youth Action Group, Colne, BB6 0BQ

LOOKING FOR THINGS TO DO THIS WINTER?

ARE YOU OR IS YOUR CHILD IN RECEIPT OF FREE SCHOOL MEALS?
HOLIDAY ACTIVITY AND FOOD PROGRAMME 2025
WINTER IN LANCASHIRE: EAT, PLAY, REPEAT!



#HAF 2025



Scan me to find out more, or
call in to your local Family Hub.

Funded by
Department
for Education

lancashire.gov.uk/events



Lancashire
County Council

talk zone

Talkzone has been providing confidential advice and support to children and young people in Lancashire for 30 years.

We are just a text, web chat or phone call away for anyone aged 0-19 or up to 25 if you have a learning difficulty or disability.

- Someone to talk to
- What age can I?
- Problems at home or school
- Mental health
- Jobs and training
- Self harm
- Apprenticeships
- Bullying
- Staying safe online
- Drugs and alcohol
- Sex and health
- Things to do
- Relationships
- Housing, rights and money

Talk online lancashire.gov.uk/youthzone
Text 07786 51 11 11
Call 0800 51 11 11
Find us on Facebook @LancashireYZ
Find us on Twitter @LancashireYPS

You can contact us from 2-10pm, 365 days a year.

lancashire.gov.uk



Lancashire
County Council



January 2026

6-week Autism Cygnet Courses run regularly



Online Parent Support
10:30am - 12pm



Online Understanding Autism
10:30am - 12pm



Online Who to turn to For Support?
6pm - 7:30pm



Early Years Support Session (0-11y)
FH Livesey, Blackburn
10am - 11:30am



Online Family Quiz
6pm - 6:30pm



Parent Support FH Burnley Wood, Burnley
10:30am - 12pm



Online Teenage Years Support Session
6pm - 7:30pm



Online Autism + Education
6pm - 8 pm



Autism + Sensory Processing
FH Burnley Wood, Burnley
10am - 12pm



SCAN HERE for more information and self-refer



Autism + Anxiety/Behaviour
FH Burnley Wood, Burnley
10am - 12pm



Online Parent Support
6pm - 7:30pm



Bowling Burnley
6pm - 7:30pm



February 2026

6-week Autism Cygnet Courses run regularly



Online Early Years Support Session (0-11y)
6pm - 7:30 pm



Online Autism + Anxiety/Behaviour
6pm - 8pm



Who to turn to For Support?
FH Burnley Wood, Burnley
10:30am - 12pm



Online Autism + Education
10:30am - 12:30pm



Understanding Autism
FH Hancock, Blackburn
10am - 11:30am



Online Family Quiz
6pm - 6:30pm



Family Session
Snig Hole Park, Helmshore
11:30am - 1pm



Online Teenage Years Support
10:30am - 12pm



Online Autism + Sensory Processing
6pm - 8pm



SCAN HERE for more information and self-refer

