

Newsletter Week 1 term 1, 4th September 2026



What a **happy**, energetic start we have had to the new school year! Walking through the corridors this week, the classes have been humming with **laughter**, **focused learning**, and that **wonderful buzz of excitement** that makes **our school so special**. Starting a new year always brings a few butterflies, but the **bravery**, **determination** and **general loveliness** our children have shown from day one has been fantastic as always. Their **behaviour has been exemplary**, as you would expect, but you know not every school has this. I had a Headteacher visit me and was blown away by how **calm**, **purposeful**, and **happy every single classroom** felt. From **our youngest EYFS starters taking their first big steps** to **our confident Year 6s stepping up as fantastic role models**, **every child** has arrived with a **big smile** and a "ready to learn" attitude that **makes us all so proud**. I hope you are proud too!

None of this happens by chance, and I want to say a **big thank you to our brilliant staff team**. Their very hard work over the summer and their **endless warmth** makes Longwell Green a school where every child feels safe, valued, happy and excited to do their very best. Equally thanks to you, **our amazing families**.

The way you prepared the children over the summer and the **encouraging words** you share at the gate make a world of difference. Hearing parents with **warm, reassuring** "Well done, you had a brilliant day!" at home time gives our children the support, confidence, determination and boost they need to continue to do their best. Our children have already shown immense **resilience**, taking everything in their stride, **sharing smiles**, **helping** new classmates find their feet, and showing **kindness** as everyone settles into new routines.

THIS SCHOOL IS NUT FREE



A reminder that for site security, please ensure you **only enter the school via the main office entrance**; even at home time, keeping a precise record of who is on site is essential for keeping everyone safe.

Also, if your child achieves **something special outside of school**, please send a photo and description to their teacher so we can celebrate them in assembly! Finally, our full list of term dates is available anytime on the school website

<https://www.longwellgreenprimaryschool.co.uk/diary-term-dates/>

Whether you are **navigating the first week as a new parent** or a **'seasoned veteran'** (nicely put I thought!), I hope you **celebrate this weekend** this fantastic start. **Thank you to our lovely families**, and **huge congratulations to our marvelous children**, we are going to have an incredible year together.

Inside this week

- New books for EYFS
- School communication types and their use
- Polite parking reminder
- Walking bubble
- Attendance and fine reminders
- EYFS coffee morning information
- Join the FOLGs!
- Our new SOLAR PANELS
- Fancy becoming a Governor?
- This term's Value (Trust) and home ideas

And more...



A message from our Chair of FOLGs (Friends of Longwell Green)

Over the past three years, it has been a privilege to serve as Chair of the Friends of Longwell Green School (FOLGS). Time has flown by; during this we have organised a wide variety of successful events, including school **discos**, a visiting **Planetarium**, **Bristol City Robins sessions**, second-hand **book sales**, **Summer & Festive Fayres**, **treasure hunts**, **wreath-making workshops**, **circus experience**, and, even our very first **Colour Run**. None of this would have been possible without our **dedicated team of volunteers**. Although small in number, they have been an incredible group to work alongside, and together we have raised vital funds to support the school and enhance the children's experiences.

A **special thank you goes to Kate**, who has been our IT expert, creating the FOLGS website and taking on secretarial responsibilities over the past three years. We wish her and her family every success and happiness as they relocate for the new academic year.

I would also like to give a **special mention to Sam**, whose fourth child who has now completed Year 6. Sam has been an instrumental part of FOLGS for many years, and her dedication and support have made a lasting impact. She will be greatly missed.

Thanks to the generosity of our school community, we have been able to fund a range of fantastic projects, including our biggest investment to date—the **new school library**—along with the **book machine** and books, contributions towards **school trips**, **playground equipment**, **class iPads**, **sports tops**, **football kits**, and, this year, the new **sensory room** too!

As I prepare to step down as Chair, it is time for someone new to lead FOLGS and continue the fantastic work that has been achieved. If you are friendly, organised, enjoy working as part of a team and would like to make a real difference to the children at our school, I would **encourage you to get involved**.

I will continue to support the committee during the transition and hope to remain an active member. Fundraising plays such a vital role in enriching school life, and seeing the smiles on the children's faces at our events and watching them benefit from the resources we've been able to provide has made every moment worthwhile.

Our **Annual General Meeting (AGM) will take place on Wednesday 23rd September, 6.15pm at school**, where elections for FOLGS Trustee roles will be held: Chair / Vice chair / Secretary / Treasurer / General trustees- numerous

If you would like to be considered for one of these positions, please submit your nomination by contacting contactus@folgs.org.uk. We welcome nominations from anyone who is passionate about supporting our school community—whether behind the scenes or in a leadership role.

Finally, I would like to say a **heartfelt thank you to everyone who has supported FOLGS over the past three years**—our volunteers, school staff, families, local businesses and, of course, our wonderful children. **Together we have achieved so much, and I have no doubt that FOLGS will continue to go from strength to strength.** Claire Moon

Entrance and exit reminders

To avoid one big rush, drop off / pick up is staggered, with everyone being picked up from the playground at day end:

KS2 (8:40 am – 3:10 pm): Y3–Y4: Hall ramp in / Y5–Y6: Green gates in; class out.

KS1 & EYFS (8:45 am – 3:15 pm): Y2: Hall ramp in / EYFS & Y1: Green gates in.

Thank you for keeping the gates calm and safe!

"I thought Year (hidden to protect modesty!) maths was going to be really hard, but I tried my best and I actually got it right!"

A quote from a Year (hidden - but Key Stage 2) Pupil. We love seeing that brave "give it a go" attitude across all our year groups as children tackle challenges with pride.

A very warm welcome to Longwell Green 2026 to our brand-new families, especially those taking their very first steps into EYFS

Our newest starters have been *absolute stars this week*! Reaching this milestone is such a big moment for every home, and we are really pleased to welcome you into our school community.

This week, as we do at the start of many years, we have been thinking about what truly makes our school special. It isn't just the building itself, but the wonderful people inside it. Every child, parent, and member of staff brings their own unique energy, and together we get to build a community filled with joy, warmth, and learning. We have already seen so many moments of kindness, with our older pupils wanting to be role models, showing how lovely they are, as they help our youngest children settle in, find their feet, and feel at home.

WHY CAN'T WE SKIP READING TONIGHT?

Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 1,800,000 words.

Student B reads 5 minutes each day. This equals 900 minutes in a school year. Student B will read approximately 282,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 8,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days. Student B will have read only 12 school days. Which student do you expect to be the better reader? (Nagy & Herman, 1987)

Free Library Cards for pupils

<https://beta.southglos.gov.uk/my-library-card>

Things change slightly each year, but basically, all children and adults can get a card via this link
<https://beta.southglos.gov.uk/join-the-library>

There are LOADS of things that can be achieved with these cards. As the website says: Children can borrow up to 20 books for 3 weeks and take part in fun activities such as Lego Club, Code Club, holiday activities and the Summer Reading Challenge. You are also able to borrow DVDs, eBooks, eAudiobooks, digital magazines and newspapers, while books are free, some of the other items may bring a small charge.



New Books for Our Reception Children

As a school, we spend a huge amount on books each year (thank you FOLGs for your help with this) as we know how important books are and reading is, and also, who doesn't love a great book?

This is a little extra as we were awarded a small prize, read on...

We are delighted to share that we have purchased four new picture books for the children joining us in Reception this year.

The books were purchased using funding the school received for taking part in a research project exploring children's learning in English and particularly reading. We wanted to use this money to provide something that would directly benefit our youngest children as they begin their journey at our school.

Using only the money donated to us via the research project, we carefully selected four engaging picture books that explore important themes including individuality, resilience, confidence and belonging. These themes link closely with our school values and will provide lots of opportunities for discussion, reflection and learning together.

We are really looking forward to sharing these wonderful new stories with the children and hope they will become firm favourites in our Reception classrooms!



Communications with school

At Longwell Green we really value school and home being well connected and we thank you for the open and supportive communication we have with you, and this is a reminder (and for new families) about the best ways to get in touch.

The different ways you can contact us:

- **Phone:** A quick call to the office is often the best way for urgent matters. If you leave a message on the answer machine, we always pick these up.
- **Email:** Enquiries@longwellgreenprimaryschool.co.uk perfect for more formal or detailed queries.
- **Dojo:** A handy way for short, informal messages. These are not checked during the day, we're busy teaching!
- **In person:** Staff are on the ramp and gate most mornings and are available at the end of the day when dismissing pupils.

When to use what:

Quick or informal updates things like "Can I check when PE is again?" or "Just so you know, my child might be tired today after their birthday!", these are ideal for a quick word at drop off, or even better a dojo message as this goes straight to the teacher (see below).

Information from teachers will sometimes come via dojo for example updates about class things or school events).

Important things like as changes to going home plans, information attendance or absences really need to go via the office by phone or email, so we can be sure the message is picked up quickly. Please do not send important information via dojo, see below for why.

A few reminders:

- Teachers usually check dojo before school and again after pupils have gone home. **During the school day they are busy teaching, so they won't see messages straight away and I am sure you would rather they were teaching than answering messages!** Please don't send anything important like going home arrangements this way, it will not be seen in time!
- Respectfully, **please don't expect staff to respond outside of working hours after 5pm or at weekends.** Everyone works very hard during the school day, and we want to protect their rest time. If something important comes up out of hours, the best route is always the school office.
- **We do our best to respond to emails within 1-2 working days.** Sometimes replies take a little longer if more than one member of staff needs to be involved for example, but rest assured we are always working on it and for the emergencies as per above, they will be seen and acted on. For real emergencies, telephone is always best, even if it is an answer machine message as this is checked frequently.

We're really proud that many families who join us from other schools say communication here is one of our real strengths. Thank you for working with us to make sure we are all working for the same shared goal, the best for your child!

A Polite Reminder About Parking

We frequently receive messages from a local residents who live opposite / near school, raising ongoing concerns about parking at drop off and pick up times and we often get a lot at the start of a year. They've shared that cars are often parked on double yellow lines, block driveways, mount pavements and making it difficult for other vehicles to get through. On some occasions, parked vehicles have made it impossible to turn safely into nearby roads.

While we know this is only a small number of drivers, these actions cause frustration and even danger for residents and families walking to school.

We have been sent photographs, which I am aware residents do sometimes share with police also, and I can agree that there are some cars that are really making things dangerous and impossible to pass as a car on the road and also a walker on the pavement.

Please can we all make an extra effort to park safely and legally, even if it means a short walk to the school gates. Let's be considerate to our neighbours and help keep the area around our school safe for everyone.

Thank you for your support.

BURST THE 5 MINUTE BUBBLE IF YOU PARK AND STRIDE TO SCHOOL



Having just won an award for making travel to school more healthy, and better for the planet, we know you are good at this, but can we get even better?

1 in 4 cars in the morning are on the school run.

We all dislike traffic and queuing. Yet we are part of it! At Longwell Green Primary we have tried to make this a bit better for you all by joining up with the Community Centre, who have agreed to allow

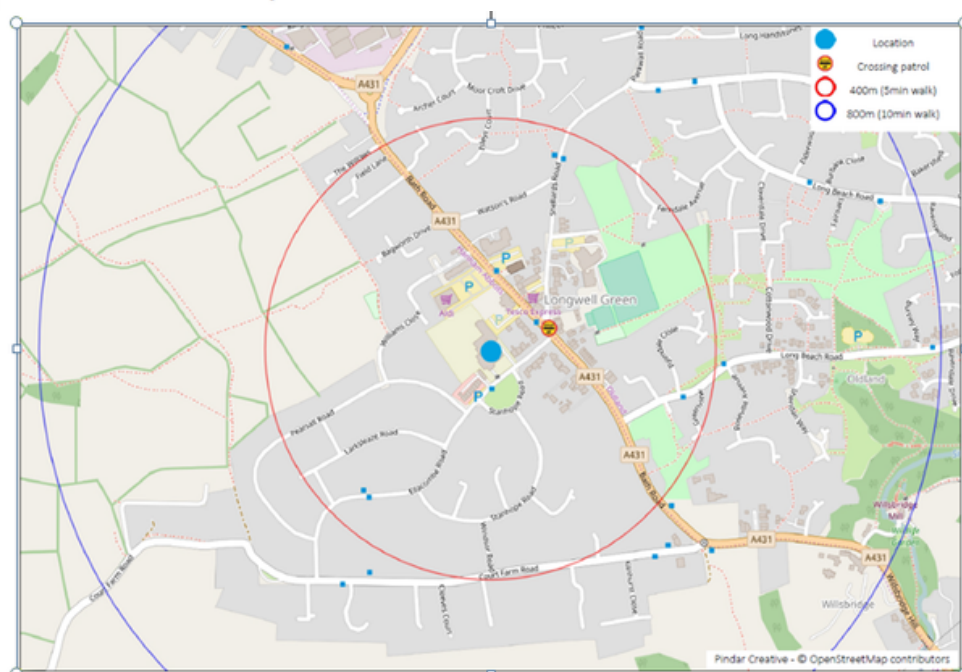
families to park there and walk the minute or two to school. This cuts down hugely on traffic by school and makes school a much safer place.

If your journey from home is too far to walk or cycle the whole way to school, then Park and Stride is the way forward! We have had made an Active Travel Zone Map (also on our school website <https://www.longwellgreenprimaryschool.co.uk/active-travel/>) which you can use to see where the 5- and 10-minute walking zones are around the school.

Walking Bubbles

We have also created *Walking Bubble* stickers which have been placed on lamp posts in a 5 minute 'bubble' around the school to make it easier to know where the 5 minute zone is.

The idea is that families park their car outside the 5 minute 'bubble' and the child/parent walk, scoot or cycle past a sticker to 'burst it' for the journey to be classed as park and stride. This 5 minute means you get a bit of a walk, enjoy the area and again, help to reduce pollution and the dangers of too much traffic by school.



As you can see from the map (larger on the web link above) we ask if physically possible that all parents **park in a way that helps this aim for all of our children.**

Thank you everyone who does this or something similar. If we all do a small something, it makes it much better for all of us. The sum of all of our efforts is much greater than the individual small bit each of us does. Or, if we all do something 1% kinder, it has a huge impact on everyone!

Attendance and fines *a reminder*

While Longwell Green is a positive school and we always try to see the best in the world, sometimes we have to discuss not so happy things; this includes how we must follow national rules (in this case about attendance). We do believe strongly in high attendance due to its positive impact on academic and social development and thank all of the families who support us with this.

Holidays Holidays cannot be authorised. Any unauthorised absences risk the chance of a fine being issued, see below. I do try really hard to place INSET days to support families to get cheaper deals. Please see our INSET dates when future planning. While I can't authorise holidays, a half-day for a long weekend is less disruptive than a full day, two days, or a week and will not incur a fine from the LA. Thank you to families who consider this or avoid time off altogether. See the LA page here: <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=20yPKvKxC1A>

Please think carefully about what a child is absent for and the impact of this (illness).

If the illness is contagious (like actually being sick), do keep your child at home—check with guidance for how long for. If your child has a non-contagious issue, like a headache, some Calpol (or equivalent) may allow them to attend school and keep up with learning.

Colds & sniffles are common at school. Covid made us more cautious about illness, but also showed the effects of extended absences and our immune systems not coming into contact with low level childhood bugs to learn to fight them off. Missing school for minor ailments or long holidays does affect learning.

Please do not shoot the messenger, but the Government has significant expectations regarding fines:

A national threshold for Penalty Notices

If your child has **10 or more sessions of unauthorised absence** within 10 school weeks, you may be issued with a Penalty Notice. There are two sessions in each school day (morning and afternoon). The sessions of absence can be consecutive (for example 10 sessions of unauthorised holiday in one week) or not (for example 10 sessions of unauthorised absence, spread across the 10 school weeks).

When might a Penalty Notice be issued?

A Penalty Notice may be issued to a parent in one or more of the following circumstances where **more than nine sessions of absence are recorded** in 10 school weeks. There are 2 sessions per day, one in the morning and one in the afternoon and unauthorised could be made up of:

1. Recorded unauthorised absences;
2. pattern of unauthorised, not covered by another code (e.g. Attending provision arranged by LA)
3. arriving in school late after the taking of the register, where no other code applies;
4. as it has always been, unauthorised absence will also include where;

a) the parent has not informed the school; or b) the leave was not authorised; or c) the child did not return on the agreed date.

How much is the fine? *(Please remember, these work on a rolling three year period.)*

On the first occasion that an adult is issued with a Penalty Notice in respect of their child or the child they care for, **the Penalty Notice will be charged at £160 if paid within 28 days**. This amount will be reduced to £80 if paid within 21 days.

If a second Penalty Notice is issued, **within 3 years of the date of issue of the previous Penalty Notice**, to the same parent in respect of the same child, the Penalty Notice will be charged at a flat rate of £160. There will be no reduction if the Penalty Notice is paid within 21 days. This will apply even if the previous Penalty Notice has been issued by another local authority.

If the threshold for issuing a Penalty Notice is met for a third time (or subsequent times), **within three years of the first Penalty Notice being issued, a third Penalty Notice cannot be issued and instead, alternative action will be taken**, which may include prosecuting a parent for the offence of failing to ensure their child's regular attendance at school. This will apply even if one, or both, of the previous Penalty Notices were issued by another local authority.



Everyone
welcome!

Coffee
Chat
Community

COFFEE MORNING

for new parents of
children starting school

Meet other parents and
find out about the PTA
at the same time!



Friday
11th September



9.15 – 10.30am



in the
school hall



PRE-LOVED UNIFORM

available

£1 AN ITEM

CASH/CARD



Access via ramp
after drop off

We look forward to seeing you!



MAKE A
DIFFERENCE!



JOIN THE FRIENDS OF LONGWELL GREEN SCHOOL PTA!

*New members wanted for the
new academic year!*



We are a friendly group of parents and carers
working together to raise funds and create
amazing opportunities and experiences for
all the children at our school.



**HELP AS
LITTLE AND
OFTEN AS
YOU LIKE**

Every bit of support
makes a big
difference!



**BEHIND
THE SCENES
OR AT
EVENTS**

There's a role for
everyone – whatever
your time or skills.



**ALL
WELCOME!**

Whether you can
help regularly or
just now and then,
you'll be warmly
welcomed.



AGM 23RD SEPTEMBER

Come along, share your ideas and be part of

something great for our school!



TOGETHER WE CAN DO AMAZING THINGS!



contactus@folgs.org.uk



Friends of Longwell Green School

Friends of Longwell Green School PTA is a registered charity (No. 1012805)

Powered by the Sun!

Installing Solar Panels for a Greener, Brighter School Future



Working with Our Local Authority

As a maintained school, we have been in close communication with the Local Authority to explore ways they can help us cut energy costs and protect our planet. We are delighted that they kindly agreed to fund and install these panels this year!



World Respect

Teaching our children to care for the environment and practice real-world sustainability.



Green Energy

Generating clean, renewable electricity directly from our school roof every sunny day.



Budget Benefits

Once the loan is repaid, all energy savings go straight back into funding resources for our pupils.

📷 Rooftop Installation Gallery



Solar Array



School Rooftop



Panel Fitting



Clean Energy

Investing Today for Our Children's Tomorrow

Creating a cleaner environment while saving money to support our pupils!

Help shape your child's future!



- Exciting opportunity to join the Governing Board of Longwell Green Primary School
 - No previous experience needed
 - Be part of supporting your local school and community
 - All training provided
 - Looks good on your CV
- If you would like to find out more, give your name and mob number to the school office and one of the Governors will ring you for an informal chat



Star of the week Stars

Winners of our Star of the Week trophy.

You may already be familiar with our well loved "Star of the Week" award. This special tradition allows our children to shine bright by recognising and being recognised by their peers for embodying our Longwell Green core values in their everyday actions.

For those who may not be familiar, here's how it works: Each week, children have the opportunity to nominate a fellow classmate for the "Star of the Week" award. However, there's a twist—children cannot nominate themselves. Instead, it's all about appreciating the kindness and goodness they see in others. It's a practice that truly embodies the spirit of our school.

We've tailored this tradition to suit the different stages of our pupils, with separate awards for Early Years Foundation Stage (EYFS), Key Stage One, and Key Stage Two. From the pupil nominations, winners are chosen by the staff member leading the assembly for that week's key stage, and the focus is always on showing our values in action.

If you're interested to learn more about this term's value, you can find information elsewhere in this newsletter. Last term, we explored the value of "Respect". All of our values can be found on our Values page on our website, here:

We extend our heartfelt thanks to all of you for being a part of these traditions and for supporting your child as they work to embody our school values.

Congratulations to all of the previous and future winners, and a special acknowledgment to all the children who were nominated throughout the terms. We look forward to our new value of "Trust" and continue to celebrate the kindness and goodness within our school and the wider community.

This Term's Value: Trust

This term in school, our assemblies and class discussions are all about the value of "Trust".

We'll be helping children understand that trust is about being honest, keeping promises, being reliable and knowing who we can turn to when we need help. We will share that it is about much more than simply believing that someone will do what they say. It is about honesty, reliability, kindness, courage and knowing that we can ask others for help when we need it.

We will also help children understand that trust works both ways. We need people we can trust, but we also need to become people that other people can trust.

Across the 7-week term, we will explore:

- What trust is and how we build it through small actions every day.
- Trusting ourselves to keep going when things are difficult.
- Trusting others and what makes someone a good and trustworthy friend.
- Trusted adults and knowing who we can talk to when we need help.
- What happens when trust is broken and how we can begin to rebuild it.
- How we can build a school community where people look after and trust one another.



We want children to understand that trust is not something you simply have or don't have. It grows over time through the choices we make and the way we treat others.

Our key message this term is:

Trust is built when our words and our actions match.

We do what we say we'll do

How you could help at home

On the next page are some ideas on how you could help at home. Thank you, as always, for your support. The more children see trust in action, the more we all point out when they have been trustworthy and show we appreciate this, the more they understand it and the stronger this important value becomes.



How to help your child learn about Trust

Family / home activities

Following on from the themes we're exploring in school, here are some ideas of things you could do at home to help build this super skill.

Trust detectives

At the end of the day, ask:

"Who did you trust today?"

"Who trusted you?"

"What did someone do that showed they were trustworthy?"

The response will be neutral or negative (No-one, nothing type answers as they are not used to it and don't see value in it yet).

Then, they may want to talk about things they didn't like as much. This person was mean to my friend etc. But if you give that more airtime, then this will be what they learn you want to hear all about, if you push them past this and go back to the trust, e.g. ***"Well, I am sure you trusted the cooks to make you food you could eat / the teachers to teach you the real spelling of that word?"***

Your child will learn this is important to you.

This helps children notice that trust is often built through small, everyday actions rather than one big thing.



The Say-Do Challenge

Choose one small promise each person can make during the week, some ideas:

"I will put my shoes away." "I will help with the washing."

"I will remember to feed the pet." "I will listen when someone is talking to me."

At the end of the week, talk about what happened. Did you do what you said? How did it feel when someone could trust you?

We do what we say we'll do

Trust is like a brick wall

Talk together about the idea that trust is built brick by brick. Ask: "What things add a brick to trust?" (E.g. telling the truth, keeping promises, helping, listening, looking after things.)

Then: "What might knock a brick out?" (Lying, letting someone down, being unkind or not doing what you said, and more.) *You could even draw a wall together and add examples.*

Can I trust myself?

Encourage children to think about something they find difficult and ask:

"What could you trust yourself to do when things get tricky?" It might be try again, ask for help, stay calm or have another go.

(Links to our work on trust ourselves to keep going when something's difficult.)

A little bit of repair

Mistakes happen in every family. When something goes wrong, talk about how trust can be rebuilt.

Try: "What happened?" "What was wrong about it?" "What could you do differently next time?"

An apology is important, but children also need to understand that changed actions help rebuild trust.



Who are your trusted adults?

Talk together about the adults your child knows they can go to when they are worried, frightened, upset or confused. Ask: "Who could you talk to if something was worrying you?" *Reassure them that asking for help is a strength and that they never have to carry a worry on their own.*

Trust without being watched

Challenge everyone in the family to notice one opportunity to do the right thing when nobody is checking.

Perhaps picking something up, telling the truth, helping someone or looking after something that belongs to somebody else. *Then talk about why doing the right thing matters even when nobody sees us.*

Books you might enjoy together:

The Empty Pot – Demi

The Invisible Boy – Trudy Ludwig

The Forgiveness Garden – Lauren Thompson

The Rabbit Listened – Cori Doerrfeld

Ruby's Worries – Tom Percival

The Dot – Peter H. Reynolds



Thank you for supporting this value at home. When children see we show and we value honesty, reliability, kindness, listening and keeping promises happening at home, at school and in the wider world, trust becomes real rather than something we talk about. Most importantly, we want children to understand that trust is something that grows through practice. None of us gets it right all the time, but every day gives us opportunities to build trust — brick by brick.