



CENTRAL FOUNDATION BOYS' SCHOOL

Community Bulletin

Thursday 7th May 2020

School Update

Firstly, a reminder that tomorrow, Friday 8th May, is a Bank Holiday and so the home learning school will be “closed” and we will not be setting work. Pupils could use this time to have a go at some of the challenges and tasks in this or previous editions of the Community Bulletin.

This Bank Holiday has been moved to a Friday to coincide with Victory in Europe Day, the anniversary of 8th May 1945 when the Allies of the Second World War, including the United Kingdom, accepted the unconditional surrender of Nazi Germany. You can find out more on VE Day [here](#) and [here](#), and the Trying New Genres section below includes some songs from the Second World War to listen to.

Year 13s and their parents will want to read [this letter from the Universities Minister](#) that includes details on university admissions, accommodation and loans.

There are a number of letters on the school website we would like to draw your attention to: [a letter to parents](#) on the awarding of qualifications this summer, [a letter to pupils](#) on the awarding of qualifications this summer, and [a letter to Year 13s](#) on the university admissions process, Please continue to check the [website](#) for further updates.

Please also note reposted sections below on Ramadan, e-safety, Show My Homework and national health measures during this period of school closure. We have also included a link in the e-safety section on [how to set parental controls on devices](#).

A Moment's Thought

Give a moment today to think about the roles of motivation, habits, practice and reflection in learning by reading the article below entitled ‘Why Super Learners Are Not Superheroes’, written by our very own Mr Scivyer.

Send in your thoughts to community@cfbs.islington.sch.uk.

VTalks

As always, please check the [VTalks schedule provided for us by Speakers for Schools](#). This continues with live talks by industry leaders that would normally take place in schools, streamed on the link above. You can see the schedule [here](#).

Monday 11th May, 10am: Elizabeth Desmond, Deputy CEO and Global CIO of Mondrian Investment Partners Limited

‘Be a Dragon in the Dragon’s Den’ – this session will be run in collaboration with the charity GAIN and will focus on why investment can be a great career option. Attendees will leave with a clearer understanding of what investment is, ‘who’ investors are, why you should care about investing and why it could make a great career opportunity.

Monday 11th May, 2pm: Joe Twyman, Co-founder and Director, Deltapoll & Former Head of Political and Social Research, YouGov, Deltapoll

This talk is entitled 'Between Iraq and a Hard Place: Living and Working in a War Zone.'

Send in your thoughts to community@cfbs.islington.sch.uk.

Reading, Watching And Listening

Send in your contributions, along with your sources to community@cfbs.islington.sch.uk.

Reading

Audible have made some famous classic titles free to download or listen to online as audiobooks during this period, [available here](#).



It's particularly worth looking in to the 'Teen' category for new authors you might enjoy, and the 'Literary Classic' category has Frankenstein, a fantastic gothic text currently being shown in theatrical form by the [National Theatre on YouTube here](#), and The Picture of Dorian Gray, for those pupils who have enjoyed Dr Jekyll and Mr Hyde and would like to read something similar. Frankenstein is much more action-packed, and if you were intrigued by the idea of scientific discovery pushing the boundaries of what humanity should know, you will really like this. Similarly, if you liked Stevenson's exploration of the duality of human nature and our desire to conceal our true selves, then The Picture of Dorian Gray would be right up your street.

Watching

A reminder about Monday's recommended watch, which includes a listen and a read.

Cities are growing at a faster rate than any other habitat on Earth. They may seem an unlikely place for animals to thrive, but they can be a world of surprising opportunity. Leopards prowl the streets of Mumbai, peregrine falcons hunt amongst New York's skyscrapers, and a million starlings perform spectacular aerial dances over Rome.

[This Planet Earth episode](#) by David Attenborough gives valuable insight into how the world works together. It is particularly interesting right now as animals and nature are having a much better time of it of late in our cities.

With pollution levels dropping and our streets containing fewer people, wildlife is starting to thrive in our cities. Can you see any wildlife near you? Can you hear more birds in the morning? If so, this [episode of More or Less](#) on whether birds are now singing louder or quieter than usual might interest you. Have you perhaps seen the famous London Parakeets? These medium-sized green parrots are native to South Asia and Central Africa but have been thriving in the capital for a number of decades, and no one is really sure



how they got here! Whatever happens in this world, nature will always find a way! Have a look at [the theories behind their origin here](#).

Listening

Lastly, a reminder about last week's recommended listen.

The excellent podcast series [Talking Politics](#) is keeping us busy with their new [History Of Ideas series](#). These are challenging but rewarding, and perfect for those of us who want to learn more about philosophy, literature and history. This week they have focused on Thomas Hobbes' vision of politics, Mary Wollstonecraft's radical feminist challenge to the political system of her and our time, and Benjamin Constant's thoughts on freedom and liberty. You might also be interested to listen to the ongoing Talking Politics [main series](#), in which they discuss the important issues of the day.



Poetry Corner

Read [A History Of Weather](#) by Billy Collins.

It is the kind of spring morning - candid sunlight
elucidating the air, a flower-ruffling breeze -
that makes me want to begin a history of weather,
a ten-volume elegy for the atmospheres of the past,
the envelopes that have moved around the moving globe.

It will open by examining the cirrus clouds
that are now sweeping over this house into the next state,
and every chapter will step backwards in time
to illustrate the rain that fell on battlefields
and the winds that attended beheadings, coronations.

The snow flurries of Victorian London will be surveyed
along with the gales that blew off Renaissance caps.
The tornadoes of the Middle Ages will be explicated
and the long, overcast days of the Dark Ages.

There will be a section on the frozen nights of antiquity
and on the heat shimmered in the deserts of the Bible.

The study will be hailed as ambitious and definitive,
for it will cover even the climate before the Flood
when showers moistened Eden and will conclude
with the mysteries of the weather before history
when unseen clouds drifted over an unpeopled world,
when not a soul lay in any of earth's open meadows gazing up
at the passing of enormous faces and animal shapes,
his jacket bunched into a pillow, an open book on his chest.

Dubbed “the most popular poet in America” by Bruce Weber in the New York Times, [Billy Collins](#) is famous for conversational, witty poems that welcome readers with humour but often slip into quirky, tender, or profound observation on the everyday, reading and writing, and poetry itself. This one, *A History Of Weather*, starts in spring and moves into winter, but more interestingly works backwards through history at the same time, taking in the “Middle Ages” and ending in pre-human history.

Send in your thoughts and contributions to community@cfbs.islington.sch.uk.

Trying New Genres

On the anniversary of VE Day you might be interested to listen to some of the best classical music composed in wartime conditions throughout the last 500 years, including work done by Shostakovich and Copland in the Second World War, put together by [Classic FM here](#). Alternatively, you might want to [listen to the work of Dame Vera Lynn](#) who is still alive having become famous during the Second World War, and recently influenced the Queen in [her address to the nation](#) when she said “we will meet again”.

Send in your suggestions to community@cfbs.islington.sch.uk.

Learn A New Skill

As we adapt to home learning, and various other social distancing measures within our community, we want to ensure we are providing you with a range of resources that allow our young people to expand and develop a wide range of skills. Central to our curriculum is equipping our young people with the social and professional skills that supports a young person to be confident in pursuing the career pathway of their choice. We have started to source a variety of online platforms that will allow pupils to improve upon their skills while at home; all these online programmes are free, and suitable for a wide range of age groups. Although many things in our daily routine have been suspended there are still many ways we can continue to learn and grow, and the below activities can give our young people the opportunity to discover and grow skills that will support them in future endeavours. They may even be a chance for our parents and guardians to discover a new skill – you’re never too old to learn something new!

Below are a list of free online programmes and courses, as well as the year groups that they would most likely be appropriate for. We would encourage our young people to engage in these programmes, as they are a great resource for developing valuable skills for the future.

[Lloyd's Bank Academy](#) – Years 10 & 11, create your own free learning course with lessons such as “Improving your CV and online applications”, “Staying Safe Online”, “Understanding Documents”, “Using email in the workplace”

[Future Learn: Create a Professional Online Presence](#) – Years 12 & 13, better understand the use of social media for future employability, and learn how to create a positive professional online presence

[Future Learn: Thriving in the Digital Workplace](#) – Years 12 & 13, learn about the digital skills that will support students in building successful career, and discover the new and evolving roles that are increasingly becoming tech-based

[Future Learn: Presenting your Work with Impact](#) – Years 12 and 13, learn about the importance of presentation skills, how to develop them further, and how to design high-quality presentations that will engage your audience

[Future Learn: Digital Skills, Social Media](#) – Years 10 to 13, understand the use of social media in business, and learn how social media can be used to support and expand your business strategy

[Google Digital Garage: Fundamentals of Digital Marketing](#) – Year 13, Google’s Fundamentals of Digital Marketing course is accredited by the Interactive Advertising Bureau Europe and the Open University; the course covers the fundamentals of digital marketing, and how digital marketing can be used to support and expand your business venture

[Open University: Learn to Code for Data Analysis](#) – Year 13, a great one for our future computer scientists looking to explore or expand their knowledge of coding, and an introduction to how coding can be used in a professional and real-world application

[CISCO Networking Academy: Programming Essentials in Python](#) – Years 9 to 13, learn the basics of coding in Python; a great opportunity for our young developers to understand how computer programmes are created

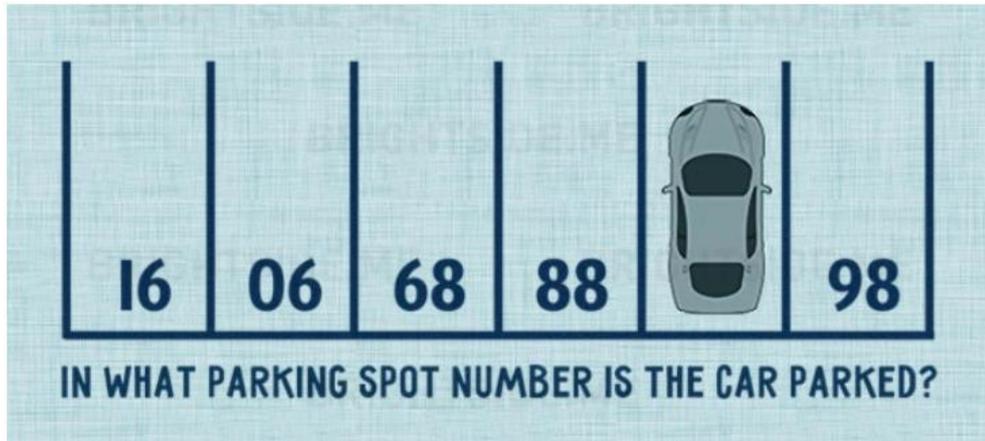
Well-Being

Here is the '[Meaningful May](#)' calendar created by the Action for Happiness team. For each day there is a small action that can be done which will hopefully lead to a feeling of well-being and happiness. Families could also find three good things from each day as part of their routine. They could be things they feel grateful for, moments that made them smile or laugh, or just something that made them feel good. They don't have to be big things, sometimes the smaller the better. Looking for the good and being grateful can help people cope with stress and create a more hopeful, positive environment.

Mathematics Puzzles

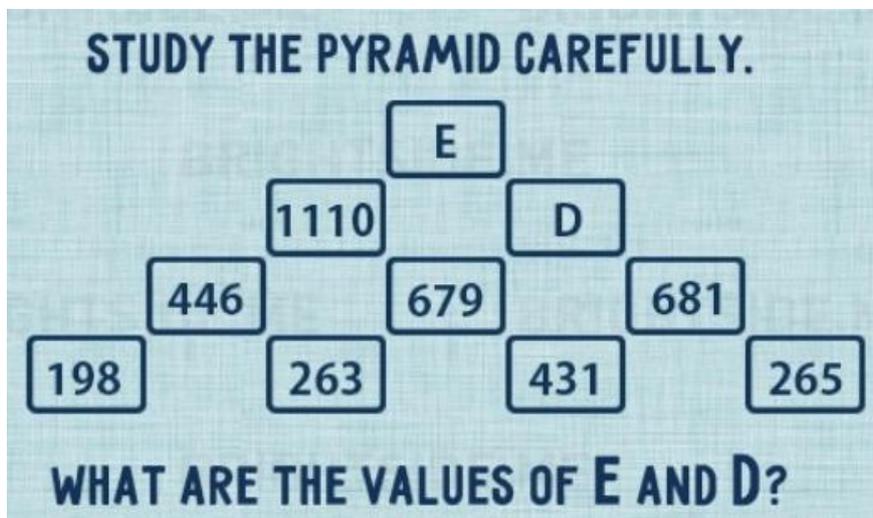
Here are the answers to Monday’s puzzles.

1. In what parking spot number is the car parked?



Turn the picture upside down and the answer is clear: 87.

2. What are the values of E and D?



D = 1345; E = 2440.

The bottom numbers are connected to the upper level. First, add the numbers in the bottom line: $198 + 263 = 461$. Now you see that that number is greater than its neighbour above: $461 > 446$. Subtract these numbers: $461 - 446 = 15$. If you check the rest of the pyramid, you'll get 15 in each case. So, $679 + 681 = 1360$ and $1360 - 15 = 1345$; $1345 + 1110 = 2455$ and $2455 - 15 = 2440$.

And if you think you could work at Google, Amazon, Apple or Microsoft, the following are interview questions are taken from actual interviews from a variety of tech giants. We'll share the answers on Thursday!

You are on your way to visit your Grandma, who lives at the end of the valley. It's her anniversary, and you want to give her the cakes you've made. Between your house and her house, you have to cross 5 bridges, and as it goes in the land of make believe, there is a troll under every bridge! Each troll, quite rightly, insists that you pay a troll toll. Before you can cross their bridge, you have to give them half of the cakes you are carrying, but as they are kind trolls, they each give you back a single cake.

How many cakes do you have to leave home with to make sure that you arrive at Grandma's with exactly 2 cakes?

2 cakes. How? At each bridge you are required to give half of your cakes, and you receive one back. Which leaves you with 2 cakes after every bridge.

You have two identical eggs. Standing in front of a 100 floor building, you wonder what is the maximum number of floors from which the egg can be dropped without breaking it.

What is the minimum number of tries needed to find out the solution?

14 is the answer. This is a complicated one, have a look at the explanation [here](#).

Four people need to cross a rickety bridge at night. Unfortunately, they have only one torch and the bridge is too dangerous to cross without one. The bridge is only strong enough to support two people at a time. Not all people take the same time to cross the bridge. Times for each person: 1 min, 2 mins, 7 mins and 10 mins.

What is the shortest time needed for all four of them to cross the bridge?

17 minutes is the answer. Again, a complicated one, have a look at the explanation [here](#).

Why Super Learners Are Not Superheroes

During these difficult times, lots of people have been sharing how they are trying to make the best of self-isolation by learning a new skill. Some people have decided to learn to cook some new recipes, while others have said they will try and read a classic book they had been meaning to tackle for a while. While it is not possible for everyone to try something new in this way – these is a very difficult and unusual time, so it is OK not to be working at your best and to feel a bit uneasy – I thought I would have a go at improving my French reading skills.

Before doing this, I looked at some books and lectures by people considered to be the experts in language learning. These are women and men who love learning languages so much that they don't stop. Some of them can use five, ten, twenty, even fifty languages! They call themselves polyglots (from the Greek words 'polu' meaning lots and 'glotta' meaning 'languages'). There is an active community of them online, and they are an interesting bunch of people in themselves. One of them, Alex Rawlings, was named the best student linguist in 2011, as he was able to have a conversation in eleven languages (you can [see him in action here](#)). He later moved to Budapest for nine months to learn Hungarian. Another, Judith Meyer, can speak fourteen languages, among them Arabic, Russian, Hebrew and Farsi. The most impressive though is Alexander Arguelles, who has a working knowledge of over fifty languages.

What is most interesting about these people is how down to earth they are, and how willing they are to share the 'secret' to their success. They all say the same thing: learning is not a superpower. This got me thinking about how we sometimes look at learning the wrong way, as if it were a superpower and that you've either got it or you haven't. At a series of meetings known as Polyglot Conferences, many of the abovementioned polyglots and more besides deliver talks sharing their research and reflections on how people learn languages. They are all available on YouTube if you are interested. However, I thought I would share a few of the things I learned from engaging with their work:

1. Learning is about goals and motivation. Many of the polyglots were not happy when people asked them 'how many languages do you speak?'. They felt this was too vague. What does it mean to 'speak' a language? It depends on the language. For example, someone about to go on the Hajj might want to learn some spoken Arabic. They might have learned Arabic in order to read the Qur'an, but the language written there is very different from how someone speaks in the modern UAE. Learning a language depends on what you want to use it for. This is linked to motivation. If you know what you want to achieve, it is easier to succeed. If, like me, you have a history book in French you want to read, then learning how to tell the time or how to talk about fresh salads and ordering lunch in a bistro is not going to help. I need to learn how to read the past tense very quickly.

2. Good habits are essential. Alexander Arguelles was a professor living in South Korea when he decided to try learning languages to an extreme degree. He organised his day into half an hour chunks,

and then chose the languages he wanted to learn. He would then give each language a certain number of half-hour chunks and went from there. Arguelles had no problem with motivation – he claims to have spent twelve hours a day studying languages at one point! – but he ensured that he had a routine and stuck to it. Of course, we all have distractions, but saying that you will spend X minutes or Y hours a day learning, and sticking to it, is most important.

3. Find out what works and do it a lot. Many of the polyglots spent a lot of time at the beginning working out what was best for them. Some wanted to visit places and talk, so they found people online to talk to and practiced that way. Others wanted to read, so took a dictionary and worked through page by page, checking words as they went. Either way, they found their method and did it every day. As students at a school with some fantastic teachers, you are lucky to have a group of learning experts who, through experience, know what works. That's why they get you to do it a lot.

4. If something's not working, stop doing it and rethink. The most demotivating thing in life is when you try hard but still can't do something. Even worse is when you do a lot of work, but you still mess up a test. A lot of the polyglots were very self-reflective. They tried new things a lot. They asked people for help. By doing this, they found out what worked best to help them use the language in the way they wanted to use it.

Learning is not a superpower. It is also not easy. Alex Rawlings said he was surprised by how people thought there was a secret trick. It was about regular practice and regular checking. You see these principles in lots of other areas of learning too. Think about sports. Personal trainers work with a client to find out what their fitness goal is, how much time they have, and what exercises work best. If it doesn't work, they work out why it is not working and find another solution. Scientists, historians, you name it. Life isn't always easy, and there are lots of things that make it hard to stick to a habit. However, it doesn't hurt to start. Ten minutes a day, every day, makes a huge difference. Super learners aren't superheroes. They're just persistent and know that if they want it, they'll have to work at it.

Mr Scivyer

‘(When) We Do Meet Again, Why, We Shall Smile’

Please note a new recommendation at the National Theatre below in this section.

Last week saw the anniversary of both the birthday and deathday of William Shakespeare. According to tradition, the great English dramatist and poet was born in Stratford-upon-Avon on 23rd April 1564. It is impossible to be certain of the exact day on which he was born, but church records show that he was baptised on 26th April, and three days was a customary amount of time to wait before baptising a newborn. Shakespeare’s date of death conclusively was 23rd April 1616. He was 52 years old and had retired to Stratford three years before. Here are five interesting points that reveal a lot about Shakespeare’s legacy and life in sixteenth and seventeenth century England.

1. Shakespeare’s parents were probably illiterate, and his children almost certainly were.
2. Nobody knows what Shakespeare did between 1585 and 1592.
3. Shakespeare’s plays feature the first written instances of hundreds of familiar terms, including “fashionable” (“Troilus and Cressida”), “sanctimonious” (“Measure for Measure”), “eyeball” (“A Midsummer Night’s Dream”) and “lackluster” (“As You Like It”); and the expressions “foregone conclusion” (“Othello”), “in a pickle” (“The Tempest”), “wild goose chase” (“Romeo and Juliet”) and “one fell swoop” (“Macbeth”).
4. We probably don’t spell Shakespeare’s name correctly—but, then again, neither did he. Sources from William Shakespeare’s lifetime spell his last name in more than 80 different ways, ranging from “Shappere” to “Shaxberd.”
5. Shakespeare’s epitaph wards off would-be grave robbers with a curse.

This week the National Theatre have been sharing Frankenstein live on YouTube, starring [Benedict Cumberbatch](#) and [Jonny Lee Miller](#) who swap the roles of the creature and Frankenstein in the two links attached to their name. From today, at 7pm you can stream live [‘Antony and Cleopatra’](#) the 5 star production starring Ralph Fiennes and Sophie Okonedo. [The Globe](#) is streaming streaming Macbeth from 11th May.

In celebration of this Ms Russell is setting this challenge: to create your own theatre box set design and take photos of it and send them in to us at community@cfbs.islington.sch.uk.

Here are some examples:



Further instructions and ideas using old boxes can be found at [here](#).

Other streaming services showing an excellent variety of dance, drama, circus, music and opera can be found at [Culture Stream](#).

Ramadan

We are sharing the below information [directly from The Muslim Council of Britain](#) to help all our families safely pray and fast during the holy month of Ramadan in self-isolation conditions.

Top Tips

It is important to plan Ramadan activities given these restrictions. Consider:

Online – Stream Islamic lectures or taraweeh to your home, either pre-recorded or live.

Prayers – Organise prayers including taraweeh at home as a family and pray as a congregation in the home. Since it is no longer possible to do I'tikaf in the mosque, consider doing this at home.

Virtual Iftars – Try to organise virtual iftars with extended family and the community through the many online video calling facilities available.

Plan food – Plan your iftar menus in advance so that you can limit multiple shopping trips and limit exposure given social distancing measures.

Drink well – Hydrate well for the long work days. Dehydration can lead to tiredness, headaches, lack of focus/concentration.

Energy foods – Eat high energy, slow burn foods for suhoor (starting your fast) – It is important that you remain energised throughout the workday, especially as we can experience heightened levels of anxiety during these times.

Breaks – Take regular breaks to reflect and take time for yourself.

Mental Health – Life can be full, and we try to fill it with more worship during Ramadan. We all want to pray more and this can help with anxiety but it is important to be good to yourself – sometimes it is quality over quantity.

Studying From Home

Much like working from home, studying from home without the benefit of your classmates, and direct face to face time with your teachers can have its own challenges. Fasting may tire you out further, and dehydration is often a factor in reducing focus and/or concentration. Much like with working from home, we advise the following:

Let others know – Give your university, student advisor or professors advance notice that you will be fasting.

Breaks – Ensure you are taking regular breaks from studying, for rest and reflection – perhaps around salaah times.

Timetable – Set yourself a study timetable. Lectures always help structure your day even when scheduled online, but make sure you take into account prayer times and iftar when planning your day.

Timings – If you are able, start your day earlier so that you can finish earlier and have some down time prior to iftar.

Share – Share Ramadan with classmates and friends by having a conversation about Ramadan, your struggles or sharing what special activities you're doing or foods you may be cooking/etc.

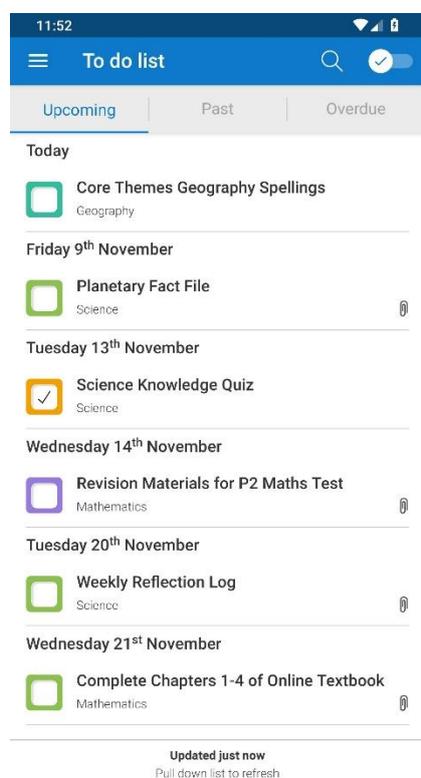
Duties – Honour your studies and commitments with patience and good grace to those around you.

Breaks – Should you find yourself frustrated or tired, take a break.

Show My Homework

The School has chosen to use Show My Homework as the platform through which it is delivering its lessons during this period of closure. Parents can find [most of their questions answered here](#) but we have summarised some key points.

1. To login in as a parent to view your child's account details, including their to-do list and their gradebook, you will need an email address and a SMHW PIN. To get your SMHW PIN please contact Mr Mitchard on mitchardr@cfbs.islington.sch.uk.
2. Pupils who are logging into a parent's account will not be able to submit homework using the application or website. This can only be done with a pupil account. Again, for help in relation to this, please contact Mr Mitchard on mitchardr@cfbs.islington.sch.uk.
3. Parents and pupils have access to two types of task list on SMHW: their to-do list and their gradebook. The to-do list can be crossed off by pupils before work has been completed and submitted. The gradebook is the record of the work the teacher has received and is the most accurate account of pupil work submission. Please see [here for full information on how to submit work using SMHW](#).



A to-do list managed by a pupil

The screenshot shows the 'Gradebook' interface on a web browser. It has a header with 'Gradebook' and a search bar. Below the header are three dropdown menus: 'Select a class', 'Select a teacher', and 'Select a status', followed by a 'Homework search' input field. Below this is a section titled 'View the submission status and grades for your homework tasks'. A table displays the following data:

Due on	Homework	Subject	Status	Grade	
06/09/2017	Dictation Test	English (German 6)			Take spelling test
11/08/2017	Apps	English (7/Art2)			Results
10/08/2017	Civil War Pop Quiz	History (F8)	Submitted		Try again
10/08/2017	Jane Austen Quiz	English (German 6)	Submitted	100%	Results
05/08/2017	Spanish numbers	Spanish (F8)	Not submitted		Results
04/08/2017	Henry VIII	History (German 6)			Results

A gradebook with the submission record from the teachers

Internet Safety

It is probable that as a result of home learning we are all spending much more time online. It is important to remind ourselves that the internet has emerging online spaces and social networks which allow individuals to publish unchecked content. It is also important to use your better judgement and in particular be aware of fake news, scams and other forms of exploitation online.

Here is a simple explanation of [how to set parental controls on devices](#).

Here are our 11 tips for being safe online:

1. Only **USE** devices or apps, sites or games if a trusted adult says so.
2. **ASK** for help if you are stuck or not sure.
3. **TELL** a trusted adult if you're upset, worried, scared or confused.
4. If you get a **FUNNY FEELING** about something online, talk to an adult.
5. Look out for your **FRIENDS** and tell someone if they need help.
6. **REMEMBER** people online aren't always who they say they are.
7. Anything you do online can be shared and might stay online **FOREVER**.
8. Don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells you that you have to.
9. **BE CAREFUL** what you do in front of a camera, even if you think it is not recording.
10. Never **SHARE** personal information including your real name, address, mobile or landline phone numbers, school attended, IM and email addresses, bank details, passwords, full names of friends or family, specific interests and clubs that you belong to.
11. Always be **KIND** and polite to everyone.

Parents seeking help or information to support their child with online safety can learn more from the resources provided below:

[Childline](#) - for support.

[UK Safer Internet Centre](#) - to report and remove harmful online content.

[CEOP](#) - for advice on making a report about online abuse.

[Internet matters](#) - for support for parents and carers to keep their children safe online.

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online.

[Net-aware](#) - for support for parents and careers from the NSPCC.

[Parent info](#) - for support for parents and carers to keep their children safe online.

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online.

[UK Safer Internet Centre](#) - advice for parents and carers.

Health Advice For Everyone

1. *Stay at home measures*

The School would like to reiterate the importance of all the pupils adhering to the latest measures introduced to help stop the spread of the coronavirus.

Everyone must stay at home. You may only leave home:

- to shop for basic essentials – only when you really need to
- to do one form of exercise a day – such as a run, walk or cycle, alone or with other people you live with
- for any medical need – for example, to visit a pharmacy or deliver essential supplies to a vulnerable person
- to travel to and from work – but only where this is absolutely necessary

If you have to go outside to do essential tasks or exercise, stay at least two metres (three steps) away from other people.

2. *Stopping infection spreading*

The NHS continue to emphasise the following to help reduce the risk of catching or spreading coronavirus:

- Washing your hands with soap and water often – for at least 20 seconds
- Avoiding touching your eyes, nose or mouth with your hands
- Covering your mouth and nose when you cough or sneeze – disposing of the tissues into a bin afterwards and washing your hands

3. *Symptoms*

It is important that everyone in the community stays at home at all times. This is especially important if you have either:

- A high temperature
- A new, continuous cough

The vast majority of our community will be able to treat these symptoms with rest, paracetamol and drinking plenty of fluids. The NHS continue to state that to protect others do not go to GP surgeries, pharmacies or hospitals if you have these symptoms. If you are concerned, you can use the [111 coronavirus services](#).