

Community Bulletin

Monday 18th May 2020

School Update

Wednesday 20th May 2020 is [National Thank A Teacher Day](#). We want to express our gratitude for all the colleagues at the school, including our teachers, many of whom are juggling their own childcare and home learning with the home learning of the pupils at the school. If you want to submit a thank you, add a comment on SMHW or send an email to us at community@cfbs.islington.sch.uk.

There are some increasingly famous names appearing in the VTalks section below, as hosted by Speakers for Schools. The talk tomorrow by Robert Peston will be a real highlight.

Today, Monday 18th May, Year 7 and 8 will be changing a subject on their timetable as part of their pre-planned rotation of technology subjects prior to them finishing Key Stage 3. Each Year 7 and 8 should know the subject they are moving onto as it will be the final rotation of the year for them, but this means work for either Food Technology, Resistant Materials or Graphics will be set.

The week commencing Monday 25th May will be half-term and so we will not be following the standard daily timetable during this fortnight. As with the Easter holidays, we do recognise, however, that many pupils and parents want the medium-term projects to help with motivation and engagement. We will therefore be setting a week-long task for each subject, set on Monday 25th May and due Sunday 31st May. We hope this will find the balance of giving pupils, parents and teachers a break, while also keeping pupils occupied, learning and motivated.

Pupils and parents may be interested to read the latest Government guidance in relation to their plan to have a phased approach to reopening schools, which can be [read here](#). You will note that there is only limited information for secondary schools, including reference only to Year 10 and Year 12 which can be seen in [this specific section](#).

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

Please also note reposted sections below on Ramadan, e-safety including parental safety controls, Show My Homework and national health measures.

A Moment's Thought

Coronavirus has changed the way we live in the short-term, and will undoubtedly change the way we live in the long term. Spend a moment to think about the following:

How do you think the world will be influenced long-term by the lessons we have learned during this period? For example, how might it change the way schools function?

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

School Highlights

Over the last half term, our Year 7 and 8 pupils have been learning a range of mathematical concepts in their online learning.

Year 7s have been successfully using Hegarty Maths to study the following topics:

- Representations of data including bar charts, pie charts and stem and leaf diagrams.
- Ratio which is a great mathematics topic in its own right but also extremely useful in everyday life.
- Construction, which is a challenging skill involving the use of a protractor, a pair of compasses, a pencil and a ruler for creating perpendicular line bisectors and angle bisectors.

A special mention to the following Year 7 students who have been nominated by their teachers for their excellent work over the last half term:

- Mahir, for consistently achieving 100% on his tasks.
- Klevis, for working really hard to get an amber score or above on each of his tasks.
- Nadim, for great work on Hegarty.
- Noah, for completing his work to a very high standard.
- Nicolas, for cementing his knowledge by asking about answers he didn't understand first time around.
- Ahmed G, for working really hard to try to get 100% on all his tasks.
- George V, for consistently getting 100% on his tasks.

Year 8 pupils have also been working well studying the following topics:

- 8a1 and 8b1 have been looking at graphical solutions (including simultaneous equations) and Pythagoras' Theorem. Both are high level GCSE topics and the boys have put in a lot of effort while working with Ms Nott and Mr Islam to do the best they can on each of their tasks.
- 8a2 and 8a3 have been working on sequences which involves not only being able to spot patterns with shapes and numbers but also algebra.
- 8b2 have been working on probability which again is a high level GCSE topic which can be confusing at first but the boys have worked very hard on this topic with Mr Johnstone.
- 8b3 have done a lot of work on shapes including interior angles of polygons and looking at 3D shapes.
- 8b4 have done some excellent work on drawing and plotting graphs which is a key mathematical skill as well as looking at construction using a protractor, a pair of compasses, a pencil and a ruler for creating perpendicular line bisectors and angle bisectors.

A special mention to the following Year 8 students who have been nominated by their teachers for their excellent work:

- Rangjung, for consistently achieving 100%.
- Ekin, for excellent work.
- Jack H, for great Hegarty work.
- Lucian, for completing his work to a very high standard.
- Marley, constant hard work on Hegarty Maths.
- Yilak, for getting 100% on his tasks and using the Hegarty videos very well to help him improve.
- Adil, for consistently achieving 100% on his tasks.

- Billy, for trying really hard on his work and completing the most tasks in his class.
- Harpreet, for real determination to do well.
- Joe, for completing all his tasks to a high standard.

All Year 7s and 8s have had some really challenging topics to learn using Hegarty Maths and they have been doing themselves proud. Even if their name is not listed above their teachers are all really impressed with the work that is being put in by everyone. That hard work and determination will be seen the next time that we get to be together back at school.

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](#).

Tuesday 19th May, 10am: Robert Peston

COVID-19 Britain: Robert Peston will talk about the changes we are living through to our way of life, our economy and our politics, and the changes yet to come.

Tuesday 19th May, 2pm: Kathrina Mannion

Kathrina will discuss her career and current role in Environment and Policy. She will also discuss her motivations and career progressions. Kathrina used to be a Senior Advisor for the government so has a really interesting career story.

Wednesday 20th May, 10am: Dr Maria Faraone

What does an architect do? Dr Maria Faraone will explore with students more about the career, what it might entail and how students can pursue the career.

Wednesday 20th May, 2pm: David Dein

David will talk about the phenomenal success of the Premier League since its inception and impart inspirational messages about how to be successful.

Thursday 22nd May, 2pm: Peter Mather

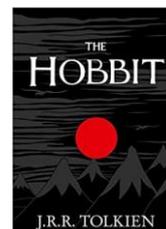
Carbon emissions need to fall fast to meet the Paris climate goals. At the same time, the global population continues to grow – and demand more energy. By 2040, another 2 billion people are expected to be in the world, while energy demand is projected to rise by around a third, equivalent to adding another new China and EU's worth of energy demand on top of what's required today. How can we tackle this dual challenge?

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

Reading, Watching And Listening

Reading, Watching, Listening

Lots of you will have found solace and escapism in a good book. One amazing feat during this period was the actor Andy Serkis, who played Gollum in the film versions of The Lord of the Rings, reading the entirety of Tolkein's classic book The Hobbit out loud in one sitting. You can [listen and watch along on YouTube](#). It's a fantastic tale and teaches us so many valuable lessons.



Listening

A great way to find out about music you may be unfamiliar with and learn more about interesting people who have made contributions to society is to listen to Desert Island Discs. For all of you Arsenal fans, a great place to start is [Ian Wright's – warning it is a bit of tear-jerker](#).



Reading

If you love history there are lots of great short videos and podcasts available. The [BBC has produced a lot of things for you to watch and listen to](#) over the next few weeks. However, to 'level up' as a historian, you need to gain a deeper knowledge of events and understand different viewpoints, and the only way to do this is through reading. Most History books are written for adults, and can be tricky at first. Like any sport or exercise, doing small amounts for a while and building up to more challenging stuff is the best way to do it. Here are some good articles to practice historical reading, available at [History Extra](#). They are short, and often have links to similar articles for you to explore at your leisure.

[How bloody was Stephen and Matilda's battle for the English Crown?](#)

[Why did Henry II consider converting to Islam?](#)

[How to be a successful monarch](#)

[Victoria: The Warrior Queen](#)

[How the railways changed everything for Britain](#)

[Christian Frederick Cole: Britain's first Black barrister](#)

[Escape from East Berlin](#)

[Have nuclear weapons helped to maintain world peace?](#)

[Did the Cold War ever really end?](#)

For pupils interested in articles on Nazi Germany and the Cold War, particularly those in Year 10 and Year 11, there are lots of good in-depth articles at [History Extra](#). However, it is important to develop your depth of knowledge and reading comprehension skills by, if possible, tackling some full books. A good way to start this is by using spy stories written at the time. Some good novels include most of the works of John le Carré, but in particular *The Spy Who Came In From The Cold* and *Tinker Tailor Soldier Spy*. Both are spy thrillers, but are more than that. They question the values of the Cold War

and force the reader to wonder if you can talk about 'good guys' and 'bad guys', as spymaster George Smiley must confront the consequences of his actions. They also reflect the sense in Britain at the time that this was a declining empire and things would only get worse. For something lighter but still relevant to the period, Len Deighton's *Berlin Game* and *Funeral in Berlin* are both worth reading, as is *The Hunt for Red October* by Tom Clancy.

Some engaging non-fiction includes *The Dead Hand* by David Hoffman, which looks at nuclear weapons in the 1980s, and *A Spy Among Friends* by Ben Macintyre, about a group of British spies for the USSR known as the Cambridge Five. If you are up for a challenge, then *The Cold War: A New History* by John Lewis Gaddis is a good, short introduction to the time. A [PDF copy is available here](#). Don't worry if it takes you a while to read. Try a chapter at a time and go from there.

All these books are available second-hand from abebooks.co.uk from £2.80 upwards, or as e-books with a subscription to scribd.com or other similar e-book services. Your local borough library service should also have a service from which you can borrow e-books. They are free, though you might need to sign up online first with the help of an adult. Here is the website for [Islington Libraries' service](#).

Poetry Corner

Read *To Hope* by John Keats.

When by my solitary hearth I sit,
And hateful thoughts enwrap my soul in gloom;
When no fair dreams before my "mind's eye" flit,
And the bare heath of life presents no bloom;
Sweet Hope, ethereal balm upon me shed,
And wave thy silver pinions o'er my head.

Whene'er I wander, at the fall of night,
Where woven boughs shut out the moon's bright ray,
Should sad Despondency my musings fright,
And frown, to drive fair Cheerfulness away,
Peep with the moon-beams through the leafy roof,
And keep that fiend Despondence far aloof.

Should Disappointment, parent of Despair,
Strive for her son to seize my careless heart;
When, like a cloud, he sits upon the air,
Preparing on his spell-bound prey to dart:

Chace him away, sweet Hope, with visage bright,
And fright him as the morning frightens night!

Whene'er the fate of those I hold most dear
Tells to my fearful breast a tale of sorrow,
O bright-eyed Hope, my morbid fancy cheer;
Let me awhile thy sweetest comforts borrow:
Thy heaven-born radiance around me shed,
And wave thy silver pinions o'er my head!

Should e'er unhappy love my bosom pain,
From cruel parents, or relentless fair;
O let me think it is not quite in vain
To sigh out sonnets to the midnight air!
Sweet Hope, ethereal balm upon me shed,
And wave thy silver pinions o'er my head!

In the long vista of the years to roll,
Let me not see our country's honour fade:
O let me see our land retain her soul,
Her pride, her freedom; and not freedom's shade.
From thy bright eyes unusual brightness shed—
Beneath thy pinions canopy my head!

Let me not see the patriot's high bequest,
Great Liberty! how great in plain attire!
With the base purple of a court oppress'd,
Bowing her head, and ready to expire:
But let me see thee stoop from heaven on wings
That fill the skies with silver glitterings!

And as, in sparkling majesty, a star

Gilds the bright summit of some gloomy cloud;
 Brightening the half veil'd face of heaven afar:
 So, when dark thoughts my boding spirit shroud,
 Sweet Hope, celestial influence round me shed,
 Waving thy silver pinions o'er my head.

This poem is by English romantic poet [John Keats](#). Positive thoughts are important, especially in the darkest hours.

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

Learn A New Skill

Try these 10 drama activities at home.

DRAMA 10 ACTIVITIES YOU CAN DO AT HOME

1. Tongue Twisters HOW FAST CAN YOU SAY THESE TRICKY TONGUE TWISTERS?
 "Betty Botter bought some butter" "If a dog chews shoes, whose shoes does he choose?" "Unique, New York"
 "She sells seashells by the seashore"

2. Write and Perform a Monologue
 Write your own monologue- It could be funny or it could be serious. You could do it as a character or write your own thoughts and feelings down in a speech. Try some different styles and topics out. Focus on your vocal skills as you perform your monologues to your audience.

BONUS! Put your design skills to the test and...
MAKE A SOCK PUPPET!

3. Lip Sync Battle
 Put together a playlist of your favourite songs and mime along! You can film your lip syncs and challenge your friends. Don't forget to use overexaggerated facial expressions and movements!

4. Accent Challenge
 Choose one of the tongue twisters from task 1 and perform it in different accents. Get your friends and family to guess what accent you are doing. French? Posh? Northern? Australian?

5. Charades
 Put your mime skills to the test in a game of charades! You will need to use clear gestures and movements to recreate key moments of your favourite books, films or plays for your family to guess!

6. FaceTime Duologues
 Get together with a friend or family member who you have not seen for a while. Write a short script and rehearse it. Grab some costumes and you could even make a backdrop for your scene. FaceTime each other to perform your duologue. Make sure you both get into character by using clear facial expressions and gestures.

7. Research Playwrights
 Find out about the lives and work of some of the greatest playwrights. William Shakespeare, Arthur Miller, Lucy Prebble, Caryl Churchill, Sophocles...plus many more!

8. Drama Games
 Gather the family round for some classic Drama games! Whether it is SPLAT! or Wink Murder, Mafia or Park Bench... there's loads of fun to be had with your favourite Drama Games!

9. Family Performances
 Direct your family in your own performance. It could be your own interpretation of a play you know or you could pen your own. Find some costumes around the house and create a make-shift performance space in your house.

10. Watch a play (online)
 WhatsOnStage.com have compiled a fantastic list of all the performances you can watch including The Wind In The Willows and Eugenius! Check out the list: <https://bit.ly/3b59uTw>

HORSE BOX THEATRE COMPANY
 CREATED BY JOE PLUMB

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

Well-Being

Try your hand at this fitness challenge and aim for your maximum number in one minute. You can take 30 seconds break in between the sets, but no longer than that. Send us your numbers and we'll let you know the best from each year group.

1 minute full burpees

30 seconds rest

1 minute squats

30 seconds rest

1 minute press-ups

30 seconds rest

1 minute sit ups

30 seconds rest

1 minute jumping jacks or star jumps

Check your performance weekly to track your progress.

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

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

1. An intelligent trader travels from one place to another carrying three sacks containing 30 coconuts each. No sack can hold more than 30 coconuts. On the way he passes through 30 checkpoints and on each checkpoint he has to give one coconut for each sack he is carrying.

How many coconuts are left in the end?

2. A farmer was asked how many ducks he had. "Well," he said, "they ran down the path just now and I saw one duck in front of two ducks, a duck behind two ducks, and a duck between two ducks."

How many ducks were there?

3. A milkman has an 8-liter container full of milk, and also two empty containers that measure 5 litres and 3 litres. He needs to deliver 4 litres of milk to a customer. The milkman has no other spare containers and no way to mark any containers. He does not want to pour milk away.

How will he measure the 4 litres of milk?

4. There are 7 girls on a bus. Each girl has 7 backpacks. In each backpack, there are 7 big cats. For every big cat there are 7 little cats.

How many legs are on the bus, not counting the driver?

Generation Lockdown Writes

We would like to draw your attention to a competition called Generation Lockdown Writes. [You can find out more information here](#), but this is a writing competition for those aged between seven and 17. It is an opportunity to write about your experience of the “lockdown”. It could be a personal experience, a poem, or a creative story, but it must be 700 words or under and submitted by 17th July.

Career Insights

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

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.

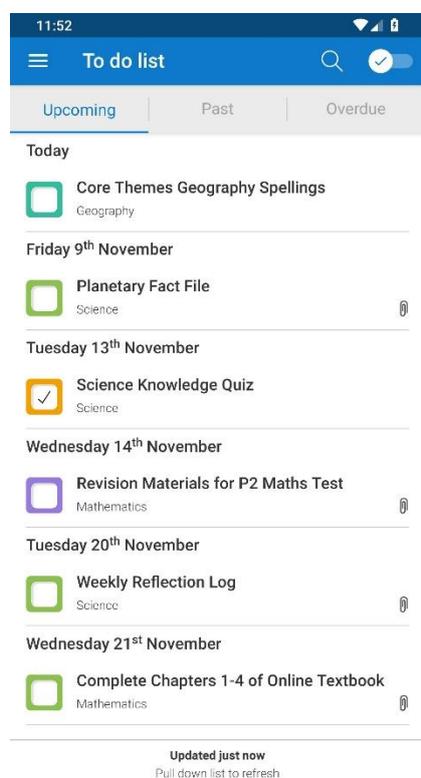
Duties – Honour your studies and commitments with patience and good grace to those around you.

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 includes filters for 'Select a class', 'Select a teacher', and 'Select a status', along with a 'Homework search' field. Below the filters, there is a table titled 'View the submission status and grades for your homework tasks'.

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 carers 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

Please find [full Government guidance here](#).

1. *Handwashing advice*

It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides.

2. *Symptoms*

The Government [continue to emphasise](#) the importance of self-isolating if you or someone in your household has symptoms:

- A new continuous cough, and/or
- A high temperature

This means seven days at home for those who develop these symptoms, and 14 days at home for all others in the household from the first day the member of the household showed symptoms. If those who develop symptoms still have a fever after seven days, they should continue to self-isolate until their temperature returns to normal.

The vast majority of our community will be able to treat these symptoms with rest, paracetamol and drinking plenty of fluids. If you are concerned, you can use the [111 coronavirus services](#).

3. *Staying alert*

The Government have urged everyone to [stay alert and maintain social distancing](#), including staying at home unless necessary to go out for specific reasons set out in law, including:

- For work, where you cannot work from home
- Going to shops that are permitted to be open – to get things like food and medicine, and to collect goods ordered online or on the phone
- To exercise or spend time outdoors for recreation
- Any medical need, to donate blood, avoid injury or illness, escape risk of harm, or to provide care or to help a vulnerable person.

Most importantly, this includes the key advice that you should stay two metres apart from anyone outside of your household. Face coverings can help us protect each other and reduce the spread of the disease if you are in an enclosed space where social distancing isn't possible and where you will come into contact with people you do not normally meet. This is most relevant for short periods indoors in crowded areas, for example on public transport or in some shops.

It is still not permitted to leave your house to visit friends and family in their home. The government is looking at how to facilitate greater contact with close family or friends, and will explain how this can be done safely in the coming weeks.