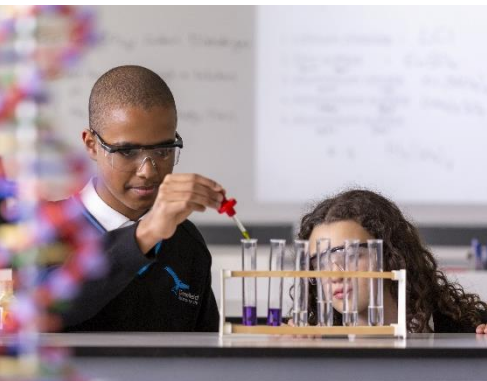


## **Celebrating Denefield Friday 21 January 2022**





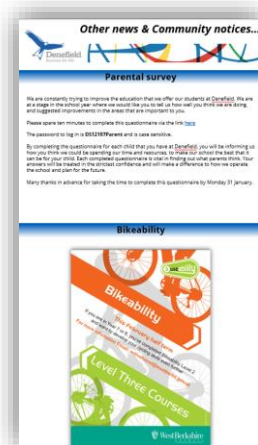
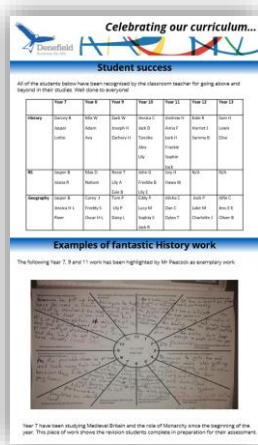
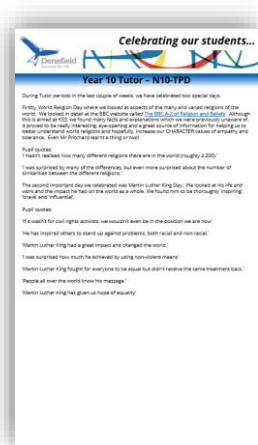
With the new year now in full swing, students are focusing more and more on good habits and routines. Mr Binnington, our head of Sixth Form, gave excellent assemblies to all year groups on the myth of the over-ambitious New Year's resolutions, and instead focused on the importance of marginal gains – the idea that over time, the little things can make the biggest differences. Staff and students have noticed this in school. Since our return two weeks ago, we have reinforced the importance of punctuality in the morning and to every lesson. This is making a small but noticeable difference. If every lesson every day starts a minute earlier, then students gain over 23 hours of learning during the year.

I have very much enjoyed visiting tutor times this week. The major theme has been Martin Luther King day, which takes place on 17 January, the day he was born. Martin Luther King came to prominence in the 1950s and the 1960s as the leader of the non-violent protest movement against segregation, discrimination and other forms of racial injustice perpetrated in the southern states of America. While King and his followers achieved many of his aims before his assassination in 1968, intolerance and prejudice based on race and other characteristics continued and continue in the US, Britain and other countries to this day. It is the duty of everyone in the Denefield community to help ensure that our CHARACTER values of tolerance, empathy and respect are at the forefront of everything we do.

Wishing you a pleasant weekend

Mr E Towill MA (Oxon), Headteacher

Included in this edition...



## Diary dates – academic year 2021 – 2022

Monday 17 January to Wednesday 2 February

Year 11 into Year 12 Interviews

Wednesday 26 January

Virtual drugs awareness workshop for parents 6pm

Wednesday 2 February

Year 9 Level 2 options information evening online – details TBC

Wednesday 16 February

Year 9 'Y' Parents Evening

Monday 21 February to Friday 25 February

Half term

Monday 28 February

Students return to school

Tuesday 1 March

Year 9 'X' Parents Evening



## **Year 10 Tutor – N10-TPD**

During Tutor periods in the last couple of weeks, we have celebrated two special days.

Firstly, World Religion Day where we looked at aspects of the many and varied religions of the world. We looked in detail at the BBC website called [The BBC A-Z of Religion and Beliefs](#). Although this is aimed at KS3, we found many facts and explanations which we were previously unaware of. It proved to be really interesting, eye-opening and a great source of information for helping us to better understand world religions and hopefully, increase our CHARACTER values of empathy and tolerance. Even Mr Pritchard learnt a thing or two!

Pupil quotes:

‘I hadn’t realised how many different religions there are in the world (roughly 4,200).’

‘I was surprised by many of the differences, but even more surprised about the number of similarities between the different religions.’

The second important day we celebrated was Martin Luther King Day. We looked at his life and work and the impact he had on the world as a whole. We found him to be thoroughly ‘inspiring’, ‘brave’ and ‘influential’.

Pupil quotes:

‘If it wasn’t for civil rights activists, we wouldn’t even be in the position we are now’

‘He has inspired others to stand up against problems, both racial and non-racial.’

‘Martin Luther King had a great impact and changed the world.’

‘I was surprised how much he achieved by using non-violent means’

‘Martin Luther King fought for everyone to be equal but didn’t receive the same treatment back.’

‘People all over the world know his message.’

‘Martin Luther King has given us hope of equality’



## Humanities

This week's subject area is Humanities.

Students have settled back into school fantastically well after Christmas and have been fully engaged with the new topics that they have been completing across the faculty. Students have also been completing assessment which they have put fantastic effort into and are currently receiving feedback on their answers.

### What are students learning this term?

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>History</b>	Tudor England and the influence of religion and power	The Apartheid in South Africa	The Holocaust	American West	USA and their involvement in the Vietnam War	South Africa: National Party Power 1960-68  America: Cultural, social and economic changes of USA, 1917-80	Poverty & Public Health: The implementation of the Poor Law (1834-47)  Coursework
<b>RS</b>	Buddhism	Hinduism	Philosophy	Revision of Christianity beliefs and practices	Ethics: peace and conflict		
<b>Geography</b>	Rivers	Weather	Exploring spaces: In depth country case study	Weather and climate	Earths ecosystems	Human: Diverse Places  Physical: Tectonics	Human: Health  Physical: Carbon





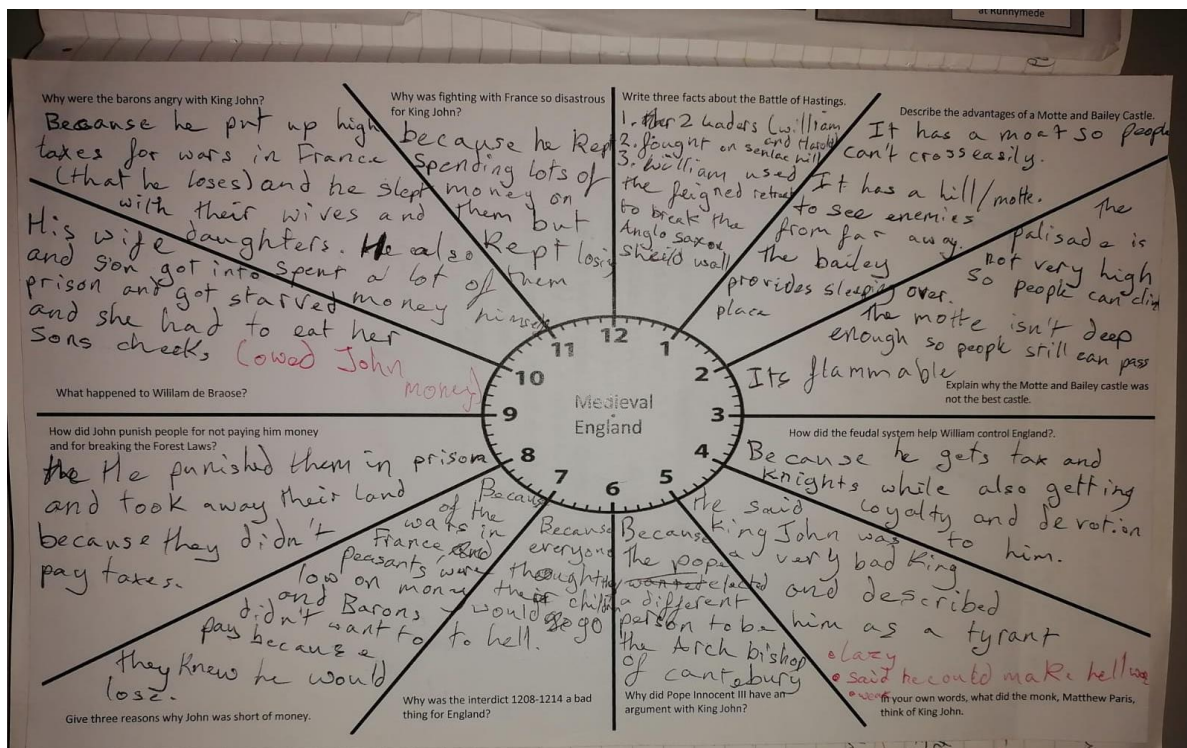
## Student success

All of the students below have been recognised by the classroom teacher for going above and beyond in their studies. Well done to everyone!

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
History	Darcey B	Mia W	Zack W	Jessica C	Andrew H	Kate R	Sam H
	Jasper	Adam	Joseph H	Jack D	Anna F	Harriet J	Lewis
	Lottie	Ava	Zachary H	Tanzika	Jack H	Sammy B	Elise
				Alex	Frankie		
				Lily	Sophie		
					Jack		
RS	Jasper B	Max D	Rosie T	John G	Izzy H	N/A	N/A
	Joana R	Nahum	Lily A	Freddie B	Hawa W		
			Evie B	Lily E			
Geography	Jasper B	Corey J	Tom P	Eddy P	Alisha C	Josh P	Alfie C
	Jessica H-L	Freddy S	Lily P	Lucy M	Dan C	Luke M	Jess E-E
	River	Oscar H-L	Daisy L	Sophia S	Dylan T	Charlotte J	Oliver B
				Jack R			

## Examples of fantastic History work

The following Year 7, 9 and 11 work has been highlighted by Mr Peacock as exemplary work



Year 7 have been studying Medieval Britain and the role of Monarchy since the beginning of the year. This piece of work shows the revision students complete in preparation for their assessment.

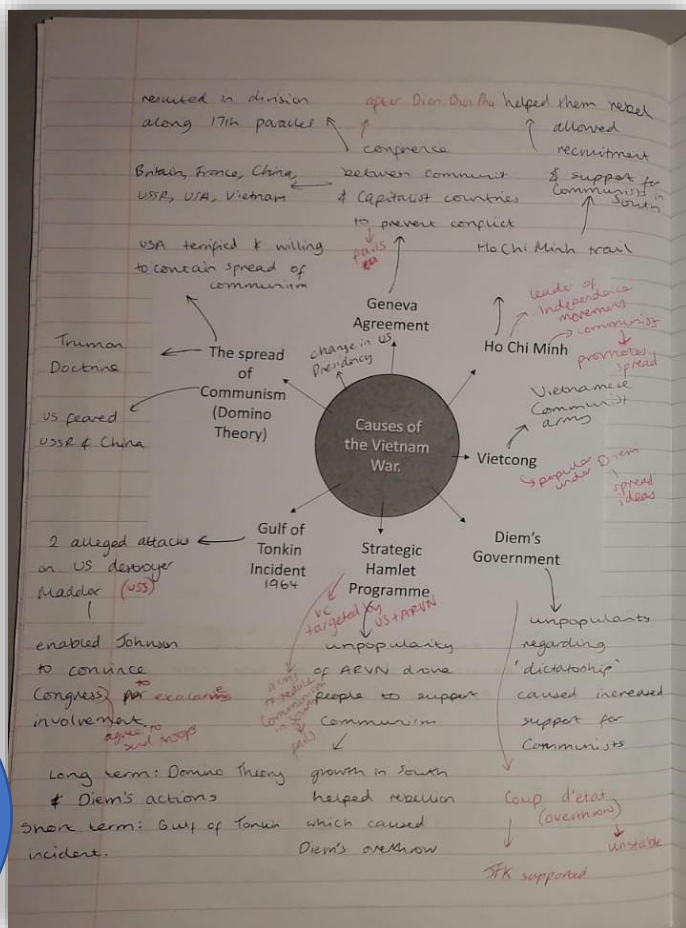
Rhys B (Year 9) - I have enjoyed studying the events of WWII and the Holocaust. I really like my modern day history as I understand it easily

**April 1933**  
Describe the Nazi boycott of Jewish businesses. They thought that Jews were wealthy, so by boycotting Jewish shops (not going to them) the Jews' income will decrease. The Nazis' theory was that the Goyim (Jews) will return to the Goyim (Jews). They painted stars on the shops of David on the steps. **Zionism** is owned by Jews. **Key Points:** **NOSS** (National Socialist Movement) **extermination** **on the road** **to the end** **of the world** **to kill Jews** **in concentration camps** **thought of the end** **SECOND MAN TO HITLER** **NOSS** **MURDER** **SEE TIMELINE** **also** **Jan 1942 - April 1945** **Why did so many Jews die after the Wannsee Conference?** **SEE TIMELINE** **also** **did accidentally when** **camp were liberated** **SEE TIMELINE** **also**

**Sept 1935** **Nuremberg Race Laws** **How did these laws discriminate against the Jews?** **1) Forced marriage between G.P.S.** **2) Jews were not allowed citizenship.** **3) They did not own a house and could be removed at any time.** **They were trying to get rid of 'luxuries' and trying to make them poor.** **Sept 1938** **Kristallnacht** **How was Kristallnacht different from previous Nazi violence?** **Kristallnacht was a riot that took place overnight. Windows were smashed, synagogues burned etc. The violence was used to intimidate the Jews and drive them out. (It was an excuse for a response to murder in Paris.)** **Nov 1938** **Kristallnacht** **How was Kristallnacht different from previous Nazi violence?** **Kristallnacht was a riot that took place overnight. Windows were smashed, synagogues burned etc. The violence was used to intimidate the Jews and drive them out. (It was an excuse for a response to murder in Paris.)** **Jan 1942** **Wannsee Conference** **What major decision was made at the Wannsee Conference?** **SEE TIMELINE** **also** **no choice** **Smuggling began at the very moment the Jewish area of residence was established. Its inhabitants were forced to live on 180 grams of bread a day, 220 grams of sugar a month, 1 kg of meat and 1 kg of honey, etc. It was calculated that the officially supplied rations did not cover even 10 percent of the normal requirements. If one had wanted really to restrict oneself to the official rations then the entire population of the ghetto would have had to die of hunger in a very short time.** **A wall was put up around the ghetto on all sides that did not leave a single millimeter of open space. NO ESCAPE** **They fixed barbed wire and broken glass to the top of the wall. When that failed to help, the Germans were ordered to make the wall higher, at the expense of the Jews, of course. Jewish police / government** **The walls were guarded by the gendarmes together with the Polish police; at the ghetto wall there were gendarmes post. Polish police and Jewish police. The victims of the smuggling were mostly Jews, but they were not lacking either among the Aryans (Poles). A few were too, employed sharply repressive measures to stop the smuggling. Several times smugglers were shot at the central lock-up on Gesikowa Street. Once there was a veritable slaughter (100 persons were shot near Warsaw). Among the Jewish victims of the smuggling there were tens of Jewish children between 5 and 6 years old, whom the German killers shot in great numbers near the passages and at the walls.** **Killed** **And despite that, without paying attention to the victims, the smuggling never stopped for a moment. When the street was still slippery with the blood that had been spilled, other smugglers already set out, as soon as the "candle" had signaled that the way was clear, to carry on with the work...** **How useful is this source in understanding why the Jews suffered in the Warsaw ghetto?** **The source comes from: Emanuel Ringelblum. He was a Polish-Jewish historian who lived in the Warsaw ghetto. He set out to keep an accurate record of the day-to-day events in the ghetto. The source was written during his time in the ghetto.** **Year 9 have been studying the Holocaust and this work shows the student preparing for their assessment. Students will also be watching a testimony from a Holocaust survivor on the 26 January to support their learning and to commemorate Holocaust Memorial Day.**

Year 11 students are now studying their final unit: The war in Vietnam and the reaction to the war in the USA. Alongside this, students will be revising for their summer exams by reviewing content and completing exam questions.

Holly S (Year 11) - I have thoroughly enjoyed studying the Civil Rights Movement in America because you get to learn how impacted people back then and how it's still relevant today.

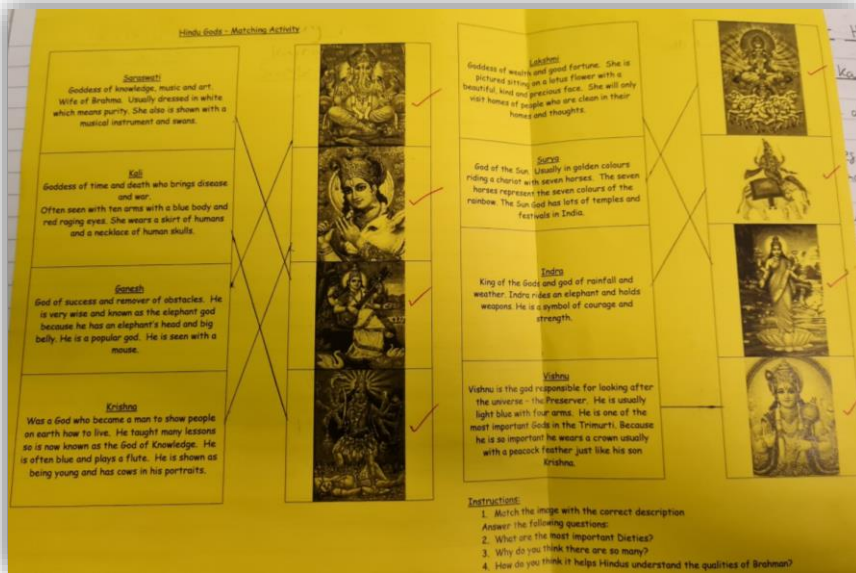




## Examples of fantastic RS work

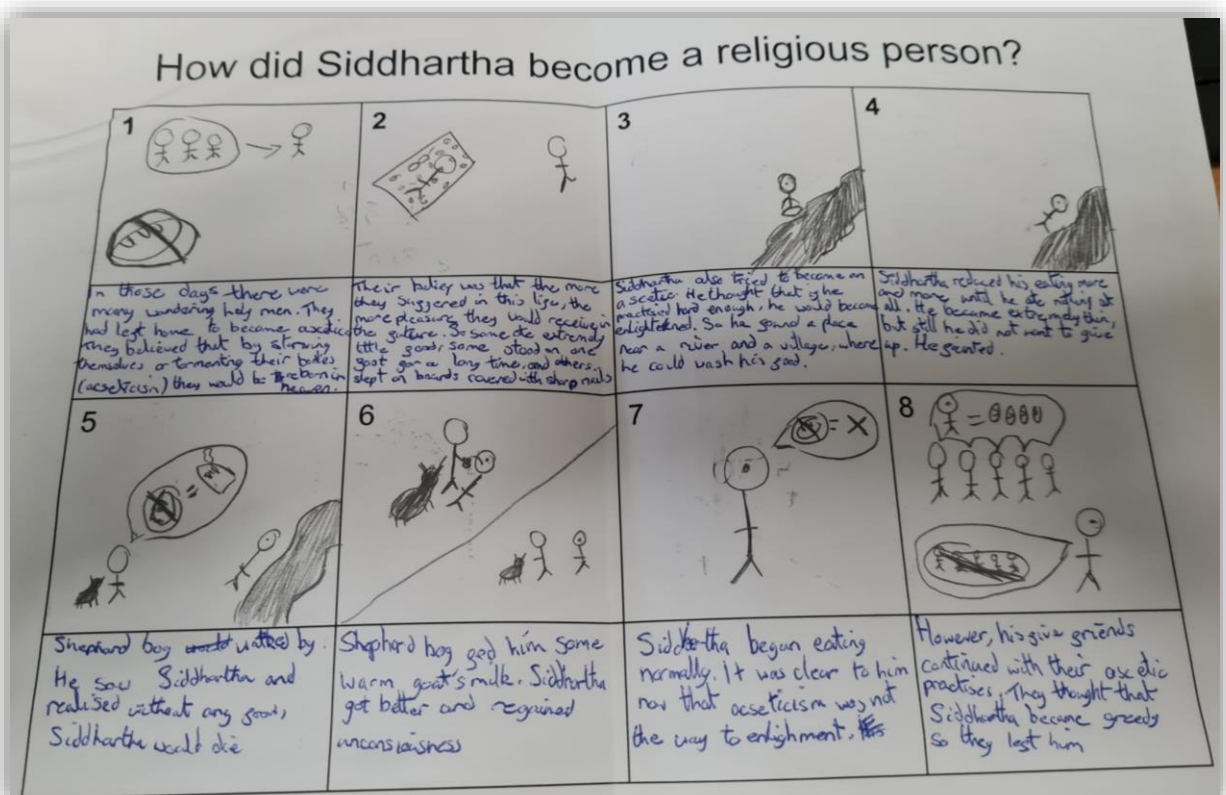
The following Year 7 and 8 work has been recognised by Mrs O'Donovan as exemplary work

Year 8 students have been studying Hinduism



2. The most important Deities are Vishnu (the preserver and protector), Brahma (the creator), and Shiva (the destroyer).
3. I think there are many Deities because Hindus can pray to their Deities for their different needs.
4. I think it helps Hindus understand the qualities of Brahman because it shows that every quality can be different, good or bad, of someone.

Year 7 students have been studying Buddhism





## Examples of fantastic Geography work


The following Year 7 and 11 work has been recognised by Mrs O'Connell as exemplary work

Reading write up  
Monday 18th October 2021  
Task: Write a newspaper article about the town of Reading

Reading is a town that sits on the River Thames the Kennet and the Horty brook. We have many parks leisure centres. People settled here because of the ford point in the river. A ford point is a place where you are able to cross the river. We have forests, rivers for water and to grow crops. land to build on.

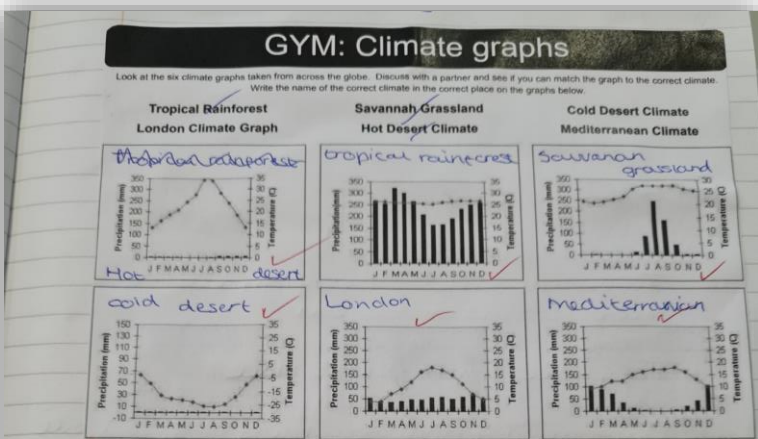
Reading was famous for the 4 B's Brick, bulbs Biscuits and Beer. The great western railway so our things get out to other parts of the country. Our Biscuit factory huntley and palmers.

Reading is famous now for Reading festival in the end of august for 1 weekend. The Oracle the 9th biggest shopping centre in reading. I really like reading because I love going to showcase and the use in town because I love watching movies. I like going swimming in River and coral reef also I like going to meadoway. Also I like going to the Abbey by forney gardens on bike rides with my dad.



Year 7 students learnt about the Geography of Reading in their first few months at Denefield

I have described the location of Reading	✓	
I have explained why people settled here	✓	
I have described what Reading was famous for in the past	✓	
I have explained what it's famous for now	✓	
I have given my own opinion on Reading and explained what I like (or don't like) about it	✓	
I have listed some of the things I like to do in Reading and why	✓	



Year 11 students have been studying climate graphs and are using model answers to prepare for their exams

### Model answer

The UK has cool summers and mild winters. The temperature ranges from about 5 degrees Celsius in the winter to 18 degrees Celsius in the summer. The range in temperature is 13 degrees Celsius. It rains all year round with generally higher rainfall in the winter. The lowest rainfall is in the spring. The total annual rainfall is approximately 900mm.

### Temperature data patterns:

In the UK the temperature increases towards the middle of the year and the decreases at the end of the year again. The UK ~~many~~ experiences 4 seasons - winter, summer, spring and autumn. Summer is the warmest which is June to September. Winter is the coldest which is December to March.

### Precipitation:

In the UK rainfall occurs all year round however it increases in November to February. April is the driest ~~month~~ month in the year which is in spring.



The following Year 12 work has been recognised by Ms McKay as exemplary work.

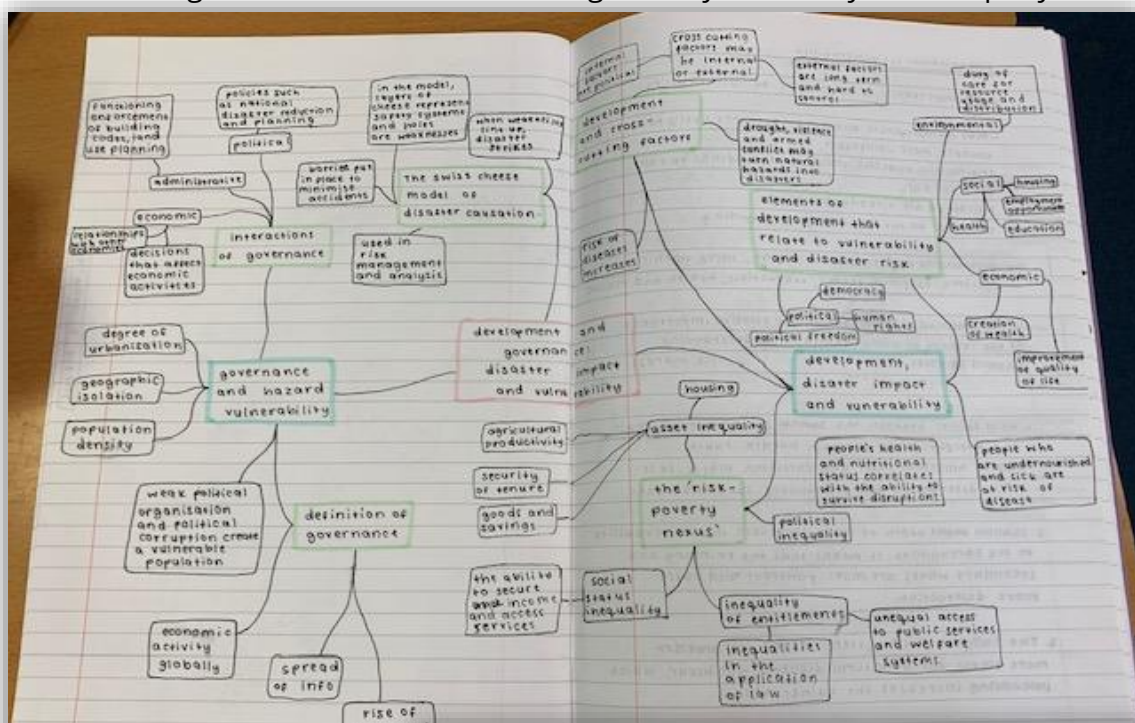
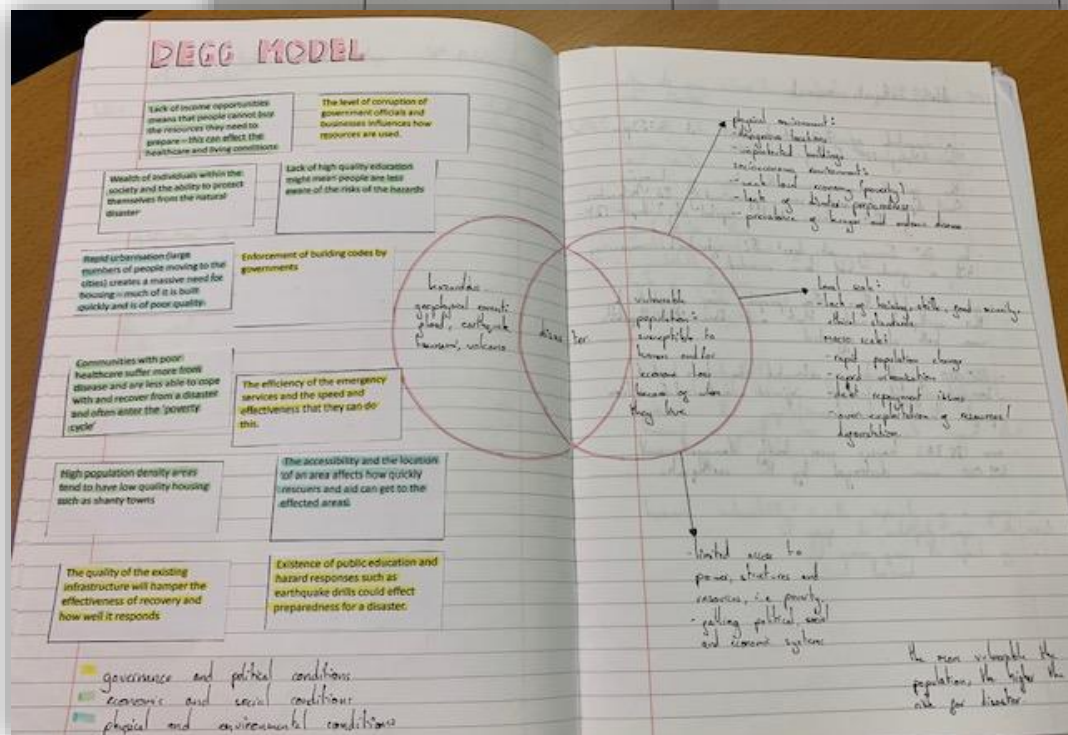


Plate Boundary	Explanation	Diagram	Example
Divergent	<ul style="list-style-type: none"> <li>Plates diverge away from each other <math>\leftarrow \rightarrow</math></li> <li>As plates move apart, magma rises to fill the gap</li> <li>Can take place under oceanic/continental crust</li> <li>Volcanoes can form where magma is rising</li> </ul>	<p>Labels: Central rift, magma, oceanic crust, lithosphere, asthenosphere.</p>	<ul style="list-style-type: none"> <li>Mid-Atlantic ridge</li> <li>Atlantic rift</li> </ul>
Convergent	<ul style="list-style-type: none"> <li>Plates move together, they collide <math>\rightarrow \leftarrow</math></li> <li>One plate subducts under the other, trench formed</li> <li>Oceanic <math>\rightarrow</math> continental</li> <li>Continental <math>\rightarrow</math> continental</li> <li>Is fold mountains formed</li> </ul>	<p>Labels: Trench, magma, oceanic crust, lithosphere, asthenosphere, continental crust, mountain chain, volcanic arc, subduction zone, trench, magma, continental crust, volcanic arc, mountain chain.</p>	<ul style="list-style-type: none"> <li>Andes (c-o)</li> <li>Rockies</li> <li>Himalayas (o-o)</li> <li>Andes (c-c)</li> </ul>
Conservative	<ul style="list-style-type: none"> <li>Two plates sliding horizontally past one another <math>\rightarrow</math> or <math>\leftarrow</math></li> <li>Mostly occur for - shallow earthquakes to cause earthquakes</li> </ul>	<p>Labels: Fault lines.</p>	<ul style="list-style-type: none"> <li>San Andreas fault system</li> </ul>
Hot Spots	<ul style="list-style-type: none"> <li>On surface as volcanoes (hot plate boundary)</li> <li>Magma rises from below, through the crust, to the surface, creating volcanoes</li> <li>Small + eruptive from below</li> </ul>	<p>Labels: Magma, lithosphere, asthenosphere, volcano.</p>	<ul style="list-style-type: none"> <li>Hawaii</li> </ul>





## Year 11 History and Geography Revision

To aid students' revision in Geography and History for the summer exams students are being asked to revise using the online platform [Seneca](#). Students will be given a link to tasks set for each week via showmyhomework.com and they need to complete all of the topics set, as outlined below.

This website gives you information about the topic area and then quizzes students at the end to assess their understanding. Students will be tracked on their progress and compete with one another to reach to top of the leader board!

Students should be spending a minimum of an hour per week on Seneca. It can also be used to create revision material such as flash cards, mind maps, timelines etc. to further students revision. If students have any problems, they need to email Mrs O'Donovan ([amr@denefield.org.uk](mailto:amr@denefield.org.uk)) to ensure they are able to use the revision tool.

### Geography Schedule

Week	Topic
10/1/22	Changing Cities 4.1
17/1/2022	UK case study 4.2
17/1/2022	Emerging case study 4.3
24/1/2022	Resource Management 6.1
31/1/2022	Energy Resource Management 6.2
31/1/2022	Energy Resource Management 6.3
7/2/2022	Global Development 5.1
14/2/2022	Emerging case study – India 5.2
21/2/2022	Large scale Ecosystem 3.1
28/2/2022	Tropical Rainforests 3.2
28/2/2022	Temperate Deciduous Woodlands 3.3
7/3/2022	Global Atmospheric Circulation 2.1
7/3/2022	Climate change 2.2
14/3/2022	Tropical Cyclones 2.3
14/3/2022	Droughts 2.4
28/3/2022	UK Physical landscapes 1.1
28/3/2022	Coastal landscapes & processes 1.2
4/4/2022	River landscapes & processes 1.3

### History Schedule

Week	Topic
10/1/22	Plains Indians: Beliefs 7 Ways of life 1.1
10/1/22	Migration & Early Settlement 1.2
17/1/2022	Conflict and Tension 1.3
17/1/2022	Development of Settlement in the West 2.1
17/1/2022	Changes in the Way of the Life on the Plains Indians 2.2
24/1/2022	Changes in Farming & Settlement 3.1
24/1/2022	Conflict and Tension 3.2
24/1/2022	Anglo Saxon Society 1.1
31/1/2022	Edward the Confessor & succession crisis 1.2
31/1/2022	The Rival Claimants for the Throne 1.3
31/1/2022	The Norman Invasion 1.4
7/2/2022	Establishing control 2.1
7/2/2022	Cause and outcomes of Anglo-Saxon resistance 2.2
7/2/2022	Legacy of resistance 1087 2.3
14/2/2022	Revolt of the Earls, 1075 2.4
14/2/2022	Feudal system & the Church 3.1
14/2/2022	Norman government 3.2
21/2/2022	Norman aristocracy 3.3
21/2/2022	William I & his sons 3.4
21/2/2022	Position of Black Americans, early 1950s 1.1
28/2/2022	Progress in Education 1.2
28/2/2022	The Montgomery bus boycott 1.3
28/2/2022	Opposition to the Civil Rights Movement 1.4
7/3/2022	Progress 1960-1962 2.1
7/3/2022	Peaceful protests, 1963-65 2.2
7/3/2022	Malcolm X & Black Power 1963-1970 2.3
14/3/2022	CRM 1965-1975 2.4
14/3/2022	Reasons for US involvement 1954-1963 3.1
14/3/2022	Escalation of conflict under Johnson 3.2
28/3/2022	Nature of conflict in Vietnam 1964-68 3.3
28/3/2022	Changes under Nixon 1968-73 3.4
28/3/2022	Opposition to the war 4.1
4/4/2022	Support for the war 4.2
4/4/2022	Peace process and end of the war 4.3
4/4/2022	Reasons for the failure of the USA in Vietnam 4.4

## Extra curricular

Please see below for a reminder of our extra curricular activities which take place during lunch times and after school

Lunchtime	Staff	When	Room	Years
<b>Monday</b>				
Ukulele Club	Mrs Idowu	MON	M118	All
GCSE Drama Booster	Mr Shaw	MON	Studio	KS4
Mixed Basketball	Mr Clarke	MON	PE	KS3
<b>Tuesday</b>				
Choir	Mrs Idowu & Mrs Bridger	TUE	M118	All
Maths Drop In KS3	Miss Pullen-Clarke	TUE	A102	KS3
History Club (debate)	Miss Plumpton	TUE	C202	Year 8
Enterprise Club	Mrs Lamport & Ms Pavanel	TUE	A304	All
Gardening (currently suspended for winter)	Mrs Kelly	TUE	A305	All
Mixed Badminton	Mr Clare	TUE	PE	KS4
<b>Wednesday</b>				
Maths Drop In KS5	Miss Pullen-Clarke	WED	A101	KS5
Surf #Stormriders	Mrs Breakenridge	WED	A106	Year 11
Fashion Club	Miss Simpson	WED	M105	All
African Culture	Mr Adango	WED	A215	All
Boxing	Mr Simpson (Only 12 spaces)	WED	PE	All
Mixed Basketball	Mr Wright	WED	PE	Year 10 and 11
<b>Thursday</b>				
Feminism	Miss Meyer	THU	A201	Year 7 to 9
Maths Drop In KS4	Miss Pullen-Clarke	THU	A102	KS4
3D Printing Club	Miss Simpson	THU	M106	KS3
International Film Club	Ms Netton, Ms Euillet, Mrs Bodsworth	THU	MFL	All
Year 7 Art Club	Mr Nicholls & Miss Unwin-Beharrell	THU	M111	Year 7
Pride Club	Miss Falahi	THU	A108	All
Gardening	Mrs Kelly	THU	A305	All
Duke of Edinburgh	Mrs Hinton	THU	P104	Year 9 to 13
Mixed Kinball	Miss Smith	THU	PE	All
<b>Friday</b>				
Feminism	Miss Meyer	FRI	A201	Year 10 and 11
Chess	Mr Mills	FRI	A204	All
Mixed Netball	Miss Colbourne	FRI	PE	Year 7 to 9

After School	Staff	When	Room	Years
<b>Monday</b>				
Baking Club - 10 wks only	Mrs Gough	MON	P206	KS3
<b>Tuesday</b>				
DT Club	Miss Newey	TUE	M102	Year 9
School Show Rehearsals	Mr Shaw	TUE	Drama	All
GCSE ART booster	Mr Nicholls	TUE	Art	Year 10 and 11
<b>Wednesday</b>				
Student Newspaper	Mr Neale	WED	A206	All
Architecture Club	Mrs Perry & Mr Nicholls	WED	M110	Year 9 to 13
Book Club	Mrs Buckley	WED	A211	All
Boxing	Mr Simpson	WED	PE	Year 7 to 9
School Show Rehearsals	Mr Shaw	WED	Drama	All
<b>Thursday</b>				
Band Practice	Mrs Idowu & Mrs Bridger	THU	M118	All
CCF	Mrs Saverton	THU	Pangbourne College	Year 10
STEM Club	Mr Lean & Mr Dawson	THU Wk A	P103	Year 9
Boxing	Mr Simpson	THU	PE	Year 9 to 13
<b>Friday</b>				
Music GCSE Catch Up	Mrs Idowu & Mrs Bridger	FRI	M118	KS4
Greenpower	Miss Simpson	FRI	M102	Year 7 and 8



## Extra curricular

Please see below for details of our PE extra curricular activities which take place during lunch times and after school

Lunchtime	Staff	When	Where	Years
<b>Monday</b>				
Year 7 basketball	Mr Clarke	MON	Sports hall	Year 7
<b>Tuesday</b>				
Year 10 and 11 basketball	Mr Clare	TUES	Sports hall	Years 10 and 11
<b>Wednesday</b>				
Year 8 and 9 basketball	Mr Wright	WED	Sports hall	Year 8 and 9
<b>Thursday</b>				
Year 7 to 9 Girls Dance	Miss Smith	THU	Gym	Years 7 to 9
<b>Friday</b>				
Girls badminton	Miss Colbourne/ Miss Wheeler	FRI	Sports hall	All year groups

After School	Staff	When	Where	Years
<b>Monday</b>				
Reading FC programme	Mr Wright and Mr Fuller	MON	As per fixture list	Years 10 to 13
<b>Tuesday</b>				
Year 8 boys football	Mr Clarke	3.15pm to 4.15pm	Field	Year 8
Year 7 girls rugby	Miss Smith	3.15pm to 4.15pm	Field	Year 7
Year 11 boys football	Mr Clare	3.15pm to 4.15pm	Field	Year 11
Year 7 boys football	Mr Wright	3.15pm to 4.15pm	Field	Year 7
Year 8 and 9 mixed badminton	Miss Wheeler	3.15pm to 4.15pm	Sports hall	Years 8 and 9
<b>Wednesday</b>				
Year 9 boys football	Mr Lean	3.15pm to 4.15pm	Field	Year 9
Year 10 and 11 girls netball	Miss Colbourne	3.15pm to 4.15pm	Netball courts	Year 10 and 11
Year 7 and 8 boys handball	Mr Clarke	3.15pm to 4.15pm	Sports hall	Year 7 and 8
Year 8 and 9 girls hockey	Miss Wheeler	3.15pm to 4.15pm	Field	Year 8 and 9
<b>Thursday</b>				
Year 7 and 8 girls football	Miss Colbourne	3.15pm to 4.15pm	Field	Year 7 and 8
Years 10 and 11 GCSE mixed badminton	Mr Wright	3.15pm to 4.15pm	Sports hall	Year 10 and 11
Year 10 boys football	Mr Clare	3.15pm to 4.15pm	Field	Year 10
<b>Friday</b>				



## PE Fixtures - Covid-19 requirements

For any students that are selected to take part in PE fixtures, we are requesting that a lateral flow device test is taken the night before or on the morning of the fixture. We will contact students if this is required prior to a fixture and will request that results are emailed to the member of staff organising that fixture.

## Covid-19 information

Students should continue to test twice weekly at home and [report all results to NHS Test and Trace](#) and to the school [here](#). Anyone with a positive LFD test result should self-isolate and follow the guidance below.

### **Temporary suspension of confirmatory PCR tests in education and childcare settings**

Confirmatory PCR testing following a positive result on a lateral flow device (LFD) has been temporarily suspended from Tuesday 11 January.

This means that for all education and childcare settings, staff and students who have tested (either at home or through ATS) and reported a positive LFD result will no longer be advised to get a confirmatory PCR test.

The main symptoms of COVID-19 are recent onset of any of the following:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell (anosmia)

For most people, COVID-19 will be a mild illness. However, if you have any of the symptoms listed above, even if your symptoms are mild, stay at home and [arrange to have a PCR test](#).

There are several other symptoms linked with COVID-19. These symptoms may have another cause and are not on their own a reason to have a COVID-19 PCR test. If you are concerned about your symptoms, seek medical advice.

If you have received one or more doses of COVID-19 vaccine and have any of the main symptoms of COVID-19 or have received a positive LFD or PCR test result, you should still follow this guidance. This is because it is still possible to get COVID-19 and spread it to others, even if you are vaccinated.

Education and childcare settings are not expected to trace contacts of a positive case as this will remain the responsibility of NHS Test and Trace. Contact tracing is triggered once a positive LFD test is reported.

### **Stay at home and self-isolate**

Stay at home and self-isolate if you have any of the main symptoms of COVID-19 or if you have a positive LFD or PCR test result. Self-isolation will help protect your family, friends and the wider community by reducing the risk that you will pass the infection on to others.

Your self-isolation period starts immediately from when your symptoms started, or, if you do not have any symptoms, from when your positive LFD or PCR test was taken, whichever test was taken first. Your self-isolation period includes the day your symptoms started (or the day your test was taken if you do not have symptoms), and the next 10 full days. It may be possible to end your self-isolation earlier (see below).

This means that if, for example, your symptoms started at any time on the 15th of the month (or if you did not have symptoms but your first positive COVID-19 test was taken on the 15th), your self-isolation period ends at 23:59hrs on the 25th of the month.

## Covid-19 information

You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia, which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice.

### Ending your self-isolation early

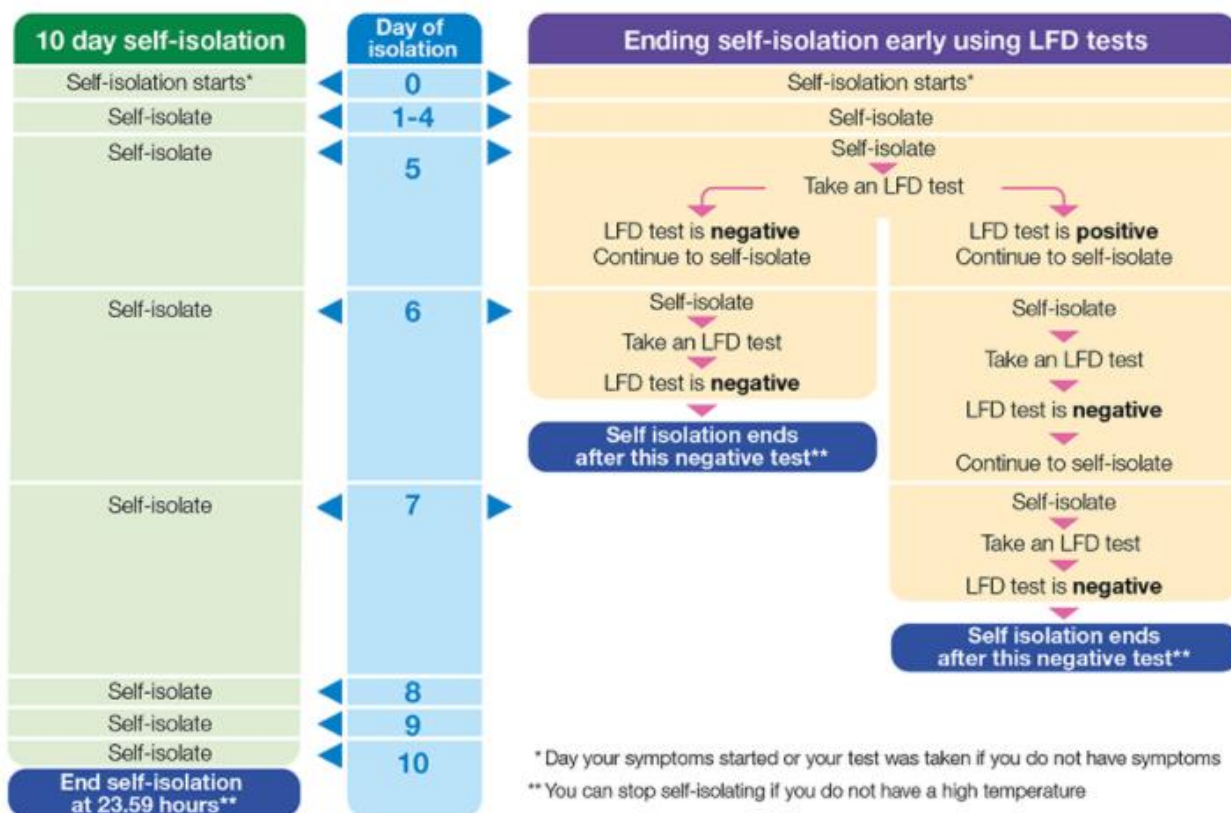
The self-isolation advice for people with coronavirus (COVID-19) has changed. It is now possible to end self-isolation after 5 full days if you have 2 negative LFD tests taken on consecutive days. The first LFD test should not be taken before the fifth day after your symptoms started (or the day your test was taken if you did not have symptoms). The self-isolation period remains 10 full days for those without negative results from 2 LFD tests taken a day apart.

[Report your LFD test results](#) after taking each test and to the school [here](#)

This guidance also applies to children and young people who usually attend an education or childcare setting.

### **Examples of when to end self-isolation if you have had COVID-19 symptoms or have received a positive COVID-19 test result**

#### **Examples of when to end self-isolation if you have had COVID-19 symptoms or have received a positive COVID-19 test result**



Further information can be found in the [stay at home: guidance for households with possible or confirmed COVID-19 infection](#).





## Parental survey

We are constantly trying to improve the education that we offer our students at Denefield. We are at a stage in the school year where we would like you to tell us how well you think we are doing, and suggested improvements in the areas that are important to you.


Please spare ten minutes to complete this questionnaire via the link [here](#)

The password to log in is **DS12197Parent** and is case sensitive.

By completing the questionnaire for each child that you have at Denefield, you will be informing us how you think we could be spending our time and resources, to make our school the best that it can be for your child. Each completed questionnaire is vital in finding out what parents think. Your answers will be treated in the strictest confidence and will make a difference to how we operate the school and plan for the future.

Many thanks in advance for taking the time to complete this questionnaire by Monday 31 January.

## Bikeability



The poster features a background of stylized bicycle wheels and silhouettes. A large orange banner across the middle reads 'Bikeability'. Above it, a green oval logo says '3 bikeability'. Below the banner, text reads: 'This February half term', 'If you are in Year 7 or 8, you've completed Bikeability Level 2 and want to develop your cycling skills even further', and 'For more information Email: [activetravel@westberks.gov.uk](mailto:activetravel@westberks.gov.uk)'. A large green banner at the bottom reads 'Level Three Courses'. The West Berkshire Council logo is in the bottom right corner.

**3 bikeability**


**Bikeability**

**This February half term**

If you are in Year 7 or 8, you've completed Bikeability Level 2  
and want to develop your cycling skills even further

For more information Email: [activetravel@westberks.gov.uk](mailto:activetravel@westberks.gov.uk)

**Level Three Courses**

 **West Berkshire**  
COUNCIL