



Expectations and Guidance for NM Teachers delivering online teaching

Last updated 30th April 2020

Learning online is a good way to help learners continue to enjoy the many benefits of music education when it is not possible for music education leaders and/or students to attend school. Although it is not the same as face-to-face music activities or lessons, online teaching is still very effective for learning.

For those who don't have a fast-enough internet connection for live online video lessons, NM Teachers will be able to recommend resources and support students' practice and music skill development at home by other means such as phone and email. But for the majority of people and situations, live online lessons will be the best way forward. In some situations a blended learning offer will be most effectively provided through live and pre-recorded streamed video lessons/performances. Students will have the opportunity to interact with the workshop/lesson leader and practically make music.

This guidance forms part of our professional **Code of Conduct** as set out in our [Teacher Guidance](#) and wider **Safeguarding Policy**. It outlines additional expectations for teachers working in an online environment in their work with Newham Music. Teachers should take the time to read and understand the accompanying document [NM Online Learning | Expectations and Guidance for students and families](#). This guidance is overarching and covers working with all online teaching situations including pre-recorded video. The [Online Teaching Best Practice Guide](#) outlines how to work using specific platforms, software and applications.

Working safely with families and students is paramount for everyone at Newham Music.

Students have the right to:

- A high-quality learning experience
- Working with a teacher who places a high value on professional skills including attending on time, presenting in an appropriate manner, being organised and having high expectations for learning
- Lead their own learning through discussion and shared target setting
- Be treated with respect and have their ideas and concerns heard and acted upon

Note:

Synchronous learning is online or distance education that happens in real time

Asynchronous learning occurs through online channels at a time chosen by the learner

Technology | Setting up (for teachers)

There may be cases where NM Teachers will be using personal devices for their NM work. **This brings additional risk which must be managed and guarded against.** These safeguards are set out below:

Live and live streamed teaching

1. You will need a laptop or computer if possible. The larger the screen the better. This will give you greater control over the security and technical settings including the audio as well as enabling you to have a better view of the students and their techniques and behaviours.
2. We would advise that you use Google Chrome, Firefox or Safari internet browsers.
3. Avoid using a mobile phones/tablets if possible
4. The device will need a working camera and microphone which can be built-in or, for even better sound quality, the teacher can use headphones with a microphone attached (like the ones used with mobile phones).
5. Set notifications on your device to OFF so that the lesson is not disturbed.
6. You will need a minimum broadband upload speed of 2Mbps. You can do a quick test using Speedtest <https://www.speedtest.net/>
7. If you have a camera on the front and back of your device, the view for your students can easily be switched by accident. Ensure that either the teaching space shown by the camera you are not using for the lesson is either appropriate or cover the camera using tape etc.
8. Ensure devices are sufficiently charged to complete the lesson.

Pre-recorded video for sharing and streaming

1. All pre-recorded video must be **uploaded and hosted** by the NM account on the Swivl platform <https://www.swivl.com/uk/>
2. You can use any platform or software to record and edit your video, however it will take considerably longer to upload these videos to the Swivl platform as opposed to streaming your recording directly to Swivl in real time
3. Most devices including mobile phones, ipads/tablets, laptops and computers will have cameras and microphones of a good enough quality to deliver your lessons

Screen Sharing

Screen Sharing can be a useful tool for learning. There are significant risks which include sharing private information about yourself and others and sharing inappropriate information with learners. Common ways that this can happen include:

- File names
- Images including your background, icons and logos
- Typing in log-ins and passwords etc.

And when using the internet/websites through:

- Your browser tabs
- Adverts and pop-ups
- Comments
- Automatic suggestions for services and playlists

If there is a screen sharing function you must make a decision about who can use it and how it will be used.

If you are going to use screen sharing:

1. Be aware of screen sharing and always remember to turn it off when you have finished using it for a specific function. Remember that anything typed on the shared screen is seen by the other participants. This also applies if students have been sharing their screen in the lesson. It is important to be mindful of all 'additional' functions the platform allows whilst delivering the lesson.
2. Close all browser tabs and documents except the one you want to use.
3. The safest way is to share only an **Application window/Document**.
4. Sharing a **Browser Tab** is possible. Only have the tab open you want to use. You must only use this if you can be certain there are no adverts and pop ups as in certain education packages eg. Sing Up,

Charanga. Using YouTube is very risky. You have no control over comments, ads, suggested next plays etc.

5. **Never** share your **Entire Screen**.
6. Be absolutely clear with students about whether they can use it and how. Also, be clear about what will happen if they do not follow the direction.
7. Do not allow students to screen share with each other unsupervised. This may mean changing settings so that participants can only share with you.

Dealing with an internet connection ending

Internet connections can be compromised or end unexpectedly during lessons. This could potentially leave the student/s unsupervised.

1. Where possible a second supervising adult from either NM or the school/setting will be present.
2. In some group lessons it may be appropriate for a parent/carer to be present but not all. NM will direct as appropriate.

In the case of an internet connection ending the teacher must:

1. Rejoin the meeting as quickly as possible
2. Alert the NM office asap to let them know if you cannot rejoin the lesson within a few minutes
3. If possible have a back-up internet connection available. Eg. tethering to a device with 4G
4. When rejoining the lesson make a quick assessment about student wellbeing/behaviour to establish that the lesson can continue. Following the lesson, you should inform a member of the NM Safeguarding Leadership team/any supervising adults that you were absent from a lesson for a period of time.

Recording video and audio learning (synchronous and asynchronous)

Our services need to be mobile and work across a huge range of settings. Each setting and platform will have different policies and processes regarding recording. **For that reason our policy is that no lessons will be audio or video recorded without prior agreement in writing.** This will ensure that everyone who works with NM will have clarity when lessons **are** being recorded and what the **purpose** of the recording is and **how** the data is stored. Recording can be a useful tool for safeguarding and monitoring/supporting quality of teaching and learning. Recordings of parts of lessons can also be used as a learning tool.

If a school or setting would like to record the audio or video from online teaching they must confirm the following in writing:

- That relevant permissions have been obtained for the students and from the teacher
- That they have provided a copy of the school/settings policy regarding videoing teaching and learning
- Which lessons or learning are being recorded including the time frame
- The purpose of the recording
- How recordings will be stored and for how long
- What action will take place in the event of a security or privacy breach resulting in the theft of data

Newham Music may need to use the recording function and recorded video/audio for many reasons including:

- Formal and informal lesson observation and monitoring
- Training and Quality Assurance
- To share as part of performance and learning opportunities

In the event that NM records a lesson, we will:

- Ensure relevant permissions are obtained for all students, and from music educators and settings involved
- Outline what is being recorded and the time frame included
- Outline the purpose of the recording
- Outline how recordings will be stored and for how long
- In the event of a data breach, act in accordance with our GDPR policy

For **asynchronous** (pre-recorded) video learning only:

- All video footage produced on behalf of Newham Music is owned by Newham Music
- All video footage will be shared on the basis that it must only be used for the purposes of learning, education training and monitoring of quality of teaching and learning
- Newham Music reserve the right to assess and sign-off all video footage

The teaching space

In the initial instance, a teaching space assessment will be carried out by an appropriate member of the team before any teaching takes place. A written record will be kept.

The teaching space:

- Should be a living space (not a bedroom) with room for you and any equipment you need to run the lesson. This may include your instrument, stand and device set up.
- Needs to be a quiet space without noise from other people in the house
- Should have a neutral background if possible - no photos, pictures or personal items. A musical background is even better.
- Position the device so that there is a good view of you and the instrument
- Should be set up before the lesson so that it can start on time

There will be situations where the teacher will only have the option to teach in a private living space which also functions as a bedroom eg. Studio flat, shared accommodation. In this case the teaching space assessment will record details about what type of space is being used and the reasons why it is essential to use this space.

The learning space

In the initial instance, a learning space assessment will be carried out by the teacher in conjunction with the supervising adult before any teaching takes place. A written record will be kept.

The learning space:

- Should be a living space or appropriate classroom with room for the student, video device and appropriate equipment to be set up. This could include instrument/s, stand/s, desk/s and backing track playback device.
- Needs to be a quiet space without noise from other people in the house
- Should have a neutral background if possible - no photos, pictures or personal items
- Position the device so that there is a good view of the student and instrument
- Should be set up before the lesson so that it can start on time

There will be situations where the best learning space may be a bedroom eg. where students live in smaller living spaces in urban areas, high occupancy households or where the internet router gives the strongest connection. In this case the details about the learning space will be kept as a written record which will include what type of space is being used and the reasons why it is essential to use this space.

In addition, for Instrumental lessons with a student at home

- For students under the age of 18 and vulnerable adults, a supervising adult should be present at the beginning and end of the lesson. After a few lessons it may be acceptable to treat this arrangement flexibly when appropriate. The priority should always be on ensuring that the lesson is running safely and that supervising adults take ultimate responsibility for safeguarding at the student's learning space.
- Adults should remain close by in the case of emergencies, but not in the lesson unless discussed with the teacher

In addition, for Group lessons/sessions with participants joining from home

- For students under the age of 18 and vulnerable adults, a supervising adult should be present at the beginning and end of the lesson. After a few lessons it may be acceptable to treat this arrangement flexibly when appropriate. The priority should always be on ensuring that the lesson is running safely and that supervising adults take ultimate responsibility for safeguarding at the student's learning space.
- Adults should remain close by in the case of emergencies, but not in the lesson unless discussed with the teacher
- For students under the age of 6: parents should be present at all times unless agreed in advance with the NM office
- For students in Year 7 or above: the attendance of parents/carers at the start of the lessons is at the discretion of the teacher.

In addition, for Group lessons/sessions in schools/settings

- For students under the age of 18 and vulnerable adults, a supervising adult from the school/setting must be present **at all times** during the lesson. The priority is to ensure that the lesson is running safely. Supervising adults at the school will take ultimate responsibility for safeguarding the student's learning space.
- Teachers should advise their students/schools if any of the above criteria are not met during the lesson and address them. Teachers should also notify the NM Safeguarding Leadership Team.

Staying safe online - treat lessons the same way you would at school, other setting or the Academy

It is important for the learning experience and for students safety that the same behaviour is expected in online lessons that would be expected at school or the Academy

Be strong in setting an excellent learning environment:

- Set computer to **do not disturb mode** and students to do the same
- **Close any browser windows** which are not pertinent to the lesson
- Use **screen sharing** safely - see earlier advice on Page 2.
- Make sure others in your space know you are working and are **not to be disturbed**
- **Dress professionally** and communicate the message of appropriate dress to students beforehand

- Where possible, ask **supervising adults to be present** at the beginning and end of the lesson and introduce the **open door policy** - just like in-person teaching
- Take charge and **lead the student/s through this checklist**
- Before the lesson begins ask yourself “are you comfortable with the environment?”

Online teaching delivery

- Online and traditional lessons are not the same - both have strengths of their own
- The online space needs managing - you need to lead and manage this in the same way that you would in a traditional classroom
- Simple things take more time eg. tuning. Dedicating a significant part of the first lessons to this will mean that students can do it themselves faster after a short while
- Sharing a pulse will not be possible. The student can play along with a backing track or metronome. You can count your student in and also count yourself in.

NM Teachers must:

- Only teach a remote lesson if they are well enough to work in a usual face to face lesson
- Dress professionally
- Use a quiet living space (not a bedroom) that is appropriate for teaching unless agreed with the NM Office in advance in writing following a teaching space assessment (email is fine).
- Ensure you will not be distracted during your lesson by family members or pets
- Ensure that other people in the house know that you are teaching a private lesson so that they will not interrupt or be in the space
- Provide a neutral backdrop for the teaching environment
- Ensure that the camera has been set up properly, taking into consideration lighting and angles for demonstrations.
- **Only use the online teaching platforms agreed in advance with the Newham Music Office**
- Share documents with students through methods agreed with the Newham Music office
- Share any safeguarding or other concerns with either the Safeguarding Leadership Team or Tom Baynton, the Academy Coordinator.
- Ensure that all **school** lessons must be timetabled during the normal working hours through Chris Buglass, Business and Operations Manager

For Newham Music Academy lessons

- Ensure that all Newham Music Academy lessons must be timetabled during the normal working hours through Tom Baynton, Academy Co-ordinator
- Ensure that the student learning environment is an appropriate space
- Contact students and families through Tom Baynton, Academy Coordinator via email.
- Use an appropriate email address - set up intentionally for online teaching at Newham Music. This can be a current one that you deem appropriate as it is used on a professional basis.
- Only record lessons if consent has been obtained from the appropriate adult in writing by the Newham Music office
- Advise students at the beginning of the lesson (if not before) when another Newham Music teacher or manager is planning to drop in on lessons as part of our ongoing training and monitoring.

EACH NM TEACHER TO SIGN TO SAY THEY UNDERSTAND WILL FOLLOW THE GUIDANCE

