



## Online learning - Expectations and guidance for students and families

*Last updated 20th May 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.

**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 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 on

## **Setting up (for students)**

1. You will need an iPad/laptop if possible. The larger the screen the better.
2. On a computer, you will need to use Google Chrome, Firefox or Safari internet browsers.
3. Avoid using a mobile phone if possible.
4. The device will need a working camera and microphone which can be built-in or, for even better sound quality, the student can use headphones with a microphone attached (like the ones used with mobile phones).
5. Webinars do not require a camera or microphone. You will be able to type questions to the teachers leading the sessions.
6. For some learning it may be necessary to download an application where in-browser access is not supported by your device. Test this in advance of your lesson so you can ensure you have adequate space to download a new app if necessary.
7. Set notifications on your device to OFF so that the lesson is not disturbed.
8. You will need a minimum broadband **upload speed** of 2Mbps. You can do a quick test using Speedtest <https://www.speedtest.net/>

9. If you have a camera on the front and back of your device, the view for your lesson can easily be switched by accident. Ensure that either the learning space shown by the camera you are not using for the lesson is either appropriate or cover the camera using tape etc.
10. Ensure devices are sufficiently charged to complete the lesson.

## Webinars

A webinar allows students to participate in learning in real time without sharing their own audio or video with teachers or peers. During a webinar, students may be able to communicate with teachers by typing questions and comments within the webinar.

To join a webinar it is sometimes necessary to enter an email address. This will not be visible to anyone else.

Your teacher or school will let you know how your name should be displayed. This might be your first name only and perhaps your class.

## 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 other people in the lesson/session. 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

The teacher leading the session will be clear about when students can screen share and how. **Do not share your screen unless you have been asked to.**

## Recording video and audio learning

**Our policy is that no lessons will be audio or video recorded without prior agreement from the NM Office in writing.** This will ensure that everyone 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.

**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

## **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**

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

#### **What we expect of parents or carer, and their involvement in lessons**

Having the support of a parent/carer is one of the key factors in young people's musical development and it is only natural that they may want to be involved and see what is happening in the lesson too.

Support from a parent or carer in setting up the lesson is often needed and being within earshot is important for safety as well as for practical help. Parents are expected to be present at the start and finish of lessons. This helps teachers make sure everything is OK and ready to go at the start, and so parents/guardians know at the end of each session about plans for practise and the next lesson. After a few lessons it may be more appropriate to treat this arrangement flexibility when appropriate. The priority should always be on ensuring that the lesson is running safely and that supervising adults take ultimate responsibility for safeguarding the students learning space.

The level of involvement of the adult during the lesson will depend on the age of the student. Younger children may need a person in the room to help keep them stay focused and safe, particularly if it's a new activity. However, too much parental involvement can also be distracting or cause shyness with older students. In general, it is recommended that after the first few lessons, the parent/carer is within earshot but not "in the lesson", particularly with older students wherever possible.

#### **Students and families must:**

- Only attend lessons if they are well enough to do so
- Set up the lesson in a quiet living space (not a bedroom)
- Dress appropriately for the lesson. This includes any other people in the house.
- Ensure you will not be distracted during your lesson by family members or pets
- Ensure that the camera has been set up properly, taking into consideration lighting and angles
- Use appropriate language, behaviour and dress
- Ensure that a supervising adult is available at the beginning and end of each lesson to ensure that everything is set up and closed down appropriately
- Ensure they do not share personal contact information
- Ensure students do not 'friend' or 'follow' teachers on their personal social media accounts
- NEVER record video/audio or take photos/screenshots of the lesson unless this has been arranged in writing and confirmed by the Newham Music Office for the purposes of learning or training

- Be aware that other Newham Music teachers and managers may drop in on lessons as part of our training and monitoring. We will always ensure the student knows this at the beginning of the lesson if not before
- Report any concerns about safeguarding to the School's Designated Safeguarding Lead
- Report any concerns about quality to the class teacher