



Wandsworth Music

Staff & Music Tutor Handbook

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Wandsworth Music

Burntwood School

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**ARTS COUNCIL
ENGLAND**



Our Vision and values

Vision

Our vision is to inspire enjoyment and excellence in music for all children and young people in Wandsworth. We want all children and young people to have the opportunity to find their musical voice, develop their personal and social confidence, progress on their musical journey and fulfil their musical talents and potential.

Mission

Our mission is to ensure that high quality and inspirational music education is available and accessible to all children and young people. We create high quality musical outcomes by providing outstanding and inclusive music tuition along with opportunities for all young people to experience the thrill of performing on world renowned concert stages!

Our values

We have a bold and confident vision for the musical future of our children and young People in Wandsworth. At the heart of our work are the following core values:

We plan for excellence

We have the highest musical aspirations for all children and young people, placing no limits on what can be achieved, no matter the starting point.

We act as role models.

We support children and young people to achieve their full potential and develop a lifelong love of music!

We are inclusive and open minded

We celebrate all forms of music. We actively look to identify and remove barriers to participation and strive to ensure that young people of all backgrounds and abilities can reach their full musical potential.

Children & young people are at the centre of everything that we do

We are committed to ensuring that the voices of young people are included in the decision making about their musical journeys.

We work in partnership

We work collaboratively with schools, partners, and each other for mutual benefit. We seek and listen to feedback, identify and share best practices, embrace change and always strive to do better

Behaviours

Being positive

We keep our vision and goals in mind and look for ways to achieve them. We have a can do attitude and are continuously looking for ways to help each other improve and see new opportunities.

Being open

We appreciate and listen to feedback from others, sharing our views in an open, honest and thoughtful way. We encourage new ideas and ways of doing things.

Being supportive

We drive the success of the organisation by supporting, encouraging and challenging each other to be successful and achieve our best.

Introduction

Wandsworth Music expects the highest standards of tuition, professionalism and organisation from our staff.

This handbook aims to help you with the practical day-to-day aspects of your work, outline roles and expectations, and introduce you to the policies and procedures that you need to be aware of. It is designed to support you in delivering the best possible outcomes for children and young people.

Wandsworth Music Teaching and Learning Policy

Wandsworth Music aims to inspire enjoyment and excellence in music for all children and young people. We aspire for all learners to:

- Have the opportunity to find their musical voice;
- have a rounded musical experience that enables them to progress on their musical journey;
- develop a lifelong love of music; and reach their full musical potential.

The purpose of this policy is to:

- Place high quality music making at the heart of everything we do;
- establish a shared understanding of the principles and approaches that underpin outstanding teaching and learning;
- engage all WM staff in discussions about teaching and learning;
- identify and share good practice; and
- create a culture that encourages self-reflection and a drive for continuous improvement.

The Importance of High Quality Music

Just doing music isn't enough – we've got an obligation to make sure it's high quality!

".....Most pupils appeared to enjoy the activity, but the sound was dreadful....."

With these refreshingly candid words Ofsted offers us a glimpse of one whole-class lesson experienced by 30 Year 4 pupils. This comment provides a straightforward measure of musical quality that anyone can use:

Does it sound good? - If the answer is no, then some action needs to be taken.

'High-quality' must be an intrinsic part of what we do. Hearing the sound produced is as much a part of musical learning for a child as producing it. If we are prepared to accept poor sounding music (and Ofsted found that children are often over praised for poor sounding music), then we are teaching children that the sounds they are making pass muster as music.

Children are surrounded by music every day, and they will know substandard singing or playing when they hear it. If we accept poor-quality music making, we are telling them two things: Either:

"I know this doesn't sound good, so do you, but it is all you are capable of";

Or,

"This doesn't sound like music, but it is how we make music in school."

In either case, children will compare what they produce with the music they know and come to the conclusion that they can't do music.

Roles, responsibilities & expectations

Tutor responsibilities

- **Be a professional role model in terms of conduct, appearance and punctuality.**
Ensure that you are in attendance for the agreed number of sessions each term; arriving in advance of your session starting time and making sure that the room is ready and all resources are prepared. Dress in a manner that is appropriate and acceptable for the setting and wear a Wandsworth Music ID badge at all times. If for reasons out of your control, you are running late, please inform your school, Wandsworth Music and your co-tutor (where applicable) ASAP.
- **Plan and deliver outstanding musical experiences that demonstrate progression, and to have high expectations and goals that challenge all pupils.**
Ensure you have a clear musical vision for each student and know what the short, medium and long-term goals are. Plans should be evaluated after every lesson to record progress, and to help reflect on, and inform the planning for the next lesson.
- **Be musically prepared and display confidence and precision in the material being taught.**
Ensure that you know the music to be taught and more importantly, how you will teach it.
- **Provide a positive learning environment that motivates, inspires and helps students to develop as learners.**
Create an exciting and engaging learning environment; ensuring that sessions are appropriately differentiated for students of different needs and abilities, including consideration for those with SEND, as well as any gifted and talented children.
- **Establish and maintain through positive behaviour management techniques, a focused learning environment for the children in sessions.**
Use your own or designated whole-school reward systems and learned behaviour management techniques. Ensure that you consult the school/teacher on their agreed method of dealing with challenging students' needs.
- **Demonstrate, model and encourage good vocal/ instrumental technique and musicality.**
Use your voice/instrument to inspire the children and staff that you work with, being mindful of vocal health where necessary. Ensure you always exhibit the highest standards of musicianship (good sound, musical accuracy, technique and posture).
- **Enable staff participation and skill sharing; give the staff in your sessions the skills to grow their confidence in leading singing and musical activities.**
Develop a rapport with teaching and support staff, ensuring that you know their first name and their chosen salutation as addressed in front of the children. Ensure that any concerns involving staff participation are communicated to the music service promptly.
- **Ensure that the class teacher and children understand the value of practice.**
Setting weekly learning targets and continually signposting resources for the children and teachers to use between vocal/ instrumental sessions.
- **Commit to reflecting on, and developing your teaching practice.**
Engage in Wandsworth Music CPD and other opportunities as appropriate.

- **Use your skill-set and experience to benefit the development of co-leaders and be receptive to the assets and strengths of others with whom you work.**

The music tutor team is made up of a group of leaders and musicians from a variety of different musical and educational backgrounds. We promote an environment where leaders are entirely co-operative and draw from other leaders' strengths and ideas to improve their own teaching.

- **Provide support for those children showing a particular flair or aptitude for music.**

Signpost students to WM activities by providing information and encouraging membership of borough ensembles and the Wandsworth Music Academy.

- **Uphold high standards of transparent communication and personal organisation.**

Seek to establish a friendly and co-operative relationship with schools and teachers

Ensuring that both Wandsworth Music and schools are always informed of any session date/time changes or any questions/concerns relating to session delivery as soon as possible.

- **Monitor and assess progress, set appropriate targets, and in the case of peripatetic lessons, prepare students for grade exam entry (as required) and complete an annual progress report.**

Use the Speed Admin Study planner or written practice diary each week to set work for students. Respond to questions and queries from parents in a timely manner.

- **Promote equality and inclusion in all WM programmes, creating a safe, supportive and welcoming environment for all.**

- **Understand your responsibilities for safeguarding children and young people.**

Wandsworth Music Responsibilities

- **To advocate for music by reaching out to schools, families and the community**
- **To maintain clear, transparent communication between schools, families and tutors regarding all aspects of teaching and learning.**
- **To monitor the quality, evaluate, and develop all aspects of teaching & learning.**
- **To provide regular support, training and monitoring for tutors.**
- **To ensure clear progression routes are available and affordable for all young people**

The features of an outstanding Music Lesson

This list is not exhaustive, and is also not a tick list of content that needs to be jammed into each lesson or rehearsal. Many of these features will occur very naturally and others will need to be developed over time.

- **Outstanding music lessons are MUSICAL!**
 - **Musical sound** is the dominant language of the lesson from the outset.
 - Verbal instruction is concise, and pupils spend the majority of the session making music.
 - Wherever possible, pupils demonstrate understanding through music-making rather than through verbal or written response.
 - All students can see themselves as musicians.
- **Positive learning environment**
 - Efficient use of teaching space (encourages correct posture and behaviours for learning)
 - Skilful use of behaviour management strategies, as required.
 - A safe and welcoming learning environment for all.
 - Thoughtful and effective use of praise - celebrate success.
 - Strong rapport and emotional awareness
 - Pupils are supported and challenged as listeners, composers and performers, and demonstrate high levels of enjoyment and engagement. The teacher also demonstrates a high level of enjoyment!
- **The teacher displays excellent subject knowledge and musicianship**
 - Tutor demonstrates through high quality modelling, enabling pupils to hear and understand what they are trying to achieve.
 - The tutor has high musical expectations - constant attention is given to improving the quality of the musical response, (e.g. by correcting posture, breathing etc) and by listening to what needs to be improved.
 - Pupils sing, move, and play to internalise musical concepts, which are then made conscious by the teacher to ensure both practical and theoretical understanding. Theory and practice go hand in hand so that music is both felt, and understood.
- **Lessons are well planned with a clear structure**
 - There is a clear musical focus which is used to link all activities.
 - Lessons build on prior learning and demonstrate progression.
 - Activities are linked and tasks are used progressively and accumulatively to increase the quality and depth of students' responses (effective integrated practice).
 - Suitable pace and flow
 - Effective use of resources
 - Lessons are differentiated, not just by ability level but musically
- **Questioning & Feedback**
 - In addition to knowledge-based questions, challenge students with higher-order questions.
 - Encourage students to develop and expand on their answers.
 - Encourage students to ask questions about their learning/ appraise their own progress.
 - Promote independent thinking.
 - Give regular and constructive feedback that makes a noticeable impact on the students' progress.
 - Use questioning practice that engages all students: avoid 'hands up who knows...' and replace with "thumbs up for..." and "tell the person next to you the answer".

Reflective questions to support musical excellence in practice

Clear musical concept: Do the children know how the music should sound and more importantly, do we as teachers know the music we are teaching and how we are going to teach it?

Prepare for your lessons by trying out the musical task children will be working on. Not only will this enable you to demonstrate confidently, but it will help you find out which parts of the task are hardest to do and hardest to explain.

Excellent Time (pulse): Do the children have a good sense of time/ pulse? Can they start and stop together and play/ sing the correct length notes? Do we as teachers reinforce this and underpin a good sense of time in everything we do and from the very beginning of musical learning?

Aural & Visual awareness: Do the children listen and respond to what they are producing? Do we as teachers listen and feed back to improve the musical outcome? Are the children watching and following? Do they lift their instruments up together?

Posture & Instrument hold: Do the children hold the instrument correctly? Can they put it together correctly? Do they sit or stand with correct posture and do we reinforce this from the very beginning? Are we as tutors good role models for this and do we set positive expectations?

If we get this right from the start, then we need less corrective/reactive measures later in their musical journey.

High expectations: Do we have high expectations for the musical output and in turn what can be achieved by the children? Do we have high expectations of ourselves? Do we strive for the highest quality musical outcome?

Monitoring and Evaluation of Programmes and Teaching

Wandsworth Music undertakes regular visits to teaching programmes to ensure that teaching and learning arrangements are appropriate. These visits form an important part of our ongoing monitoring and support cycle, ensuring that everyone involved in the delivery of WM programmes is working towards the same musical and educational aims.

Observations are designed to be a supportive and collaborative process that are beneficial for both the music tutor and the team member carrying out the observation. They create an opportunity for learning conversations that promote and celebrate outstanding teaching and learning, help to share good practice, and identify any areas that may require support or development. The visits also ensure that schools and where appropriate, class teachers are fulfilling their expected roles within the programme.

- All WM tutors can expect to be observed **at least once** every 12-18 months (N.B. You may be observed on multiple occasions where you teach in different schools, on a different programme or with different co-tutors (e.g. WCET, ensemble, curriculum, WMA etc).
- The WM Leadership Team undertakes a series of joint observations to ensure feedback is uniform.
- We aim to give tutors at least 4 days' notice of a formal observation. There may also be occasions where an observation is of a more informal nature (for example as part of a general visit to a school) and therefore less notice may be given (in this case no written feedback will be provided).
- In most cases, time will be scheduled for a follow up conversation immediately after the lesson. This will provide an opportunity for immediate reflection and a two way conversation whilst the lesson is fresh in everyone's mind. Where this is not possible detailed written feedback will be provided.
- All feedback is designed to support tutors with any areas for development, and suggest teaching and learning strategies to help enhance and develop their practice.

Inclusive Teaching

Inclusion is all about removing barriers and taking steps to create equality and harness diversity and produce safe, welcoming communities, workplaces and cultures that encourage innovative and fresh ways of thinking.

Diversity is about recognising, respecting, and valuing the differences between people and groups of people which makes them unique. Everyone should feel valued, recognised and included.

Equality is about ensuring that everybody has an equal opportunity and is not discriminated against because of their characteristics.

Equity refers to a state where everyone, regardless of their background or individual characteristics has a level playing field and ability to access the opportunity.

Equality and equity are not the same – giving everyone equal access (equality) does not consider the needs of the individual or remove barriers to participation. Equitable access recognises the advantages for some and the disadvantages and barriers for others and attempts to remove them (equity).

How to deliver inclusive music lessons

Be careful not to make assumptions and be aware of microaggressions.

Interrogate your resources

When teaching music or material from another culture; respect it, do your research, and avoid tokenism. Just because a piece is in a well-known book or in the exam syllabus doesn't mean that it is free of harmful stereotypes or a history of prejudice and discrimination.

Be representative with resources and repertoire

Be creative - incorporate music from different genres and cultures. Can you suggest listening examples by artists from a range of diverse identities and backgrounds? Can you learn about the history of the music and place it in a historical context?

Be aware of bias

In a group lesson are all children and young people equally included? Do you make assumptions about what they might or might not like? Make sure that everyone has a chance to participate and have their voice heard.

Make space for 'youth voice' in the lesson

Give choices about the order in which you cover musical activities. Allow students to choose their own repertoire at least some of the time. Ask the student to lead their learning in the lesson. Often the best teaching strategies are already the most inclusive!

Engage with students' pre-existing musical identities

It is likely that each student has a personal relationship with music before they learn to play their first note. Discover who a student is as an individual. Find out how they identify, as well as their interests and cultural background (if they are willing to share). Ask what music they listen to at home and enquire about favourite pieces.

Top Tips

- Use a variety of teaching methods and different learning styles to meet everyone's needs.
- Make sure your teaching resources are accessible for all learners.
- Use non-discriminatory and appropriate language.
- Ensure diversity is included within teaching – making reference and using examples from a variety of cultures, religions, traditions.

- Think about how would you tackle prejudice and stereotyping in your lesson.
- Avoid stereotypes in examples and resources.
- Use resources with multicultural themes and actively promote multiculturalism in lessons.
- Explore different musical styles and music by musicians from different backgrounds and traditions.
- Use music to explore aspects of personal identity, social problems and issues.
- Learn about the history of genres (such as reggae, blues and calypso).

Inclusion and additional needs

Additional Needs is a term that broadly covers a wide range of disability, special educational needs and neurodivergence. The additional need could be developmental, physical, learning, behavioural or sensory.

Special Educational Need is a legal definition that refers to children with learning challenges that make it more difficult for them to learn than most children their age. They may have challenges with schoolwork, communication or behaviour.

A Special Educational Needs Coordinator (SENCO) is the person in a school whose job it is to ensure that students at risk of being left behind academically have the necessary support to continue learning at a similar pace to their peers. Every school will have a SENCO, you should find out who it is where you teach.

WM will let you know if we have specific information about a student's additional needs, and any recommended approaches or strategies that you can use to support them.

For lessons that take place in schools, WM may not hold this information. In this case you should speak to the class teacher or music coordinator to find out about your students and whether any additional support is required.

Top Tips

- Always speak to the parent/ school/ WM prior to the first lesson to find out about your pupils and whether they have any additional needs that you need to be aware of, or plan for. If possible speak to the SENCO in school who can help you.
- Find out if there are any strategies that you should know about or things you can do to make the lesson more comfortable and accessible.
- Think about whether you need to adapt your resources to make them more accessible.
- Try not to focus on the diagnosis. The label, can sometimes get in the way of seeing what a student is capable of. Try and focus on what a student can do.
- Ensure that your teaching methods incorporate a range of different learning styles to meet everyone's needs.

Staff policies

It is vital that we maintain our excellent relationship with parents, schools and other customers. As Wandsworth Music staff, we are all ambassadors for our service and can do much to promote our good reputation.

The following pages provide a brief overview of policies and procedures. Full policies for Music Tutors, including our Safeguarding, Equal Opportunities and Health and Safety Policies, can be found on the website. www.wandsworthmusic.co.uk/music_tutors

Safeguarding & child protection

All tutors are expected to adhere to Wandsworth Music's safeguarding policies and procedures and participate in associated training when required. (Please ensure you have read the [full Safeguarding Policy](#)).

Please familiarise yourself with the safeguarding procedures in each of your schools and the systems which support this - such as child protection, staff behaviour policy, and information on the designated safeguarding lead.

Wandsworth Music staff ensure that children and young people are kept safe by:

- providing a safe environment for children and young people to learn; and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home, school and at WM.

All tutors must ensure that they:

- Wear a WM staff ID badge at all times;
- know who to contact to express concerns about a child's welfare;
- report anything of concern to the relevant person immediately; and
- protect themselves by knowing our procedures and your boundaries.

Suitability of teaching Rooms

Most teaching rooms in schools are suitable for music lessons. However, there are times when they are not, even if they meet the safeguarding guidelines. You may also be asked to move rooms regularly. This can be frustrating and disruptive, and it is easy to feel that your lessons are not valued. Schools often have limited space, but if you feel that your teaching room is not suitable, please have a gentle word with the school office. Should this not work, please contact the relevant member of the Wandsworth Music Leadership Team.

Tutor absence

It is important that pupils, schools, and parents receive consistency, and whilst we understand that there may be the odd occasion where you have another work commitment or are unwell, the expectation is that you are able to commit to delivering the majority of your teaching sessions each term.

Please note that deputies should only be arranged through the music service and not by yourselves.

Multiple and repeat absences will lead to a review of suitability for a particular teaching position.

When to request cover

If you are working in a school on your own and there are enough teaching weeks, it is preferable for you to try and rearrange the session directly with the school rather than requesting cover*. Please copy the music service

into any emails with the school relating to this and note that the SpeedAdmin calendar will need to be amended, and parents contacted.

**If you teach a mixture of programmes in a school on the same day e.g. WCET and Peri, please include all teaching in your cover request, including the peri work.*

When requesting cover, please ensure you follow the below procedures.

If the date of your cover request is 14 days away, or more:

Submit a [cover request form](#). You will be informed when cover is arranged with instructions on what to do next. If your request affects multiple weeks of the same teaching, please also call or email your line manager – Debbie (vocal & curriculum), Lydia and Emily (instrumental).

For last minute emergency requests, or if your request is within 14 days:

Firstly, notify the office team by calling: **020 8333 3899**.

If the number above does not get answered, then please try the following numbers to ensure that you speak to someone (please ensure you speak to a person and don't just leave a message!)

Staff member	Number	Type of request	Contactable days
Emily	07929 018729	Instrumental & WMA Wed	Mon - Fri
Lydia	07948 364313	Instrumental & WMA Sat	Mon – Sat (not Thurs)
Debbie	07967 791273	Vocal/Curriculum	Tues – Fri
John	07966 426345	WMA Sat	Tues - Sat
Aurelie	07767 670611	WMA Sat	Mon, Thurs, Fri, Sat

If you still haven't managed to speak to anyone after trying the above numbers, send an email to info@wandsworthmusic.co.uk.

After you have informed one of our team, you should submit a [cover request form](#).

If you wake up ill during the week:

Please contact us (as above), and your school/co-tutor as early as possible and by **7.30am at the very latest** so that alternative arrangements can be made. This is especially important where your teaching is PPA cover. If you do not manage to speak to someone please email info@wandsworthmusic.co.uk

If you become ill after 5pm on Friday or wake up ill on Saturday morning, please contact both Lydia & Aurelie by phone/ text/ WhatsApp as early as possible and by 7am on Saturday at the latest so alternative arrangements can be made.

Cover process outline

Step 1: submit your cover request by completing the form, and if applicable, call the office as outlined above.

Step 2: inform your co-tutor (where applicable) of your planned absence.

Step 3: email the following details to your covering tutor once you have been informed who this is:

- Type of lesson/subject/year group
- Size and ability of group, and any pupils with specific needs
- Overview of previous learning and any relevant ongoing work
- Outline of what you intend to be taught in the lesson
- Lesson plan and music for the session

copy tutorcover@wandsworthmusic.co.uk into all communications.

Step 4: Obtain a summary from the cover tutor regarding how the lesson went

Pay & Pay claims

Pay claims should be submitted each month in accordance with the pay schedule. The online pay claim form and monthly schedule can be found here: <https://wandsworthmusic.co.uk/musictutors>

Pay claims must be submitted monthly - please ensure that you follow the monthly pay schedule. Please do not allow claims to accumulate until the end of term.

Tutors must ensure they deliver the agreed number of sessions and hours. Schools may request additional sessions, but this must be agreed in writing by Wandsworth Music in advance and is subject to additional costs.

****Please note that we are unable to pay for additional teaching hours unless they have been agreed in advance****

Tutor pay is reviewed periodically, generally following lesson observations. The following are taken into consideration when determining an appropriate pay rate:

1. Previous music teaching experience.
2. Previous WM performance and lesson observations including evidence of high quality teaching and evidence of sustained, high quality musical outcomes.
3. The ability to demonstrate, model and encourage excellent vocal/ instrumental technique and musicality.
4. Professionalism, approach to work & other relevant experience.

The hourly rate of pay includes an expectation that tutors undertake the reasonable professional duties that are required to enable them to meet their teaching duties (e.g. planning, preparation, assessment, report writing)

Dress code

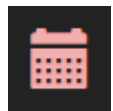
Wandsworth Music staff are expected to dress in an appropriate fashion, in accordance with their place of work. As a rule of thumb, please be guided by the dress codes in the schools you visit.

Speed Admin – Timetables, Attendance Registers, Practice Diaries

SpeedAdmin is our online lesson management system. You can access it on a PC or mobile device using your unique login details (the windows version is easier to use, and has more functionality). The main tasks we expect you to use SpeedAdmin for are outlined below.

Timetables and lesson dates

Tutors must agree lesson dates directly with schools before each term commences (WMA dates are set by us). Once you have done this, you need to check that both your lesson dates, and your timetable are correct in SpeedAdmin. To access your timetable, click the *calendar icon* in the top right of your screen (icon on right):



If you change any of your term dates from our standard weeks (applicable to in-school tuition only), please let us know so that we can change these on SpeedAdmin for you. It is important that your dates are correct, as this is what both the school, and parents see.

You can view lists of students, including details about each one (age, instrument, SEN/medical details) by clicking the *lessons icon* (icon on right):



Registers

It is important that we track the attendance of your pupils throughout the year. Please complete your registers either during the lesson, or at the end of the teaching day by using the *attendance* section.

Practice notes and resources

All small group and individual lesson pupils should be set practice notes each week. In most cases this should be done using the *Studyplan* section of SpeedAdmin (although some pupils and parents may request handwritten practice notes). We recommend using SpeedAdmin as follows:

- **Practice notes:** write these in the *chat* section. Once you have posted a student's practice notes for the week, the date will be displayed so that parents can see which week the instructions are from. If you have multiple children in a group, you can simply copy and paste your notes to each child's *chat* window.
- **Resources and purchase requests:** anything including links and attachments should be added in the *studies* section. Click *+ new study* and add the title, description and link or attachment. If it is a resource that you are likely to use again for another pupil, select *add to study library* and you will be able to re-use. To the right of each *study* posted on your pupil's *studyplan* is a dropdown box where you can edit the status of each *study*. Select *now* for relevant studies for upcoming lessons, and select *done* for completed studies that you no longer need the pupil/parent to see.
- **Communication with parents:** parents may wish to communicate with you from time-to-time. SpeedAdmin offers a secure messaging service – without the need to exchange phone numbers or email addresses. Like practice notes, this is done via the *chat* section. Please ensure that the *Two-way* chat toggle is enabled for each of your pupils. We do not expect you to be checking this outside of your teaching day in a particular school, but please do keep an eye on it once a week in case a parent has tried to contact you.

An example *Studyplan* page might look like this:

The screenshot displays the SpeedAdmin interface for a student named Ruyin. The main section, titled 'WMA Wednesday Membership - Ruyin', contains a search bar and buttons for '+ New study', '+ Add from study library', and 'Use studyplan'. Below this are four study entries:

- Reading the bass clef:** Includes a video link and a status dropdown set to 'Now'.
- When the Saints:** Includes a video link and a status dropdown set to 'Now'.
- Piano sight-reading, Grade 1:** Includes a text description and a status dropdown set to 'Done'.
- Down by the Lakeside:** Includes a video link and a status dropdown set to 'Done'.

On the right, a 'Chat' window is open, showing a message from the teacher: 'Lakeside'. I have divided the piece into four phrases, and Ruyin should practice each phrase separately; slowly at first, and then quicker with time. By next week, hopefully she can put all four phrases together. If she finishes this piece, then she can begin looking at the right hand for 'When the Saints'. Ruyin should also keep working on the C Major Broken Chord (video on the left). The chat window also shows a 'Two-Way' toggle and a 'Send' button.

- **Personal notes:** should you wish to make your own personal notes about your pupils, you can write these in the *notes* section of the *Studyplan*. Use the dropdown menu to select who can

see your notes. We recommend that you select *other tutors* so that potential cover tutors can view your notes.

Mobile phones in lessons

Except in cases of emergency, mobile phones should not be used for making or receiving calls, sending texts or browsing the internet during teaching.

However, if you use musical apps to support your teaching (e.g. Speed Admin, metronome, tuner apps etc), you should explain this to the pupils at the start of the lesson to avoid misunderstandings.

The use of mobile devices to support learning is becoming more common practice however, please check with each of your schools about their policy for the use of mobile phones and tablets on the premises.

Contact with parents and schools

It is in everyone's interest (especially your own!) to cultivate a good rapport with parents and schools. A quick response to their enquiries can do a lot to enhance the effectiveness of your teaching.

Speed Admin should now be used as the primary method of sending messages to pupils and parents. The system is secure (it does not share your personal contact details) and any communications can be monitored by the WM team. Please ensure that *Two-way* chat is enabled for each of your pupils so that parents are able to contact you.

If you have concerns about a pupil's musical progress, it is likely to help if you talk things through with the parent. In the first instance, the Speed Admin chat function should be used to communicate with parents.

If you feel the need to escalate the matter, please liaise with the school or the relevant member of the Wandsworth Music Team.

Your personal contact details will not be given to parents without your permission, and you are strongly advised against giving your contact details to parents. **Under no circumstances should you share any contact details with pupils.**

Private teaching

As a Wandsworth Music tutor, you should not accept offers of private instrumental teaching from schools in which we operate, and we reserve the right to withdraw your Wandsworth Music teaching if you do so.

Equally you should not enter into private agreements with parents and pupils where the relationship has been established as part of the work of the Music Service. Private teaching is not covered by Wandsworth Music's public liability insurance. Any enquiries from schools and parents should be referred back to the music service to follow up on.

Pastoral Care

All Wandsworth Music staff have a duty of care for the children and young people we are working with. The following principles apply:

- Children are obliged to obey the rules, respect boundaries and treat staff with courtesy and respect, and to apply themselves to the musical curriculum offered.
- Equally, staff are obliged to ensure children know and understand what the rules and boundaries are, to explain why we have particular rules, to treat children with courtesy and respect, and to offer a music curriculum appropriate to the needs of individual children.

- Wandsworth is a diverse community, and children and young people should be reminded that we respect everybody, and celebrate everyone's contribution, regardless of their:
 - physical appearance
 - race, gender or religion
 - ability or disability
- Teaching styles should reflect this ethos, by consistently drawing attention to children's positive achievements (both musically and behaviourally). Negative teaching strategies **should not** be used e.g.
 - shouting, or using language that could be interpreted as verbally abusive
 - use of sarcastic, insensitive or disparaging comments
 - humiliating or isolating children and young people e.g. by drawing attention publicly to pupils' mistakes, misdemeanours or low achievement

Staff should be good role models to children by:

- being good team workers, working well with colleagues and management to solve problems
- having a positive approach
- adopting an inclusive approach in all situations, i.e. ensuring that children and young people feel that all Wandsworth Music programmes and projects are places where they are welcome.

Bullying

As in any institution, it is possible that from time to time bullying behaviour may occur in or around Wandsworth Music provision. However, where a strong, positive pastoral culture exists (as above), the likelihood of bullying is minimised.

- Bullying behaviour of any kind should be challenged. Bullying may be adult to adult, adult to child, or child to child. Bullying includes:
 - Verbal: name calling including racist, sexist or homophobic comments, insults, bad language
 - Physical: hurting, or threatening to hurt
 - Emotional: harassing or deliberately making someone feel unhappy
- Concerns about bullying behaviour should be recorded and shared with a relevant member of staff, so that appropriate action can be taken.

Music Exams

We see exams as a good way of inspiring further study and celebrating success. They are also useful in helping children to become well-rounded musicians. **However**, we do not agree with the practice of 'teaching to the exam,' where a child automatically moves on to study the next grade upon completion of the previous one.

To be entered for an exam, we must first be confident that the pupil is capable of attaining a good merit or distinction - this is to limit situations where the entire term preceding the exam is given over to cramming just to scrape a pass mark, when time can be better spent on achieving a more rounded musical experience.

Students must demonstrate suitable commitment and practice – i.e. purchasing/ downloading music to practise, regular attendance, good timekeeping and following clear weekly instructions for learning.

Music tutors will be invited to put forward pupils who are ready to be entered for exams, at the end of each term preceding the term in which the exam is to be taken. This ensures we have enough time to contact parents for permission, and to collect payment. It also ensures that pupils will have enough time to be suitably well prepared.

Tutors must ensure that all pupils have original copies of the music, including piano accompaniment if required.

By default we use ABRSM grades for orchestral instruments and piano as they cover supporting areas of music such as scales, aural & sight reading. For guitar examinations, we use Rockschoool. Pupils can also be entered for other exam boards on request.

For more information on ABRSM exams please follow this link

<http://gb.abrsm.org/en/exam-support/your-guide-to-abrsm-exams>

For more information on Rockschoool guitar exams please follow this link

<http://www.rockschoool.co.uk/qualifications/music/graded-music-exams/guitar>

Music Scholarships

Wandsworth Music works in partnership with the London Music Fund and the Thomas's Foundation to provide scholarships for children and young people in challenging circumstances or in need of financial support.

These scholarships provide up to 4 years' worth of funding for children to attend the Music Academy.

For more information on how to nominate your pupils please visit the website

www.wandsworthmusic.co.uk/scholarships

Wandsworth Music Academy

The **Wandsworth Music Academy** provides high quality musical progression routes for over 500 children and young people, covering a wide range of musical genres, instrumental and vocal studies.

There are multiple ensembles and performing groups run by Wandsworth Music.

WM tutors are expected to signpost and encourage pupils to join these at the appropriate point in their learning.

For more information please visit www.wandsworthmusic.co.uk

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