Aim

The purpose of e-learning at BHS is to enhance the student learning experience. BHS recognizes that online learning and remote learning are necessary learning tools for BHS in the contemporary world.

Terminology
BHS understands that the definition of shared vocabulary in e-learning is important to reduce possible misunderstanding. At BHS:

- A digital campus incorporates all aspects of the online interaction that BHS is involved in e.g. remote learning, online learning, counselling, and social media.
- E-learning is student learning that takes place over the internet.
- Blended learning takes place when student learning includes the use of both the internet and the physical classroom.
- Emergency remote learning takes place in virtual classrooms and is learning that occurs simultaneously. This means that all participants log on at the same time for the learning experience, e.g. Teams lessons.
- Virtual classrooms are the online location that the (emergency) remote learning takes place in.
- Non-Simultaneous Online learning platforms. This means that students can log in when they choose to, e.g. Moodle.

As a Note to Avoid Confusion: remote learning, as opposed to emergency remote learning
Remote learning occurs in virtual classrooms when lessons are part of the normal teaching week. Staff and students would be fully trained, and clear structures would be in place and understood by all users. Emergency remote learning occurs in virtual classrooms when remote lessons take place due to a crisis situation.

Philosophy
BHS identifies the importance of a clear and shared vision for e-learning. E-learning at BHS is based on a blended system. E-learning usually incorporates the use of an online learning platform. The online learning is used to support the students learning through for example the communication of homework or the storage of relevant learning materials. When the school community is unable to attend BHS, physical lessons will be replaced by emergency remote lessons in virtual classrooms. This will complement the online provision.

Students access blended learning at BHS through BHS confirmed platforms. Each BHS platform has a clear expectation of purpose. BHS chooses specific platforms to ensure that the access and use of online and remote learning is as simple, for students and parents, as it can be made.

BHS affirms that, in scenarios of prolonged emergency remote learning in virtual classrooms, it is committed to ensuring both the pastoral and the academic needs of the students are met.

BHS understands that the gap between more and less able students can widen when e-learning takes place.

Learning experiences and homework that is set from grade 1 upwards is done so with the expectation that the students can access and complete the work without parental support.

To support communicating effectively with the BHS community the Marketing Manager will be informed of developments and changes to support effective communication within the community.

Expectations

The expectations of e-learning at BHS are bound by the creativity of the staff and by the limits of their knowledge of the online systems being used. In this context e-learning training and e-learning technical information will be continuously provided to the staff and students of BHS. To develop creativity the Senior Leadership Team will ensure that staff and students will have the opportunity to share and collaborate on their experience of e-learning through relevant formats for feedback. BHS teaching staff are, through training and discussion, expected to expand their pedagogical philosophies about e-learning.

The Head of Infant section is responsible for the format of communication for KG1 to KG3. The Head of the Elementary section is responsible for the format of online presence for grades 1-6 and the Vice Principal Academic is responsible for the format of the online presence for grades 7-12.

Training

The information and training that teachers and students receive is fundamental to developing and maintaining a shared vision of e-learning. BHS understands that e-learning presents different challenges to the traditional classroom setting. Training needs for the whole community will be considered and training will be differentiated based on previous knowledge and technical context. Remote and online learning needs of staff and students will change as the rapidly evolving world of e-learning develops. BHS is committed to meeting these training needs.

Support

BHS recognises that technical support, training support, available technology and the internet are key to providing a successful e-learning experience.

BHS will provide support to staff and students in both a pre-emptive and responsive manner. BHS will plan for the e-learning training needs for staff, students and parents. BHS is committed to developing and sharing its e-learning training material, such as booklets with staff, students and parents.

Barriers

BHS is clear that emergency remote learning in virtual classrooms relies on factors that are often outside BHS' control such as the type of device, bandwidth and supply of electricity, which are dependent on the staff members personal circumstances.

During periods of emergency remote learning BHS will ensure that the Online Presence Team meets regularly to respond to developing needs as they arise. The Online Presence Team consists of the VPA, VPP, HOPA, HoS's, the Marketing Manager, the ICT Manager and the E-Learning Coordinator.

Staff who have a delegated responsibility for BHS e-learning due to their role are:
ICT Manager
E-Learning Coordinator
Marketing manager
Vice Principal Academic
Vice Principal Pastoral
Heads of Professional Development and Appraisal
Heads of Section
Heads of Department
Teaching Staff
Learning Support
Librarians
Counsellors
Advisory Staff

Review Date

December 2021

Linked Procedures
- Brummana High School Video and Photography
- Child Protection Policies and Procedures
- Social Media Policy
- E-learning specific procedures. These are to be identified and added.

Date: 20/04/2020: SB