



## Yorkshire Learning Trust

### Remote Education Policy

#### 1. Purpose and principles

This policy sets out Yorkshire Learning Trust's shared principles and expectations for the provision of remote education. It replaces legacy Trust and school-level policies and is designed to:

- ensure continuity of high-quality education when pupils are unable to attend school in person;
- provide clarity for pupils, parents, staff and governors;
- allow appropriate flexibility for schools to use different platforms, systems and pedagogical approaches;
- align with current Department for Education (DfE) guidance and national best practice.

This policy **is** intentionally non-operational. Each school will maintain local procedures and guidance that reflect its phase, context and digital systems.

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#### 2. Scope

Remote education may be used where:

- a school, class or group is *required* to remain at home for a sustained period;
- individual pupils cannot attend school due to short- or medium-term circumstances (e.g. medical needs) and it is decided that provision of remote education is appropriate;
- schools are supporting reintegration following absence, where appropriate.

Remote education is not intended to routinely replace in-person teaching.

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#### 3. Core expectations for remote education

Across all Trust schools, remote education will:

- reflect the same ambitious curriculum intent as on-site provision, adapted where necessary;
- prioritise clarity of explanation, structured practice, application and feedback, consistent with evidence on effective teaching;
- support pupils' wellbeing, safeguarding and inclusion, alongside academic learning;
- avoid unnecessary complexity or over-reliance on any single delivery model.



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The Trust recognises that remote education may look different depending on age, phase, subject and duration of absence.

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## 4. Curriculum continuity

When remote education is required, schools will make reasonable provision to ensure pupils can continue to study across a broad curriculum.

As a general guide, remote education *may* broadly equate to:

- Key Stage 1: up to 3 hours per day (less for younger pupils);
- Key Stage 2: around 4 hours per day;
- Key Stages 3 and 4: around 5 hours per day;
- Key Stage 5: structured teaching plus independent study, aligned to courses.

This may include a blend of:

- live or recorded teacher input;
- guided independent work;
- structured practice and retrieval;
- reading, project work or consolidation tasks.

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## 5. Methods and platforms

Yorkshire Learning Trust does not mandate a single digital platform or system.

Schools may use a range of tools and approaches, including (but not limited to):

- live online lessons or check-ins;
- recorded lessons or explanations;
- learning platforms, learning management systems or communication tools chosen locally;
- high-quality external resources (e.g. nationally available or subject-specific materials);
- printed materials where appropriate.

Schools are responsible for ensuring that chosen platforms are:

- age-appropriate and accessible;
- compliant with safeguarding and data protection requirements;
- clearly communicated to pupils and parents.

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## 6. Engagement, feedback and assessment

Pupils are expected to engage with remote education where they are well enough to do so.

Schools will:

- set clear expectations for participation and completion of work;
- monitor engagement and follow up concerns proportionately;
- provide feedback that supports learning and progression, recognising that feedback may take different forms (e.g. whole-class feedback, quizzes, verbal feedback).

Remote learning expectations sit alongside existing school behaviour and conduct policies.

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## 7. Equality of access and inclusion

The Trust is committed to ensuring equity of access to remote education.

Schools will:

- identify and support pupils who may face barriers to accessing remote education;
- consider appropriate adaptations for pupils with SEND or additional needs;
- work with families to agree reasonable adjustments where needed;
- make pragmatic use of alternative formats or resources where digital access is limited.

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## 8. Safeguarding and wellbeing

All safeguarding arrangements continue to apply during remote education.

Schools will ensure that:

- staff follow Trust and school safeguarding policies in all remote interactions;
- pupils know how to seek help and support;
- appropriate systems are in place to check on engagement and wellbeing, particularly for vulnerable pupils.

Primary responsibility for pupils remains with parents and carers when learning remotely, but schools retain a duty of care.

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## 9. Roles and responsibilities

- Executive leadership: ensures alignment with Trust policy and national guidance.



- Headteachers: implement this policy locally and ensure appropriate school-level guidance is in place.
- Staff: deliver remote education in line with professional expectations and safeguarding requirements.
- Parents and pupils: engage constructively with remote education and communicate concerns promptly.

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## 10. Review

This policy will be reviewed every three years, or sooner if there are significant changes to national guidance or Trust arrangements.

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Related policies:

- Trust Safeguarding and Child Protection Policy
- School Behaviour Policy
- Acceptable Use / Online Safety Policy
- Trust and School SEND Policy

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Policy approved: January 2026