



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.

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.

The decision to provide remote education rests with the school, acting through the headteacher or their delegated senior leader, and will be based on the individual circumstances of the pupil or cohort.

Remote education will normally only be considered where absence from school is unavoidable and authorised, and where remote provision is judged to be in the pupil's best interests.

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.

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

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.
-

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.
-

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.

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.
-

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.



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.

10. Review

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

Related policies:

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

Policy approved: January 2026