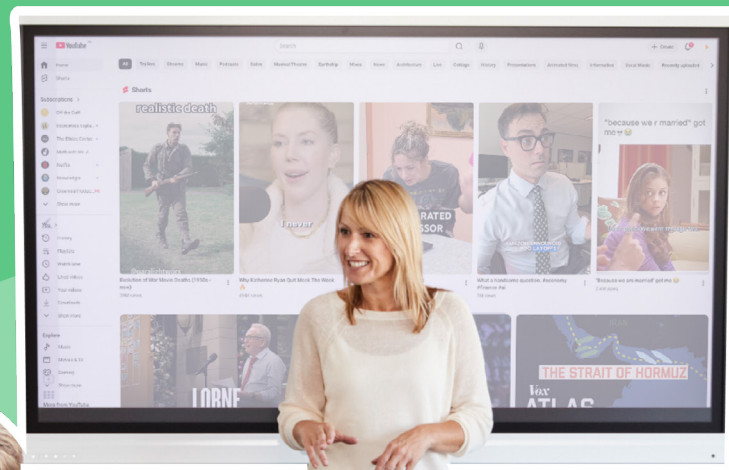


# The use of YouTube in UK classrooms

Teacher Tapp Survey Insights  
March 2026



# Contents

<b>Introduction</b> .....	3
<b>Key findings</b> .....	4
<b>Time pressure limits content review</b> .....	5
<b>Inappropriate and unreliable content are increasing classroom risks</b> .....	6
<b>Issues occur during everyday classroom use</b> .....	7
<b>Implications for schools</b> .....	8
<b>About the data</b> .....	9
<b>Take the next step</b> .....	10



# Introduction

This report<sup>1</sup> presents findings from a survey conducted with teachers via Teacher Tapp on 5 March 2026, exploring how YouTube is used when preparing and delivering lessons.

A total of over 6,522 teachers from across the UK participated, spanning both primary and secondary settings, providing a broad and representative view of current classroom practice.

The analysis focuses on responses from teachers who actively use YouTube in lessons, ensuring the findings reflect real classroom use<sup>2</sup>.

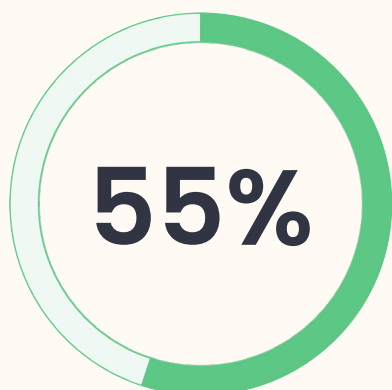
## The survey explored three key areas of classroom practice:

1. How much time per lesson do you typically spend searching YouTube before finding the right video for your needs?
2. When using YouTube for lessons this academic year, have you experienced any of the following?
3. Think of the last time you used YouTube for a lesson. Did you encounter inappropriate, distracting or unsafe content?

Where relevant, results are also compared with a survey conducted by Teacher Tapp in June 2023, enabling school leaders to understand how teacher experiences and usage patterns may be changing over time.

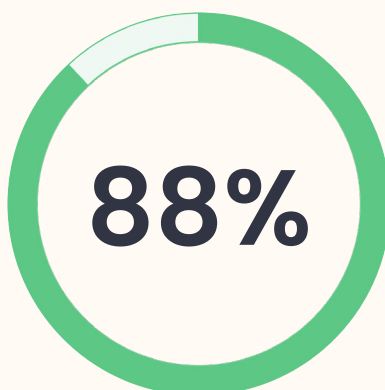


# Key findings



**spend under 5 minutes searching for and checking YouTube videos for lessons**

Teachers are often selecting videos in minutes, with limited opportunity to fully review content.



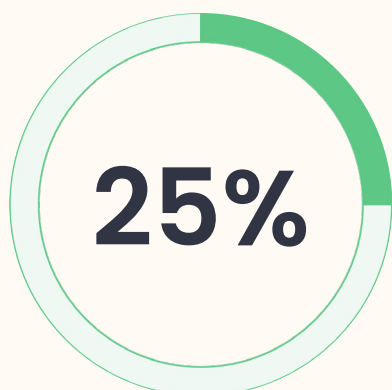
**experienced issues using YouTube this academic year (up from 73%<sup>3</sup> in 2023)**

These issues now extend beyond inappropriate content to include AI-generated material.



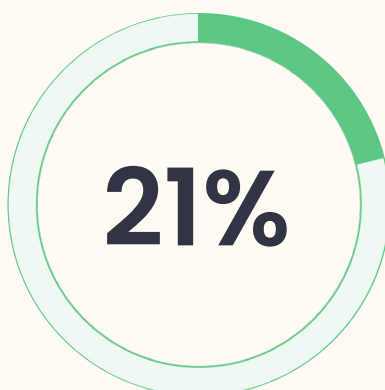
**encountered inappropriate or distracting content the last time they used YouTube**

These incidents are not occasional. They are part of everyday classroom video use.



**report encountering AI-generated content**

Teachers now need to consider the accuracy and reliability of AI-generated content when using video in the classroom.



**report encountering misinformation/fake news or biased content**

Teachers now need to consider the source, purpose and authenticity of content when using video in the classroom



**report content not relevant to the curriculum**

Content found does not align to curriculum, requiring teachers to make judgement calls on suitability.

**With many educational videos running between four and six minutes, these findings suggest that content may not always be fully reviewed, cross-checked, or assessed for curriculum alignment before use.**



# Time pressure limits content review

Teachers are selecting Youtube videos quickly, with limited time for reviewing content

# 55%

spend under 5 minutes reviewing videos for class

*(up from 38% in 2023)*

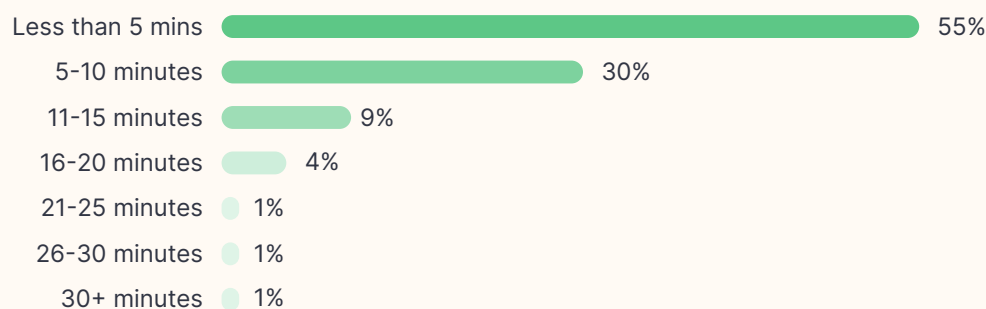
# 30%

spend 5–10 minutes reviewing videos for class

# <7%

spend over 15 minutes reviewing videos for class

“How much time per lesson do you typically spend searching YouTube before finding the right video for your needs?”



Question answered by 5,437 teachers on 5th March 2026 (results weighted to reflect teacher and school demographics)

Over half of teachers (55%) spend less than five minutes searching for and selecting a video, up from 38%<sup>3</sup> in 2023, while fewer than 7% spend more than fifteen minutes. With many videos typically running between 4 and 6 minutes, this suggests that content may not always be reviewed in full before use, reflecting the time pressures teachers face.

This highlights how time-constrained teachers are and raises questions about how consistently content is reviewed before use. The shift is particularly notable among senior leaders, where the proportion spending less than five minutes has increased from 27%<sup>3</sup> in 2023 to 56% in 2026, suggesting increased workload pressures on more experienced staff.



# Inappropriate and unreliable content are increasing classroom risks

Teachers report frequent disruption from ads, autoplay and irrelevant content when using video in lessons during the academic year

**88%**

of teachers experienced distracting, inappropriate or unsafe content  
*(up from 73% in 2023)*

**33%**

report content not aligned to curriculum

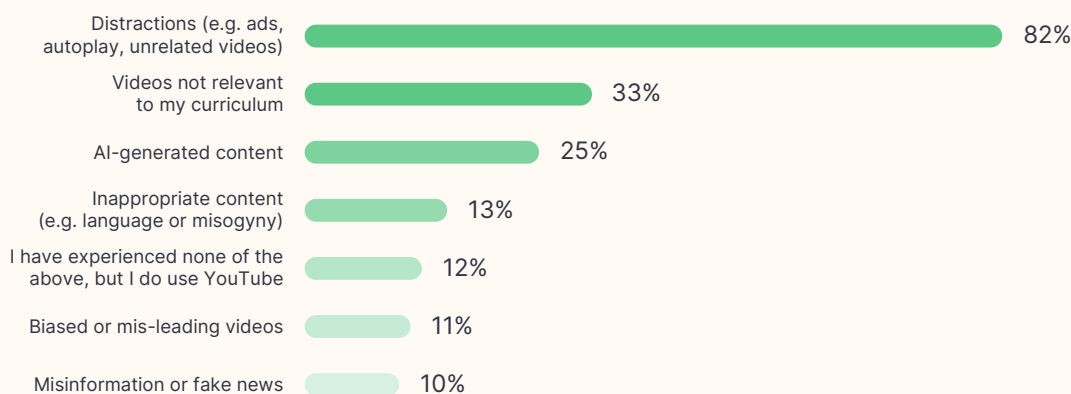
**25%**

report encountering AI-generated content

**21%**

report encountering misinformation/fake news or biased content

“When using YouTube for lessons this academic year, have you experienced any of the following?”



Question answered by 5,617 teachers on 5th March 2026 (results weighted to reflect teacher and school demographics)

The findings indicate that problems with YouTube in classrooms are widespread, with 88% (9 in 10) of teachers experiencing distracting, inappropriate or unsafe content, up from 73%<sup>3</sup> in 2023. One third report content not aligned to the curriculum, while a quarter report encountering AI-generated content. Teachers also report exposure to misinformation, biased or misleading videos, and inappropriate content such as language or misogyny.

As AI-generated content becomes more widespread, teachers may not yet be fully equipped to recognise or evaluate it. This points to a broader shift, where disruption to lesson flow is now accompanied by emerging risks around accuracy, reliability and suitability.

Patterns also vary across groups. Headteachers report slightly higher levels of misleading or biased content (+5%), potentially reflecting a greater ability to identify these issues, while younger staff report more exposure to inappropriate content (+9%) and male teachers report higher levels of misinformation (+8%). These differences may reflect variations in experience, awareness and classroom use.

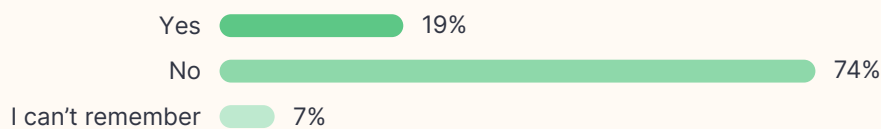


# Issues occur during everyday classroom use

A common and recurring challenge for schools using YouTube in lessons

**1 in 5** encountered inappropriate or distracting content the last time they used YouTube

**“Think of the last time you used YouTube for a lesson. Did you encounter inappropriate, distracting or unsafe content?”**



Question answered by 6,248 teachers on 5th March 2026 (results weighted to reflect teacher and school demographics)

Around one in five teachers encountered an issue the last time they used YouTube in a lesson, indicating that problems are a regular part of classroom video use rather than isolated incidents. With 88% of teachers experiencing distracting, inappropriate or unsafe content during the academic year, this suggests that these issues occur both across the year and in everyday lessons.

Importantly, the data shows very little variation across demographics, suggesting the issue is systemic rather than confined to particular schools or groups. Differences are minimal, with only slight variation across primary vs secondary (+3%), female vs male teachers (+3%), and state vs private schools (+3%).



# Implications for schools

The purpose of this report is to provide an evidence-based reflection of teachers' lived experiences and the practical considerations involved in using open video sources in classrooms. Rather than assigning blame to individual teachers or any single platform, it aims to support informed discussion about current practice.

Taken together, these findings show that while YouTube remains widely used in classrooms, the challenges associated with its use are widespread, frequent and systemic. Reports of distracting, inappropriate or unsafe content have increased from 73% in 2023 to 88% in 2026, highlighting how classroom video use is becoming more difficult for teachers to manage.

With many teachers spending limited time reviewing content before use, and issues occurring regularly in lessons, responsibility for assessing content increasingly sits with teachers. This includes evaluating relevance to the curriculum, accuracy, and the presence of misinformation, bias or misleading content within the time constraints of lesson planning and delivery.

For school leaders, this raises important considerations around whether staff have the time and guidance to review video content effectively, how risks associated with open platforms are understood and managed, and whether alternative approaches to sourcing classroom video should be considered.



# About the data

The results pages in this report show the percentage of the Teacher Tapp panel selecting each response option for the question. Teacher Tapp runs one of the UK's largest daily surveys of verified teachers, providing robust and representative insights into classroom practice. Its results are used by the Department for Education, inspectorates such as Ofsted, and are regularly featured in publications including the BBC, The Guardian, The Times, TES and Schools Week, supporting the integrity and reliability of the data as a reflection of national teaching trends.

As a sample survey, results are subject to normal statistical variation. To account for this, a maximum margin of error (95% confidence interval) is provided for results where around half of the respondents selected a response.

Responses are weighted to reflect the national population of teachers in the UK. This weighting process compares respondent data against census benchmarks across multiple groupings to ensure the results are representative of the wider teaching workforce.

<sup>1</sup>Teacher Tapp survey, March 2026.

<sup>2</sup>91% of respondents reported using YouTube for lessons, while 9% reported that they do not.

<sup>3</sup>Teacher Tapp survey, June 2023





# Got questions about classroom video use?

Your ClickView team is here to help

[→ Get in touch](#)