

25 February 2026

Dear Parents and Carers,

Thank you to those who contributed to our recent parent survey. We carefully review all feedback, and some responses raised questions about screen time, the use of iPads in lessons, and the balance between digital learning and written work.

I am writing to clarify our approach and to reassure you that our use of iPads is structured, balanced, and informed by national guidance and research.

As an iPad school, technology is used to enhance learning — not replace high-quality teaching, discussion, reading, or writing. Our model is a blended one: digital tools are used where they add value, and written work remains central to developing thinking, memory and writing stamina.

Our approach is informed by guidance and research from:

- The Royal College of Paediatrics and Child Health (RCPCH), which states that there is no clear evidence-based “safe” time limit for screen use and that the quality and context of screen time are more important than a fixed number of hours.
- The UK Chief Medical Officers, whose review found insufficient evidence to support strict time caps and emphasised balance, sleep, and physical activity as key factors.
- Ofcom’s research into children’s media use, which distinguishes between passive recreational screen time and structured educational use.
- The OECD’s research on digital learning, which highlights that technology is most effective when embedded within strong teaching and not used excessively or without purpose.
- The Education Endowment Foundation (EEF), whose work on cognitive science supports the continued importance of handwriting, retrieval practice, feedback, and reducing cognitive overload — all of which inform our blended approach.

In practical terms, this means:

- iPads are typically used during modelling and guided practice.
- Independent work and extended writing (outside Maths and Science) are completed in books.
- Literacy-based subjects plan regular extended writing opportunities.
- Maths and Science work digitally in line with exam practice, while still incorporating extended written responses.

Students are not on screens continuously. Lessons include teacher instruction, discussion, questioning, collaborative work, and written practice. Devices are used in structured, supervised and time-bound ways.

It is important to distinguish between recreational screen use (particularly late-night or social media use) and structured, curriculum-driven educational use. The concerns most strongly identified in



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research relate to unregulated or excessive recreational use — not supervised academic learning in school.

Our commitment is clear: Learning first. Digital where it enhances learning. Written work where it strengthens thinking and memory. Balance at all times.

We will continue to review our practice and communicate openly with you. Thank you for your continued support as we work together to provide the best possible learning environment for your children.

Yours sincerely,

Mrs Kristen Burge
Deputy Headteacher: Quality of Education