



The Home Learning Environment in Early Childhood

Professor Kathy Sylva
University of Oxford

Save the Children Conference 4 March 2021
Discussion Group 1



Outline for Early Childhood

- Effect of the Home Learning Environment in the EPPSE study (Sylva et al. 2010, Sammons et al. 2018)
- The Home Learning Environment during covid in England – the widening social divide
- Implications for education: Group Discussion
 - Interventions?
 - Services?

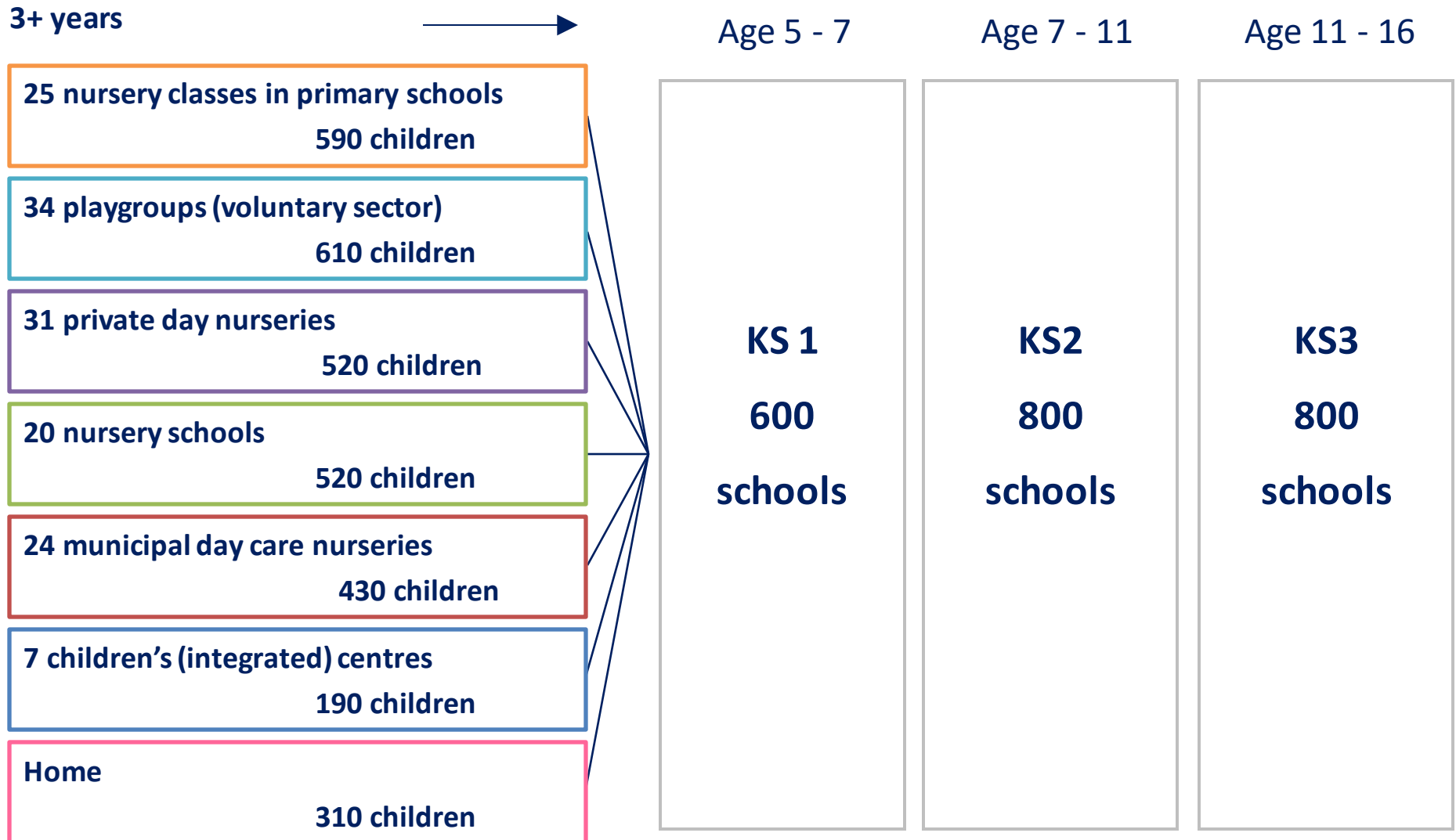
The contribution of the family to child development in the EPPSE study

- Socio-Economic Status and mother's education significantly predict children's social and language development at age 5, and attainment at ages 11 and 16
- But so do family practices...



Effective Preschool, Primary and Secondary Education (EPPSE):

5 Local Regions, 141 preschools, 3,000 children

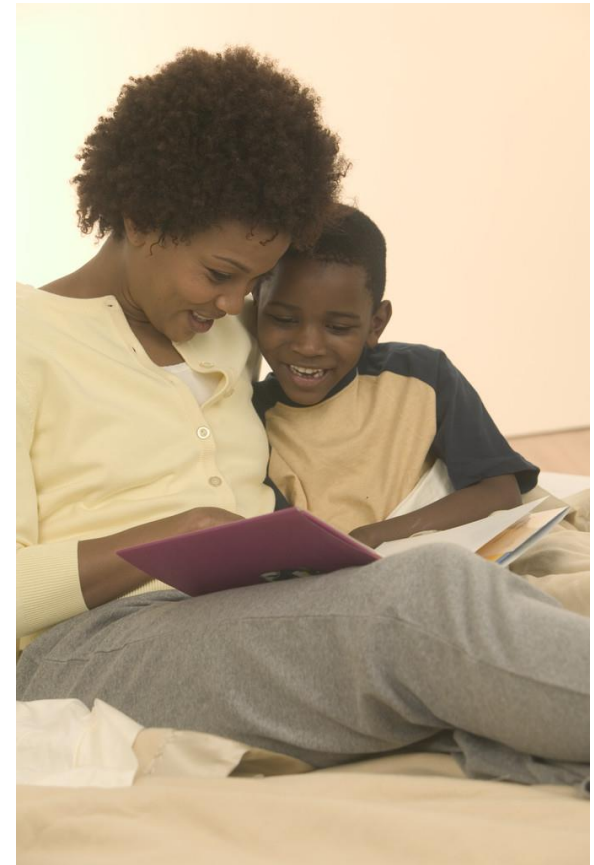


Home Learning Environment (HLE)

HLE measures:

1. *Reading with child*
2. *Painting and drawing*
3. *Library visits*
4. *Playing with letters/numbers*
5. *Teaching alphabet*
6. *Playing or teaching numbers/shapes*
7. *Playing with songs/nursery rhymes*

Each activity rated 0–7
where 0 is not occurring and 7 is
occurring very frequently.



(Melhuish, 2001)

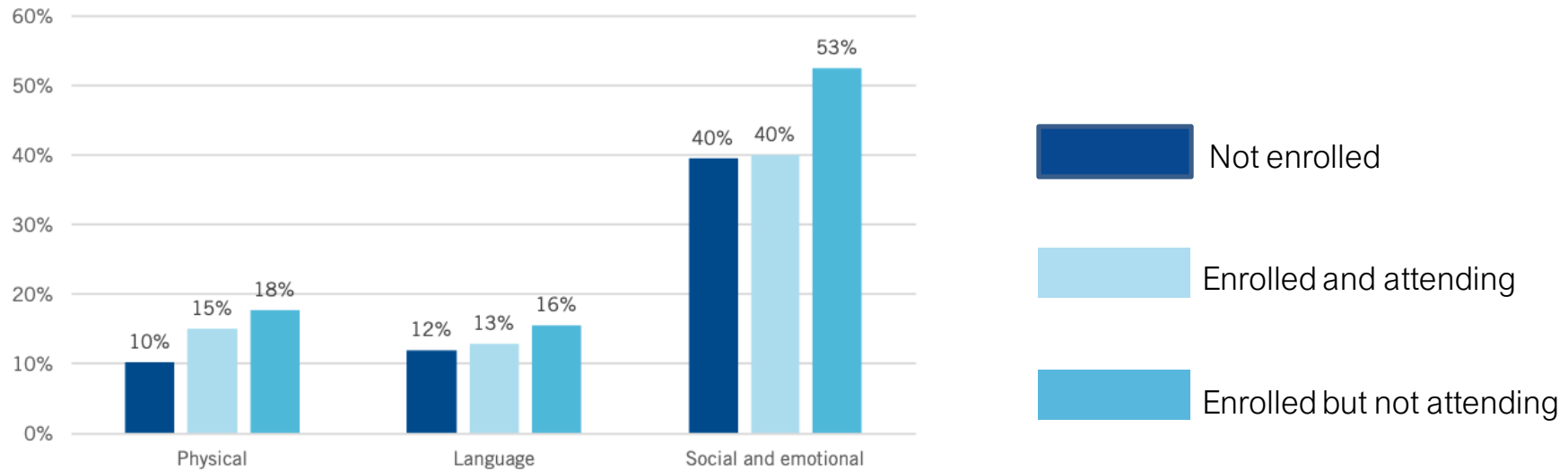
Family Background and Home Learning

- Only moderate association between HLE and parents' SES or qualifications ($r=0.3$)

Some parents with high SES and qualification provide a home environment low on the HLE

Other parents with low SES and qualifications provide a home environment high on the HLE

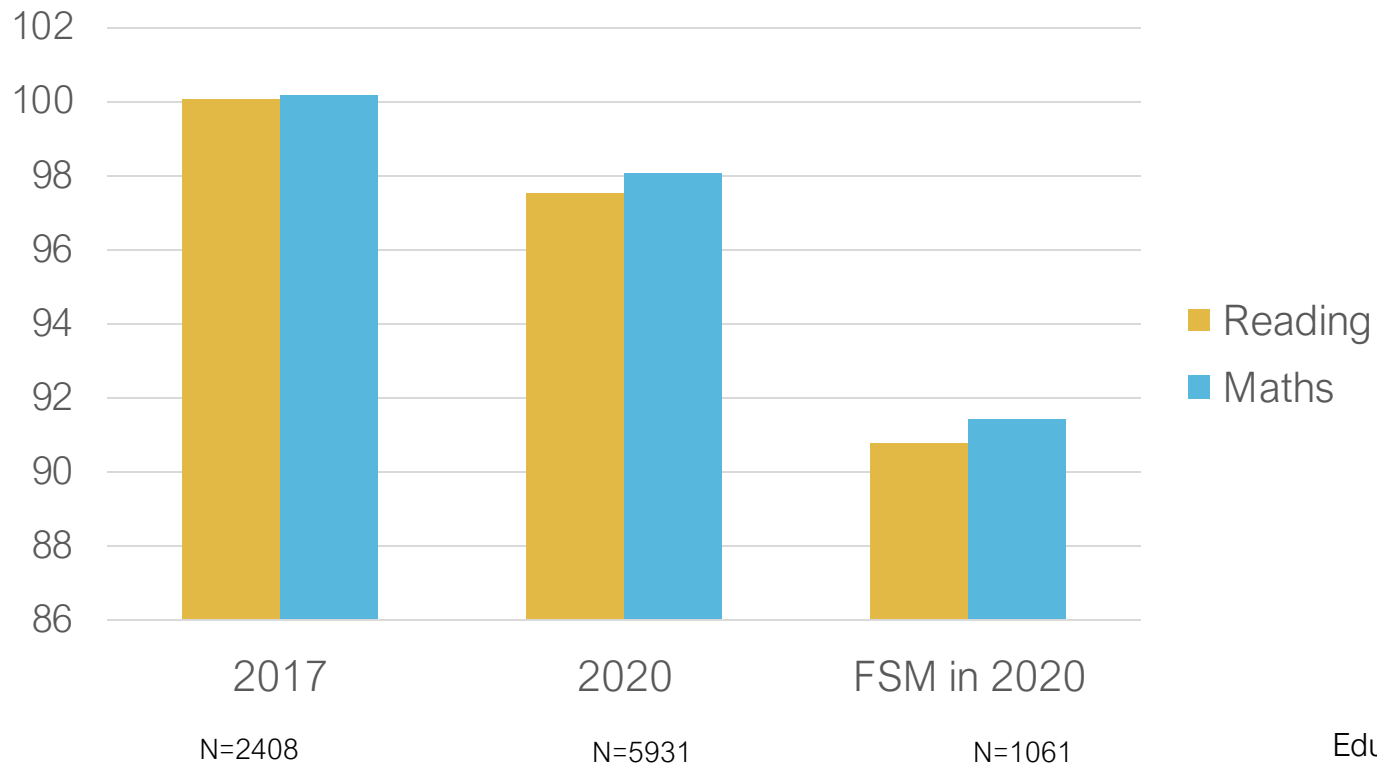
Parents report a negative impact on child development during lockdown



Source: YouGov survey of parents of 2-4 year-olds for the Sutton Trust, June 8th-15th

(Sutton Trust, 2020b)

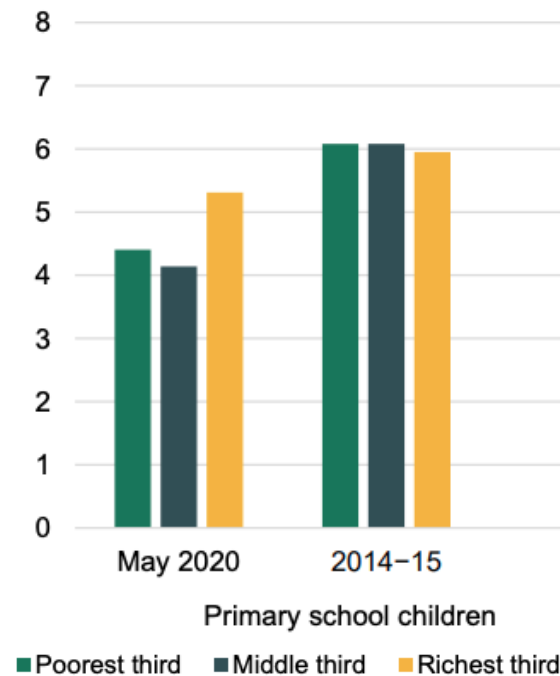
COVID Attainment Gap: Performance on NFER reading and maths tests at age 7



Education Endowment
Foundation, 2021

Total learning time during COVID-19 for rich and poor children

Figure 5.4. Differences in average daily time spent on educational activities on a typical school day, before and during the lockdown

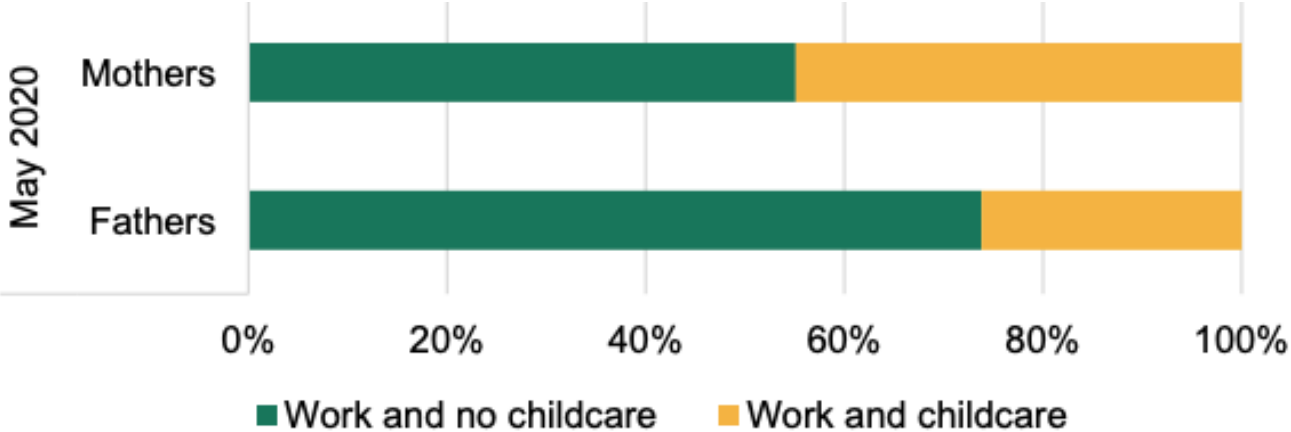


N=5,582 in 2020

N=4,238 in 2014-15

(Institute of Fiscal Studies, 2020)

Parental use of time: Working and caring simultaneously at home.



(Institute of Fiscal Studies)

Which services or interventions will support children and families during recovery phase?

Early Childhood Centres
and classes?

Direct family support?

References

Education Endowment Foundation. (2021). Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1: Interim Paper.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/Impact_of_school_closures_KS1_interim_findings_paper_-_Jan_2021.pdf

Institute for Fiscal Studies. (2020). Family time use and home learning during the COVID-19 lockdown. <https://ifs.org.uk/uploads/R178-Family-time-use-and-home-learning-during-the-COVID-19-lockdown-1.pdf>

Sutton Trust. (2020). COVID-19 and Social Mobility Impact Brief #4: Early Years. <https://www.suttontrust.com/wp-content/uploads/2020/06/Early-Years-Impact-Brief.pdf>

Sylva, Melhuish, Sammons, Siraj-Blatchford and Taggart (2010) **Early Childhood Matters**.
Routledge