



**Education
Scotland**
Foghlam Alba

Spotlight on Attendance

Lorna Aitken : Senior Education Officer

Lorna.aitken@educationscotland.gov.scot

For Scotland's learners, with Scotland's educators

Attendance



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Why?

Whilst both the causes and the impact of poor attendance are known to be complex and multifaceted, **research** demonstrates the potential impact that poor attendance can have.

Poor attendance has been linked to;

- lower levels of attainment
- peer relationships
- emotional and behavioural difficulties
- poorer employment opportunities
- lack of school connectedness

Why?

‘After analysing the absenteeism data to identify trends, the report goes on to conclude that the education of children from more deprived socioeconomic backgrounds did not only suffer during the first bout of school closures, but it was also adversely affected through more frequent school closures after the lockdown.

Therefore, the report advises that addressing the disproportionate short-term and long-term impact of the pandemic on the most vulnerable children needs to be made paramount and placed at the forefront of the educational policy agenda, in order to mitigate the consequences of COVID-19 on achievement gaps.’

‘Socio economic disparities in school absenteeism after the first wave of covid-19 school closures in Scotland’; Edward Sosu and Marcus Klein, University of Strathclyde, January 2021. Socioeconomic Disparities in School Absenteeism after the First Wave of COVID-19 School Closures in Scotland
University of Strathclyde

‘She didn't know how to go back to school’

‘Attendance was particularly challenging for children with special educational needs and pre-existing anxiety problems.

Compounding factors included COVID-related anxiety, difficulties adapting to new school routines, poor home-school communication and collaboration, and concerns about academic catch-up.

Effective support was characterised by schools and families working closely together.

Recommendations for practice improvements centred on early intervention, re-building parent-school relationships, peer support for parents, and improving special educational provision.’

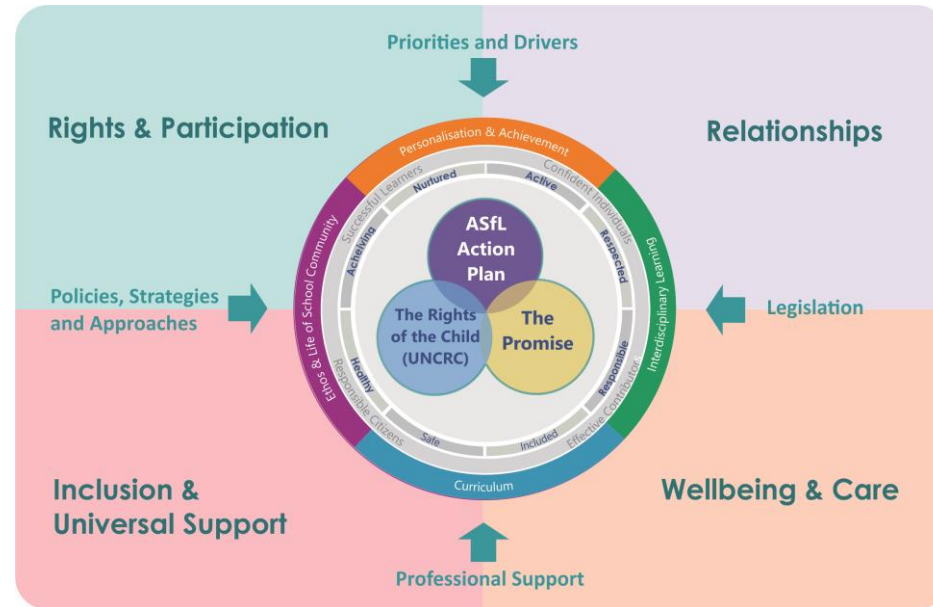
‘She didn't know how to go back’: School attendance problems in the context of the COVID-19 pandemic

A multiple stakeholder qualitative study with parents and professionals

Brontë McDonald, Kathryn J. Lester, Daniel Michelson

How?

- Whole school approaches
- Climate & ethos
- RELATIONSHIPS



‘School attendance issues cannot easily be separated from the relationships, behaviours and wellbeing of the pupils and wider school community and it is important that schools view the promotion of attendance in this context.’

IEI 1 2018

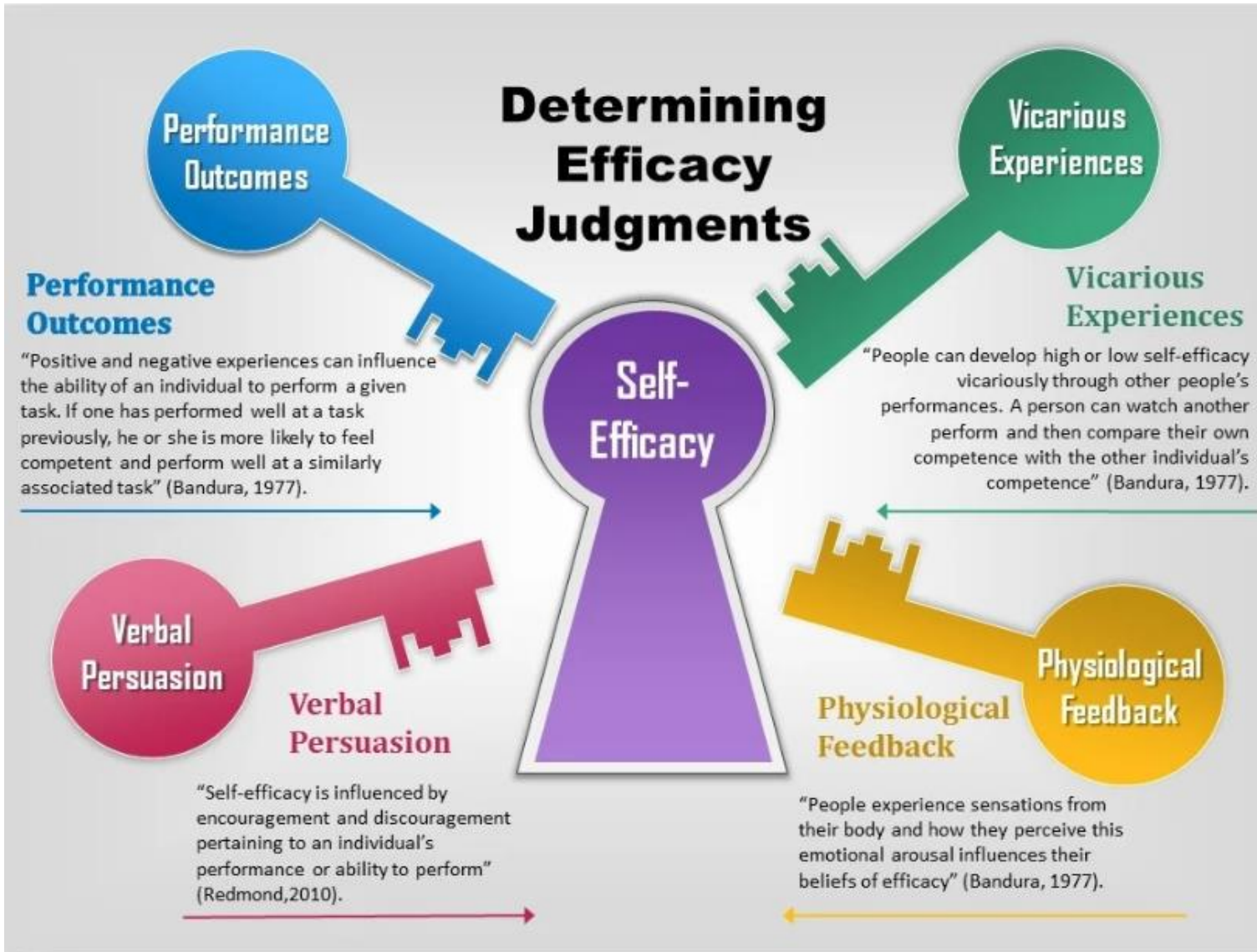
‘A positive culture and ethos are key determinants in promoting good attendance for all’

Relationship between School-Wide Positive Behaviour Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools.
Journal of Positive Behavior Interventions 2016 01/01;18(1):41-51

How?

- Parental engagement & partnership
- Focus on underlying reasons for absence
- Curriculum flexibility
- **Learner participation = agency, autonomy, affiliation & self-efficacy**

Self-Efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations (Bandura, 1977).
To put it in more simple terms, self-efficacy is a person's belief in their ability to succeed in a particular situation



[Promoting Attendance: self-reflection questions for educational settings | Self-evaluation | National Improvement Hub](#)

<https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/bjep.12562>

[Wellbeing Profile: Glasgow Motivation and Wellbeing Profile \(GMWP\) | Learning resources | National Improvement Hub \(education.gov.scot\)](#)



Education Scotland

Denholm House

Almondvale Business Park

Almondvale Way

Livingston EH54 6GA

T +44 (0)131 244 5000

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