

# Home, pre-school and primary school influences upon children's educational attainment at age 11 <sup>[1]</sup>

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## AVAILABILITY

Access online [PDF] <sup>[2]</sup>

## Excerpt from abstract

This paper explores the contribution of the demographic characteristics, early years home learning environment and pre-school to children's social/behavioural development. While much existing research relates aspects of children's environments or experiences to social development, there has been little work that is with a large enough longitudinal sample, with sufficiently detailed data, to delineate the independent long-term effects of demographics, home and pre-school. This paper contributes to the literature by presenting findings from the Effective Pre-school and Primary Education (EPPE) Project, a longitudinal study on a representative sample of 3000 children in the UK. While the study has extensive longitudinal information on cognitive, educational and social/behavioural development, this paper will focus on the predictors of social/behavioural development at age 11. The home learning environment and pre-school are important predictors of social/behavioural development and the interaction of these effects is also explored.

**Region:** Europe <sup>[3]</sup>

**Tags:** preschool <sup>[4]</sup>

child development <sup>[5]</sup>

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