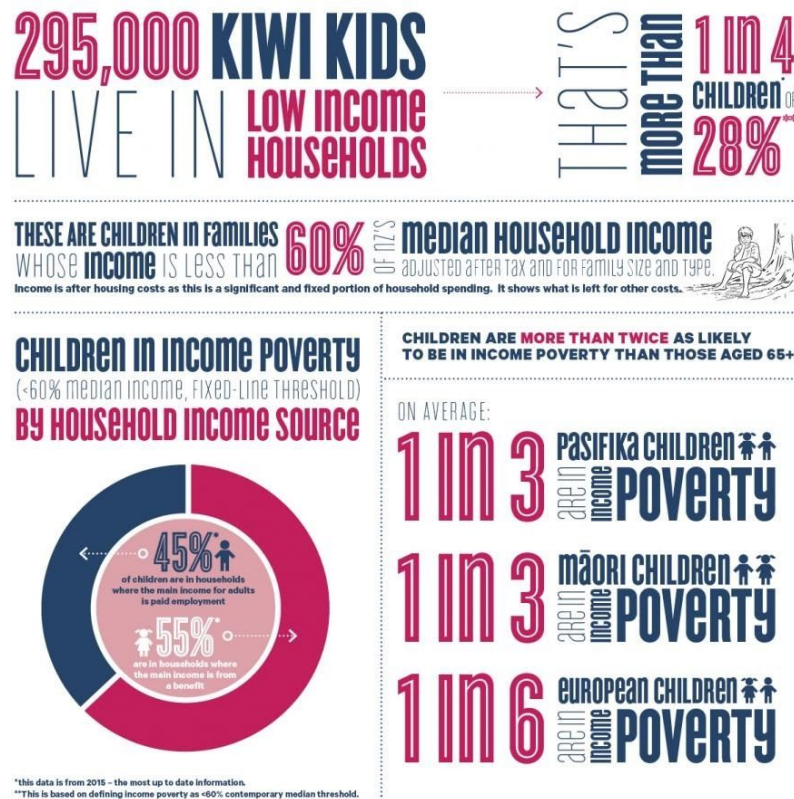


What are the key social elements that impact on a learners ability to access education: Poverty



In this assignment I am going to talk about how poverty impacts on a learners ability to access education and what can be done to prevent it. There are many factors that I am going to talk about in detail that are at the heart of this problem, such as social hierarchy and what influences a child outside the classroom which inevitably affects their grades

As stated by Weale. S (2019): "Some influences are felt inside school, including the classroom, where the learning environment can interact with children's attitude towards school. Others occur outside school, but are nevertheless important for learning and development. Across these settings, children from different backgrounds have diverse experiences and develop different attitudes, despite also having many things in common. The research reported here draws not just on adults' observations, but also on children's own perceptions, considering what shapes their attitudes and how they perceive social difference. Only by understanding these varied factors influencing social differences in education will it be possible to design effective responses in policy and practice. A key message of the evidence summarised here is the equality of educational opportunity cannot rely solely on better delivery of the school curriculum for disadvantaged groups, but must address multiple aspects of disadvantaged children's lives."

Families who grow up in a disadvantaged area usually have children who are less likely to do well in school. This is because people who live in disadvantaged areas are usually stuck in a cycle which inevitably affects their children.

In an article written by Weale. S (2019), she wrote about a survey that was undertaken by The National Education Union which asked 8,600 staff members working in various schools if they thought poverty had an effect on a child's education and nine out of ten people asked said yes. Weale goes into further detail and explains that teachers were noticing children living in poverty were coming into school frequently 'tired, hungry, angry and confused'.

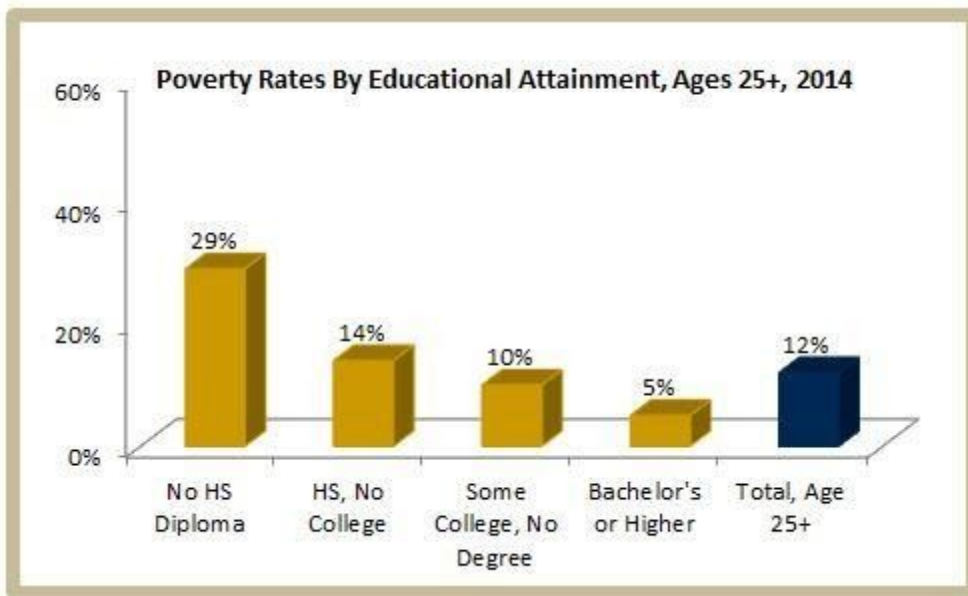
Low income is a strong predictor of low educational performance as children in poverty have on average lower grades than children who do not live in poverty. This is a result of the family around them having an influence on what they would like to achieve from school, and if families do not have high grades children typically don't strive to get high grades themselves and all of this influences the development of different attitudes to education at primary school that helps shape their future.

White children in poverty have on average a lower educational achievement and are more likely to continue to underachieve, this is backed as the charity 'The child poverty action group' underwent many tests and found that 45% of children living in minority ethnic families are in poverty, whilst the other 55% are white. Girls are more likely to have better results than boys as Gnauti. E has researched this theory for most of his career and discovered that at every stage of education and in every subject girls have better grades than boys do, even children in poverty. It is also thought girls get higher grades than boys in poverty as they mature faster and want to break out of the cycle which poverty has put them in, whilst boys seem to be more laid back about what grades they get and tend to be more comfortable in the cycle they are stuck in. Only 14% of variation in individuals performance is accounted for by the quality of teaching in the particular school. Most variation is explained by other factors like experiences and support outside of the classroom. Children in poverty could face things like homelessness, domestic violence, parental drug abuse, neglect and physical or sexual abuse. Problems like this at home can affect children in the classroom as it could stop them attending school regularly, they could arrive at school tired and not want to learn and or be distracted by problems at home distracting them so they would not get as much from a lesson as a child who is not facing these problems. Children from different backgrounds have contrasting experiences at school, when seeking to raise achievement. Less advantaged children are more likely to feel a lack of control over their learning, and become reluctant recipients of the taught curriculum. This influences the development of different attitudes to education at primary school that help shape their future. After reading many articles I have discovered that children in poverty feel the school curriculum is more suited to children who earn more than their own family in poverty as, for example, children in poverty struggle to pay for school trips which would have a positive impact on their knowledge on the subject, but often are unable to go. Furthermore, any out of school activities are usually too expensive for a child in a deprived area to go to, so the child starts to feel detached from their peers and start to resent the curriculum.

Many children and young children who become disaffected with school develop strong resentments about mistreatment such as perceived racial discrimination. Work with

disadvantaged young children is most effective when they feel more involved in deciding what they are going to do in the future as many children in poverty do not strive to get good jobs as they don't see their parents doing the same. Children in poverty are less likely to be as focused as other children in the classroom, especially if it's something that they are not interested in. children in poverty would benefit a lot more from learning subjects they have an actual interest in and as a result of this would feel like they have involvement in what they are going to do in the future.

The Census Bureau did a study of adults that were brought up in poverty and found:



5% for people with a bachelor's degree or higher
10% for people with college qualifications but no degree
14% for people with a high school diploma and no college
29% for people with no high school diploma

What can prevent this?

To prevent poverty affecting a child's education one solution could be to break the cycle- to do this parents' attitudes need to be addressed as well as experiences that lie behind social differences in education. In many circumstances, the parents of the child in poverty have either a low income job or claim a benefit. As a result of this, the child doesn't see their peer striving to go up the career ladder and often the parent isn't very motivated and this rubs off onto the child. To change these schools in more deprived areas could have meetings to motivate the parent to push the child to do the best as they can in school and stop the cycle of their child being in the same situation.

Children from all backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unconfident about school as attending school can highlight they are from a poorer family. This can be from a child not being able to afford school meals to not being able to attend a school trip. On days like non-school uniform days this can be particularly daunting for a child. A way to prevent this could be asking all parents to prepay for meals to stop the embarrassment of showing a 'free meal' voucher, schools having a fund to allow disadvantaged children to attend all school trips and making non-school uniform minimal and basic. All this would make a child feel less anxious about attending school. Out of school activities can help build self confidence. Children from advantaged backgrounds experience more structured days and supervised out of school activities, a way for a child in poverty to feel more connected with their peers is to set up free out of hours school clubs like football. Doing this will allow the child to build up better relationships with their peers and make them feel more confident about coming to school as they will be excited to have fun with their friends. This would also boost the confidence of the child as they would feel like part of a team and also have a hobby to keep their mind off problems at home. Furthermore, if the child excelled in the out of school activity it would put less pressure on them in the classroom.

Equality of educational opportunities must address multiple aspects of disadvantaged children's lives. To tackle this Flom. J (2013) made '10 steps to equality in education' for schools to follow achieve equality. His 10 steps are:

- Limit early tracking and streaming and postpone academic selection
- Manage school choice so as to contain the risk to equity
- In upper secondary education, provide attractive alternatives, remove dead ends and prevent drop out
- Offer second chances to gain from education
- Identify and provide systematic help to those who fall behind at school and reduce year repetition
- Strengthen the links between school and home to help disadvantaged parents help their children to learn
- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education
- Provide strong education for all, giving priority to early childhood provision and basic schooling
- Direct resources to the students with the greatest needs
- Set concrete targets for more equality, particularly related to the low school attainments and dropouts

With these ten steps followed it would make all children feel equal, even those in poverty. It would also have a positive impact with the parents involved as they would gain motivation to keep their child motivated and have a good future and hopefully make them think the same.

In conclusion, I believe that poverty in education is a massive issue and affects how a child from a more deprived area can access education which needs to be addressed more closely by

officials. I also think parents and home-life is the most influential impact on motivating a child to do well in school, so i think more focus needs to be put on the parents to keep their children motivated.

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