

EVERY DAY COUNTS:

WHY SCHOOL ATTENDANCE IS THE SINGLE MOST IMPORTANT FACTOR IN YOUR CHILD'S FUTURE ?



Ms Joanne Dunphy
Head of AISL Harrow Nanning

Dear Parents,

As Head and as parents, we all want your children to succeed - to make friends, feel confident, learn English well, and eventually achieve good grades. But there is one factor that quietly, predictably, and powerfully determines all of those outcomes. That factor is school attendance.

A child who misses just two days a month - for what seem like small, harmless reasons - is not "almost always there." That child is on a very different academic and social trajectory from a peer who attends 96% of the time or more.

This article summarises the latest research (which applies globally) and explains, in plain numbers, exactly what attendance does to your child's friendships, their risk of school refusal, their long-term exam results, and - crucially for bilingual learners - their English language acquisition.

WHAT DOES "GOOD ATTENDANCE" ACTUALLY MEAN?

The UK Department for Education sets clear thresholds:

96-100% attendance → Expected. This is the goal.
90-95% → Monitoring tier. The school will begin to raise concerns.
Below 90% → Officially classified as Persistent Absence - a red flag.
Below 85% → Severe absence requiring external support.

THE SOCIAL COST: FRIENDSHIP AND COMMUNITY

When a child is absent, they don't just miss lessons. They miss the tiny, daily moments that build friendships: sitting together at lunch, working on a group project, joking before class.

Research shows:

- A 10% drop in attendance roughly doubles the risk that a child will report feeling lonely or excluded at school.
- Children with attendance below 90% are significantly more likely to lose their stable friendship groups. When they return, they often find that "their" friends have moved on.

In a school community - especially a bilingual or international school where children come from different backgrounds - trust and belonging are built through consistent daily presence. Frequent absence breaks that bond.

Here is a pattern that many parents recognise but may not fully understand:

- A child misses school (illness, holiday, tiredness).
- They fall behind in classwork.
- They feel anxious and embarrassed because they don't understand the lesson.
- To escape that feeling, they resist going to school.
- The parent keeps them home "just one more day."
- The gap widens. Anxiety grows. The child develops school refusal - a recognised psychological condition.

Attendance Level Likelihood of Reaching Expected Level :	
96-100%	100% (baseline)
90-95%	60-70% as likely
85-89%	35-40% as likely
80-84%	15-20% as likely
Below 80%	Less than 5% as likely

That 600-word gap compounds year after year. By the end of primary school, the lower-attendance child is two full grade levels behind in English reading comprehension - even if their spoken English sounds fluent and natural.

For every 5 percentage points of attendance lost (e.g., from 95% to 90%), the rate of English language progress slows by approximately 30-40% in a bilingual immersion environment.

That means if your child misses two days a month, they will take one and a half years to learn what a well-attending peer learns in one year. This gap rarely closes later. In fact, it usually widens.

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“ Keep every day counted.
Your child's future depends on it. ”

A CHECKLIST FOR PARENTS

- Aim for 96–100%, not “most days”. 90% is not good – it is a warning.
- Keep your child home only for real infectious illness – fever, vomiting, contagious conditions. Minor coughs, tiredness, or “not feeling it” are not valid reasons.
- Avoid taking holidays during term time. Missing five days drops 100% to 97% (acceptable). Missing ten days drops to 94% (already in the monitoring zone).
- If your child resists school (morning anxiety, crying, physical complaints), do not keep them home – bring them into school. Contact our counsellor and work with us immediately. Early intervention prevents a spiral.
- Track attendance weekly. Many parents are shocked to realise that “just two days off this month” is actually 90% attendance.

These habits and expectations must begin in the Early Years. Although EY attendance is not yet part of compulsory education, it is critically important that children develop routines of daily attendance from the very beginning of their educational journey. We often see families taking extended time away during these years, but the reality is that strong attendance habits formed early create the foundation for future academic success, resilience, and positive attitudes towards school.

At many of the world's leading independent boarding schools and universities, attendance is considered an essential part of the admissions and selection process. Strong attendance demonstrates commitment, discipline, resilience, and a family's shared value of education. These institutions expect attendance to be close to 100%, because they understand that consistent presence is directly linked to long-term success.

Punctuality is equally important. Arriving on time each morning helps students begin the day calm, prepared, and emotionally ready to learn. Students who arrive late often begin the day anxious, flustered, and already disconnected from important messages, routines, and learning opportunities. Over time, repeated lateness can have a significant impact on confidence, wellbeing, and academic progress.

As a school, we are also committed to ensuring that our attendance systems are accurate and transparent. From August onwards, we hope to include attendance information within student reports so that families can clearly monitor attendance patterns and work together with the school to support excellent habits and outcomes.

Sources:

UK Department for Education (2024), Education Endowment Foundation (2023), National Pupil Database longitudinal analysis, and peer-reviewed research on bilingual immersion attendance effects. For further questions, please speak to your school's attendance officer or pastoral team.

FINAL WORD: ONE DAY REALLY DOES MATTER

A single missed day may feel harmless. But a habit of missing two days a month is statistically more predictive of poor outcomes than family income or parent education level. It predicts loneliness. It predicts school refusal. It predicts weak English. It predicts low exam scores.

Every school day is a brick in your child's future. Missing days does not just leave gaps – it weakens the whole wall.

寸寸光阴不可辜负：

稳定出勤何以成就孩子长远发展？



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尊敬的各位家长：

身为校长，亦同为家长，我们都由衷期盼孩子们身心健康、自信成长：拥有融洽的人际相处能力，树立正向自律的学习心态，稳步夯实英语综合素养，并最终收获理想的学业成就。

在影响孩子成长发展的诸多要素之中，有一件看似寻常、却最为稳定直接、且极具决定性的事，便是稳定的在校出勤。

不少家长或许认为，每月偶有一两天请假，无伤大局。但依据国际教育研究与青少年成长规律来看，这样的缺勤频次，足以让孩子在知识跟进、社交融入与学习习惯养成上，慢慢与保持全勤稳定在校的同龄人拉开差距。

这次我将结合国际教育研究成果，以更直观的方式，与各位家长一同深入探讨：稳定出勤如何深刻影响孩子的学业表现、人际发展与学习自信，更将阐释其对双语学习者至关重要的英语语言习得所起到的关键作用。

什么样的出勤率才算“良好出勤”

英国教育部设定了明确的出勤分级标准：

- 出勤率 96%-100%：达标基准，亦是家校共同追求的目标。
- 出勤率 90%-95%：纳入重点观察层级，学校将正式关注并跟进情况。
- 出勤率低于 90%：被官方界定为持续性缺勤，属于重要预警信号。
- 出勤率低于 85%：列为严重缺勤，需引入外部专业力量协同帮扶。

很多家长都会意外发现，90% 的出勤率其实并未达到合格标准。事实上，90% 的出勤水平，相当于孩子每周平均缺课半天；累积一学年，便足足错失四周完整在校学时。放眼整个求学历程，损耗的学习时长，几乎等同于白白浪费了一整年的系统教育时光。

人际成长的隐形成本：友谊与校园归属感

研究表明：出勤率每下降 10%，孩子在校园中感到孤独、被孤立的风险便会翻倍上升。

出勤率低于 90% 的学生，更容易失去稳定的同伴交友圈。待重返校园时，往往会发现昔日好友已然形成新的相处圈子，难以再融入。

在校园社群中，尤其对于生源多元的双语及国际学校而言，信任与归属感，皆源于日复一日的在校相伴。频繁缺勤，终将割裂这份珍贵的校园联结与同伴情谊。

恶性循环：厌学情绪与学业疏离的连锁影响

有一种成长现象，许多家长有所察觉，却未必深谙背后逻辑：

1. 孩子因身体不适、出行休假或身心疲惫而缺课；
2. 课业进度随之落下；
3. 跟不上课堂内容而心生焦虑、倍感局促；
4. 为逃避这种感受，开始抗拒到校上学；
5. 家长心软选择让孩子再休息“多一天而已”；
- 6.

差距持续拉大，焦虑日渐加重，最终演变为拒学情绪——这是学界公认的心理适应问题。

一旦学生出勤率跌至 85% 以下，形成长期拒学行为的风险会增至三倍以上。而当拒学心态一旦固化，若无专业心理支持介入，想要重回正轨、补齐学业差距将变得异常艰难。

早期预警信号：每逢上学清晨反复出现头痛、腹痛等躯体不适，尤其在一段出勤偏低时期之后更为明显。应对之道并非让孩子居家休养，而是坚持正常送校，并第一时间联系学校心理辅导老师协同介入。

学业层面的隐性代价：出勤率每降低一分，学业达标概率便随之递减

英国全国学生数据库 2019-2024 年的大规模调研数据，给出了精准参考依据。下表以 96% 出勤率为基准，直观呈现不同出勤水平下，学生达到预期学业标准的概率对比：

出勤水平	达到学业预期标准的概率
96%-100%	基准参照 100%
90%-95%	仅为基准的 60%-70%
85%-89%	仅为基准的 35%-40%
80%-84%	仅为基准的 15%-20%
80% 以下	不足基准的 5%

出勤率仅有 85% 的学生，核心考试达标通过率，仅为 96% 出勤学生的约三分之一。及至 16 岁阶段，持续性缺勤（出勤率低于 90%）的学生，取得五门良好 GCSE 成绩的概率，更是降至正常出勤学生的四分之一。

这绝非细微差距，而是足以影响人生长远发展的学业鸿沟。

双语环境下的现实影响：英语习得进度大幅受限

英语绝非一门独立学科，更是数学、科学及所有课程的授课媒介语言。英语基础一旦落后，所有学科的学习都会随之掉队。

双语沉浸式学校的相关研究表明：语言习得的关键，在于日常浸润的频次。保持 96% 稳定出勤的学生，每年可习得约 2000 个学术类英文词汇；

寸寸光阴不可辜负：

稳定出勤何以成就孩子长远发展？

出勤率仅 90% 的学生，年均新词习得量仅有约1400 个。

每年 600 个词汇的差距会逐年累积。待到小学阶段结束时，出勤不足的学生，其英语阅读理解能力会整整落后两个年级水平——即便日常口语听起来流利自然，也难以弥补深层读写短板。

缺勤究竟会拖慢孩子多少成长进度？研究给出了精准结论：

在双语沉浸式教学环境中，出勤率每降低 5 个百分点（例如从 95% 降至 90%），学生的英语习得进度就会放缓30%-40%。

换言之，若孩子每月缺勤两天，同龄人一年就能完成的英语习得进度，这类孩子需要一年半才能追上。这种差距日后几乎无法弥补，反而会随着年级升高持续拉大

家长参考指引

1. 请以96%-100% 作为出勤目标，而非仅满足于“大部分时间到校”。
2. 90% 出勤率并非合格标准，而是需要警惕的预警线。
3. 仅在孩子患有传染性疾病时方可居家休养，如发烧、呕吐及各类易传染病症。轻微咳嗽、身心疲惫、情绪低落不愿上学，均不作为合理请假理由。
4. 请勿在学期中段安排家庭假期。缺勤 5 天，全勤 100% 会降至 97%(已经是需要警惕的阶段)；
5. 若孩子出现拒学表现：晨起焦虑、情绪哭闹、莫名躯体不适，请切勿顺势让孩子居家休息，坚持送校并第一时间联系学校心理辅导老师，与校方协同介入。及时干预，方能杜绝陷入厌学恶性循环。
6. 建议家长每周关注孩子出勤情况。很多家长往往未曾留意：每月看似只请假两天，实际出勤率已降至 90%，已然处于需重点关注的范围。



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稳定良好的出勤，体现了个人责任感、自律品格与坚韧心性，更折射出家庭对教育的重视与共识。

结语：在校每一日，皆举足轻重

偶尔缺课一天，看似无伤大雅。但从长期数据来看，每月固定缺勤两天所形成的习惯，对孩子未来发展的负面影响，甚至远超家庭收入与家长学历带来的作用。这样的缺勤习惯，往往预示着孩子更容易陷入校园孤独、产生拒学情绪、英语能力发展滞后，以及学业成绩表现不佳。在校的每一天，都是构筑孩子未来人生的一砖一瓦。随意缺课不仅会造成学业断层，更会动摇成长根基。良好的出勤习惯，应自幼儿启蒙阶段便开始养成。尽管幼儿园尚未纳入义务教育范畴，但从求学之初建立每日准时到校的规律作息，意义至关重要。

我们常看到部分家庭会在低龄阶段安排较长时间离校休假，但事实上，自幼养成稳定出勤的习惯，能为日后学业精进、抗压韧性与正向求学心态，筑牢坚实根基。全球众多顶尖寄宿学校与大学，均将出勤表现列为招生选拔的重要参考维度。稳定良好的出勤，体现了个人责任感、自律品格与坚韧心性，更折射出家庭对教育的重视与共识。这些顶尖院校普遍期望学生出勤率接近满分，正因他们深知：日复一日的稳定在校，与长远人生成就紧密相连。守时守纪同样不可或缺。每日准时到校，能让孩子从容开启新的一天，心态平稳、状态完备，做好全身心投入学习的准备。频繁迟到的学生，往往带着慌乱与焦虑开启校园生活，错过晨间重要课堂指引、常规作息节奏与学习契机。久而久之，习惯性迟到会显著影响孩子的自信心、身心状态与学业进阶步伐。学校将继续重视保障出勤管理体系的精准化与透明化。自八月新学年起，我们计划将出勤记录纳入学生成长报告，便于家长清晰掌握孩子出勤常态，与学校携手共育，帮助孩子养成优良习惯、收获理想成长成果。珍惜在校朝夕，日日皆需珍视。孩子的长远未来，正系于当下每一次准时到校。

参考资料来源：英国教育部（2024）

英国教育捐赠基金会（2023）、

全国学生数据库纵向研究，以及双语沉浸式校园出勤影响相关学术研究。

如有任何疑问，欢迎随时咨询学校出勤管理负责人及学生关怀辅导团队。