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ACKNOWLEDGEMENTS

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We are grateful for the support of the Economic and Social Research Council of the consortium of Government Departments (Work and Pensions; Children, Schools and Families; and Health) and the governments of Wales, Scotland and Northern Ireland, co-ordinated by the Office for National Statistics which enabled Sweep 4 of the Millennium Cohort Study to take place.

We also acknowledge the extensive advice and feedback we received at all stages of the study from academics, policy-makers and funders. We are particular grateful for the contribution and support of the MCS Advisory Groups and the British Birth Cohorts Scientific Committee.

PREFACE

This document has been prepared to accompany the deposit of data from the Teacher Survey with the UK Data Archive at the University of Essex in April 2011. The Teacher Survey was one component of fourth survey of the Millennium Cohort Study (MCS4), which took place in 2008 when the children were aged around 7 years old.

Separate documentation covers the main questionnaire (asked of parents) and the data collected from children themselves, through assessments, measures and self-completion (see www.cls.ioe.ac.uk/mcs4questionnaires. This Guide is intended to complement the existing documentation and is designed to be read in conjunction with it. Reference should also be made to the technical report on the Teacher Survey available at: www.cls.ioe.ac.uk/mcs4technicalreports.

1. About the MCS

The Millennium Cohort Study (MCS) is the fourth of the UK’s national longitudinal birth cohort studies. Each follows a large sample of individuals born over a limited period of time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on. They show how histories of health, wealth, education, family and employment are interwoven for individuals and vary between them.

The MCS focuses on a large sample of children born at the turn of the new millennium. It covers the four countries of the UK, with over-representation of those living in the smaller countries, and it also over-represents those born in disadvantaged areas and in areas of England with relatively high proportions of those from minority ethnic groups. Unlike earlier birth cohort studies, the sample covers those born across a full year, rather than a specific week. The sample was selected from Child Benefit records, and selected from 400 areas of the UK. When appropriately weighted the sample is representative of children born in the UK across the period (late 2000-2001 in England and Wales and to early 2002 in Scotland and Northern Ireland).
The four surveys of the MCS have taken place in the children’s homes and have covered a range of different sorts of data collected from multiple family respondents. Table x summaries the different elements collected at the different sweeps. Sweep 4 was the first sweep to introduce a postal survey of class teachers of the MCS.

Table 1: MCS elements at different sweeps

<table>
<thead>
<tr>
<th></th>
<th>MCS1 (age 9 months)</th>
<th>MCS2 (age 3)</th>
<th>MCS3 (age 5)</th>
<th>MCS4 (age 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview (&amp; self-completion) with both resident parents</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cognitive assessments</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physical measurements</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Child self-completion</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Older Siblings</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer Observations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher Survey</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

2. Teacher Survey

From the inception of MCS4, it was felt that a survey of children’s teachers during their primary schooling would provide valuable information on a cohort child’s early educational development. It would provide a point of reference and comparison for the cognitive assessments carried out directly with children in the home and complement the educational and behavioural data collected in the main interview. The Teacher Survey was first implemented in MCS4, that took place in 2008 when the children were aged around 7 and had been in primary schooling for around 3 years.

The teachers were contacted based on information provided by the parents and contingent on consent to contact being obtained from the parents. During the MCS main respondent interview the parent was asked to give the name of the child’s class teacher and to consent for the teacher to be contacted. School details were also collected as part of the main questionnaire. The Teacher Survey took the form of a postal self-completion questionnaire sent to named teacher at the child’s school. The head teacher of the school also received an information pack containing a covering letter and survey leaflet at the same time as teachers were first sent the questionnaire. Separate questionnaires were issued to schools in England, Wales (also a version in Welsh), Scotland and Northern Ireland. Teachers who did not
respond were sent up to two reminders. Details of the development and conduct of the Survey are contained in the MCS4 Teacher Survey Technical Report.

3. Response to Survey

Consent and sufficient information to contact a teacher or school was obtained for 12655 out of the 14043 cohort children surveyed at MCS4. Information was returned by teachers for 8876 of these 12655 children. Table 1 gives details of the response information. In a small number of cases the questionnaire did not reach the teacher, and there were a small number of direct refusals. In 25 per cent of cases, the teacher simply did not return the questionnaire even after reminders.

Table 2: Survey Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned completed</td>
<td>8876</td>
<td>70%</td>
</tr>
<tr>
<td>Refusal</td>
<td>472</td>
<td>4%</td>
</tr>
<tr>
<td>Non-contact with teacher/school</td>
<td>24</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Questionnaire not returned</td>
<td>3288</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12655</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Type of Questionnaire returned

There were 4 versions of the questionnaire, one for each country. Additionally the Welsh questionnaire was offered in both English and Welsh language versions. The key differences between the versions were additional questions to the English version on language of schooling. Reading in writing in another language.

Table 3: Questionnaires returned by Country and language

<table>
<thead>
<tr>
<th>Country</th>
<th>Language</th>
<th>Issued</th>
<th>Returned</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>English</td>
<td>8094</td>
<td>5627</td>
<td>70%</td>
</tr>
<tr>
<td>Wales</td>
<td>English</td>
<td>1812</td>
<td>1052</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Welsh</td>
<td></td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>English</td>
<td>1443</td>
<td>1100</td>
<td>76%</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>English</td>
<td>1306</td>
<td>951</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>13367</strong></td>
<td><strong>8876</strong></td>
<td><strong>70%</strong></td>
</tr>
</tbody>
</table>
Questionnaires returned by institutions, school and teacher

*Table 4: Number of Local Education Authorities / Boards with completed questionnaires, by country*

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>156</td>
</tr>
<tr>
<td>Wales</td>
<td>45</td>
</tr>
<tr>
<td>Scotland</td>
<td>33</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
</tr>
</tbody>
</table>

*Table 5: Number of schools with completed questionnaires, by country*

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>2739</td>
</tr>
<tr>
<td>Wales</td>
<td>433</td>
</tr>
<tr>
<td>Scotland</td>
<td>473</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>346</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3991</strong></td>
</tr>
</tbody>
</table>

*Table 6: Number of teachers with completed questionnaires, by country*

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>3519</td>
</tr>
<tr>
<td>Wales</td>
<td>641</td>
</tr>
<tr>
<td>Scotland</td>
<td>683</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>521</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5364</strong></td>
</tr>
</tbody>
</table>
4. Topics Covered in Questionnaire

The questionnaire covered:

1. Study Child’s Abilities
   a. Questions relating to the core curriculum areas
      i. Speaking
      ii. Reading
      iii. Writing
      iv. Science
      v. Maths & numeracy
      vi. Physical Education
      vii. Information and Communication Technology
      viii. Expressive and Creative Arts
2. Study Child’s Behaviour
   a. The Teacher Strengths and Difficulties Questionnaire
3. Study Child Profile
   a. Length of time in class
   b. Support for health, behavioural or disability
   c. SEN
   d. Specific problems
4. Study Child’s Parents
   a. Teacher rating of parental involvement and attitude toward child
5. Class Groupings
   a. Streaming, setting, ability grouping
6. About you (The Teacher)
   a. Gender
   b. Teaching experience and qualifications
7. Study Child’s Class
   a. Size of class
   b. Mixed or single year groups
   c. Number of children with SEN, exclusions
   d. Disruption in class
   e. Noise outside class
   f. Time spent on literacy and numeracy
   g. Support within class from others

The full versions of the questionnaires used are available with the deposited data downloadable from the Data Archive and also the CLS website at www.cls.ac.uk/mcs
5. Variables Available on the Dataset

The dataset contains 8876 cases, one row per cohort member.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCSID</td>
<td>MCS Research Serial Number</td>
</tr>
<tr>
<td>DCCNUM00</td>
<td>S4 TS CM Number</td>
</tr>
<tr>
<td>DVERSION</td>
<td>S4 TS Version of Questionnaire Used</td>
</tr>
</tbody>
</table>

### Study Child’s Abilities

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2100</td>
<td>S4 TS Please state in which language the child is educated</td>
</tr>
<tr>
<td>DQ2101</td>
<td>S4 TS Text present or not?</td>
</tr>
<tr>
<td>DQ2160</td>
<td>S4 TS Speaking and listening (in English)</td>
</tr>
<tr>
<td>DQ2161</td>
<td>S4 TS Speaking and listening in Welsh/Gaelic/Irish</td>
</tr>
<tr>
<td>DQ2162</td>
<td>S4 TS Reading (in English)</td>
</tr>
<tr>
<td>DQ2163</td>
<td>S4 TS Reading in Welsh/Gaelic/Irish</td>
</tr>
<tr>
<td>DQ2164</td>
<td>S4 TS Writing (in English)</td>
</tr>
<tr>
<td>DQ2165</td>
<td>S4 TS Writing in Welsh/Gaelic/Irish</td>
</tr>
<tr>
<td>DQ2166</td>
<td>S4 TS Science</td>
</tr>
<tr>
<td>DQ2167</td>
<td>S4 TS Maths and numeracy</td>
</tr>
<tr>
<td>DQ2168</td>
<td>S4 TS Physical Education (PE)</td>
</tr>
<tr>
<td>DQ2169</td>
<td>S4 TS Information and Communication Technology (ICT)</td>
</tr>
<tr>
<td>DQ2170</td>
<td>S4 TS Expressive and Creative Arts (e.g. art &amp; design, music)</td>
</tr>
</tbody>
</table>

### Study Child’s Behaviour

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2171</td>
<td>S4 TS Is considerate of other peoples feelings</td>
</tr>
<tr>
<td>DQ2172</td>
<td>S4 TS Is restless, overactive, cannot stay still for long</td>
</tr>
<tr>
<td>DQ2173</td>
<td>S4 TS Often complains of headaches, stomach aches or sickness</td>
</tr>
<tr>
<td>DQ2174</td>
<td>S4 TS Shares readily with other children (treats, toys)</td>
</tr>
<tr>
<td>DQ2175</td>
<td>S4 TS Often has temper tantrums or hot tempers</td>
</tr>
<tr>
<td>DQ2176</td>
<td>S4 TS Is rather solitary, tends to play alone</td>
</tr>
<tr>
<td>DQ2177</td>
<td>S4 TS Is generally obedient, usually does what adults require</td>
</tr>
<tr>
<td>DQ2178</td>
<td>S4 TS Has many worries often seems worried</td>
</tr>
<tr>
<td>DQ2179</td>
<td>S4 TS Is helpful when someone is hurt, upset or feeling ill</td>
</tr>
<tr>
<td>Question</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DQ2180</td>
<td>S4 TS Constantly fidgets or squirms</td>
</tr>
<tr>
<td>DQ2181</td>
<td>S4 TS Has at least one good friend</td>
</tr>
<tr>
<td>DQ2182</td>
<td>S4 TS Often fights with other children or bullies them</td>
</tr>
<tr>
<td>DQ2183</td>
<td>S4 TS Is often unhappy, down-hearted or tearful</td>
</tr>
<tr>
<td>DQ2184</td>
<td>S4 TS Is generally liked by other children</td>
</tr>
<tr>
<td>DQ2185</td>
<td>S4 TS Is easily distracted, concentration wanders</td>
</tr>
<tr>
<td>DQ2186</td>
<td>S4 TS Is nervous or clingy in new situations, easily lose</td>
</tr>
<tr>
<td>DQ2187</td>
<td>S4 TS Is kind to younger children</td>
</tr>
<tr>
<td>DQ2188</td>
<td>S4 TS Often lies or cheats</td>
</tr>
<tr>
<td>DQ2189</td>
<td>S4 TS Is picked on or bullied by other children</td>
</tr>
<tr>
<td>DQ2190</td>
<td>S4 TS Often volunteers to help others (parents, teachers, other children)</td>
</tr>
<tr>
<td>DQ2191</td>
<td>S4 TS Thinks things out before acting</td>
</tr>
<tr>
<td>DQ2192</td>
<td>S4 TS Steals from home, school or elsewhere</td>
</tr>
<tr>
<td>DQ2193</td>
<td>S4 TS Gets on better with adults than with other children</td>
</tr>
<tr>
<td>DQ2194</td>
<td>S4 TS Has many fears, is easily scared</td>
</tr>
<tr>
<td>DQ2195</td>
<td>S4 TS Sees tasks through to the end, good attention span</td>
</tr>
<tr>
<td>DQ2196</td>
<td>S4 TS Do you have any other comments or concerns?</td>
</tr>
<tr>
<td>DQ2197</td>
<td>S4 TS Text present or not?</td>
</tr>
<tr>
<td>DQ2198</td>
<td>S4 TS Child has difficulties in emotions, concentration,</td>
</tr>
<tr>
<td>DQ2199</td>
<td>S4 TS How long have these difficulties been present?</td>
</tr>
<tr>
<td>DQ2200</td>
<td>S4 TS Do these difficulties upset or distress the child</td>
</tr>
<tr>
<td>DQ2201</td>
<td>S4 TS Difficulties interfere with the child's peer relationships</td>
</tr>
<tr>
<td>DQ2202</td>
<td>S4 TS Difficulties interfere with the child's classroom learning</td>
</tr>
<tr>
<td>DQ2203</td>
<td>S4 TS Difficulties put a burden on you or the class as a whole</td>
</tr>
</tbody>
</table>

**Study Child Profile**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2204</td>
<td>S4 TS How long has the study child been in your class (months)</td>
</tr>
<tr>
<td>DQ2206A</td>
<td>S4 TS Been suspended or excluded from school in this school</td>
</tr>
<tr>
<td>DQ2207</td>
<td>S4 TS How many times has this happened?</td>
</tr>
<tr>
<td>DQ2210</td>
<td>S4 TS Does he/she receive English or Welsh/Gaelic/Irish additional support</td>
</tr>
<tr>
<td>DQ2211</td>
<td>S4 TS Does the child get any help at school due to a health problem</td>
</tr>
<tr>
<td>DQ221101</td>
<td>S4 TS No support</td>
</tr>
<tr>
<td>DQ221102</td>
<td>S4 TS Individual support in class from teacher / assistant</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>DQ221103</td>
<td>S4 TS Individual support in class from a family member</td>
</tr>
<tr>
<td>DQ221104</td>
<td>S4 TS Special classes</td>
</tr>
<tr>
<td>DQ221105</td>
<td>S4 TS Adaptations have been made to physical environment</td>
</tr>
<tr>
<td>DQ221106</td>
<td>S4 TS Equipment has been provided</td>
</tr>
<tr>
<td>DQ221107</td>
<td>S4 TS Attends a special school</td>
</tr>
<tr>
<td>DQ221108</td>
<td>S4 TS Other (please describe)</td>
</tr>
<tr>
<td>DQ2227</td>
<td>S4 TS Text present or not?</td>
</tr>
<tr>
<td>DQ2328</td>
<td>S4 TS Has this child EVER been recognised as having Special Ed. Needs</td>
</tr>
<tr>
<td>DQ2329</td>
<td>S4 TS Does this child have a full statement of SEN</td>
</tr>
<tr>
<td>DQ2330</td>
<td>S4 TS Dyslexia</td>
</tr>
<tr>
<td>DQ2331</td>
<td>S4 TS Learning difficulties (including dyspraxia / dyscalculia)</td>
</tr>
<tr>
<td>DQ2332</td>
<td>S4 TS Attention Deficit and Hyperactivity Disorder (ADHD)</td>
</tr>
<tr>
<td>DQ2333</td>
<td>S4 TS Autism, Aspergers syndrome or autistic spectrum disorder</td>
</tr>
<tr>
<td>DQ2334</td>
<td>S4 TS Behavioural problems / hyperactivity</td>
</tr>
<tr>
<td>DQ2335</td>
<td>S4 TS Other difficulties with reading, writing, spelling</td>
</tr>
<tr>
<td>DQ2336</td>
<td>S4 TS Problem with speech or language</td>
</tr>
<tr>
<td>DQ2337</td>
<td>S4 TS Problem with sight</td>
</tr>
<tr>
<td>DQ2338</td>
<td>S4 TS Problem with hearing</td>
</tr>
<tr>
<td>DQ2339</td>
<td>S4 TS Other physical disability</td>
</tr>
<tr>
<td>DQ2340</td>
<td>S4 TS Mental illness / depression</td>
</tr>
<tr>
<td>DQ2341</td>
<td>S4 TS More able / highly able / talented / gifted / high IQ</td>
</tr>
<tr>
<td>DQ2342</td>
<td>S4 TS English as an additional language</td>
</tr>
<tr>
<td>DQ2343</td>
<td>S4 TS Young carer or a sibling of a disabled child</td>
</tr>
<tr>
<td>DQ2344</td>
<td>S4 TS Bullying</td>
</tr>
<tr>
<td>DQ2345</td>
<td>S4 TS Bereavement</td>
</tr>
<tr>
<td>DQ2346</td>
<td>S4 TS Others (please describe)</td>
</tr>
<tr>
<td>DQ2347</td>
<td>S4 TS Text present or not?</td>
</tr>
</tbody>
</table>

**Study Child's Parents**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2450</td>
<td>S4 TS Mother appears to be...</td>
</tr>
<tr>
<td>DQ2451</td>
<td>S4 TS Father appears to be...</td>
</tr>
<tr>
<td>DQ2452</td>
<td>S4 TS Mothers attitude towards child</td>
</tr>
<tr>
<td>DQ2453</td>
<td>S4 TS Fathers attitude towards child</td>
</tr>
</tbody>
</table>
### Class Groupings

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2454</td>
<td>S4 TS In this childs year, is there streaming?</td>
</tr>
<tr>
<td>DQ2455</td>
<td>S4 TS How many streams are there in this childs year?</td>
</tr>
<tr>
<td>DQ2457</td>
<td>S4 TS Which stream is this child in?</td>
</tr>
<tr>
<td>DQ2458</td>
<td>S4 TS In this childs year are there sets for literacy?</td>
</tr>
<tr>
<td>DQ2459</td>
<td>S4 TS How many sets are there in this childs year for literacy</td>
</tr>
<tr>
<td>DQ2461</td>
<td>S4 TS Which set is this child in for literacy?</td>
</tr>
<tr>
<td>DQ2462</td>
<td>S4 TS In this childs year are there sets for maths?</td>
</tr>
<tr>
<td>DQ2463</td>
<td>S4 TS How many sets are there in this childs year for maths</td>
</tr>
<tr>
<td>DQ2465</td>
<td>S4 TS Which set is this child in for maths?</td>
</tr>
<tr>
<td>DQ2466</td>
<td>S4 TS In this childs class, is there within-class ability grouping</td>
</tr>
<tr>
<td>DQ2467</td>
<td>S4 TS How many within-class ability groups are there?</td>
</tr>
<tr>
<td>DQ2469</td>
<td>S4 TS Which group is this child in?</td>
</tr>
<tr>
<td>DQ2470</td>
<td>S4 TS In this childs class are there within-class subject groups (literacy)</td>
</tr>
<tr>
<td>DQ2471</td>
<td>S4 TS How many within-class subject groups are there for literacy</td>
</tr>
<tr>
<td>DQ2473</td>
<td>S4 TS Which group is this child in for literacy?</td>
</tr>
<tr>
<td>DQ2474</td>
<td>S4 TS In this childs class, are there within-class subject groups (maths)</td>
</tr>
<tr>
<td>DQ2475</td>
<td>S4 TS How many within-class subject groups are there for maths</td>
</tr>
<tr>
<td>DQ2477</td>
<td>S4 TS Which group is this child in for maths?</td>
</tr>
</tbody>
</table>

### About you (The Teacher)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2478</td>
<td>S4 TS Already filled out a form for another child in the same class</td>
</tr>
<tr>
<td>DQ2479</td>
<td>S4 TS Are you male or female?</td>
</tr>
<tr>
<td>DQ2480</td>
<td>S4 TS Are you the study childs...</td>
</tr>
<tr>
<td>DQ2481</td>
<td>S4 TS How long have you taught altogether (years)?</td>
</tr>
<tr>
<td>DQ2483</td>
<td>S4 TS Year in which you completed your teaching qualification</td>
</tr>
<tr>
<td>DQ2487</td>
<td>S4 TS How many years have you taught at this school?</td>
</tr>
<tr>
<td>DQ2489</td>
<td>S4 TS Which of the qualifications listed below do you have</td>
</tr>
<tr>
<td>DQ248901</td>
<td>S4 TS Higher degree mainly by research (e.g. PhD, DPhil)</td>
</tr>
<tr>
<td>DQ248902</td>
<td>S4 TS Higher degree mainly by taught course (e.g. MA, MSc)</td>
</tr>
<tr>
<td>DQ248903</td>
<td>S4 TS Postgraduate Certificate in Education (PGCE)</td>
</tr>
<tr>
<td>DQ248904</td>
<td>S4 TS Other postgraduate diploma or certificate</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>DQ248905</td>
<td>S4 TS Batchelor of Education (BEd)</td>
</tr>
<tr>
<td>DQ248906</td>
<td>S4 TS Other first degree (e.g. BA,BSc)</td>
</tr>
<tr>
<td>DQ248907</td>
<td>S4 TS Teaching diploma or certificate</td>
</tr>
<tr>
<td>DQ248908</td>
<td>S4 TS Professional qualification (e.g. accountancy)</td>
</tr>
<tr>
<td>DQ248909</td>
<td>S4 TS None of these</td>
</tr>
<tr>
<td>DQ248910</td>
<td>S4 TS Do not wish to answer</td>
</tr>
</tbody>
</table>

**Study Child's Class**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ2511</td>
<td>S4 TS How many children are there on the study childs class</td>
</tr>
<tr>
<td>DQ2513</td>
<td>S4 TS Does the study childs class contain mixed year group</td>
</tr>
<tr>
<td>DQ2514</td>
<td>S4 TS How many children in reception year / Primary 1</td>
</tr>
<tr>
<td>DQ2516</td>
<td>S4 TS How many children in year 1 / Primary 2</td>
</tr>
<tr>
<td>DQ2518</td>
<td>S4 TS How many children in year 2 / Primary 3</td>
</tr>
<tr>
<td>DQ2520</td>
<td>S4 TS How many children in year 3 / Primary 4</td>
</tr>
<tr>
<td>DQ2522</td>
<td>S4 TS How many children in year 4 / Primary 5</td>
</tr>
<tr>
<td>DQ2524</td>
<td>S4 TS How many classes are there in the study childs year</td>
</tr>
<tr>
<td>DQ2526</td>
<td>S4 TS How many children in the study childs class have SEN statements</td>
</tr>
<tr>
<td>DQ2528</td>
<td>S4 TS How many children in the study childs class have been excluded</td>
</tr>
<tr>
<td>DQ2530</td>
<td>S4 TS How many children childs class where English is addtnal lang.</td>
</tr>
<tr>
<td>DQ2532</td>
<td>S4 TS Any children whose behaviour in class prevents others learning</td>
</tr>
<tr>
<td>DQ2533</td>
<td>S4 TS Which of the phrases below best describes the noise outside classroom</td>
</tr>
<tr>
<td>DQ2534</td>
<td>S4 TS How many days in this term has supply cover been used</td>
</tr>
<tr>
<td>DQ2551</td>
<td>S4 TS How many hours a week spent teaching literacy or language</td>
</tr>
<tr>
<td>DQ2553</td>
<td>S4 TS How many hours a week spent teaching maths and numeracy</td>
</tr>
<tr>
<td>DQ2555</td>
<td>S4 TS How many hours a week spent teaching PE?</td>
</tr>
<tr>
<td>DQ2557</td>
<td>S4 TS % of lesson time spent on literacy or language - whole class</td>
</tr>
<tr>
<td>DQ2560</td>
<td>S4 TS % of lesson time spent on literacy or language - in groups</td>
</tr>
<tr>
<td>DQ2563</td>
<td>S4 TS % of lesson time spent on literacy or language - individually</td>
</tr>
<tr>
<td>DQ2566</td>
<td>S4 TS % of lesson time spent on maths or numeracy - whole class</td>
</tr>
<tr>
<td>DQ2569</td>
<td>S4 TS % of lesson time spent on maths or numeracy - in groups</td>
</tr>
<tr>
<td>DQ2572</td>
<td>S4 TS % of lesson time spent on maths or numeracy - individually</td>
</tr>
<tr>
<td>DQ2575</td>
<td>S4 TS How long expected to spend on homework in an average</td>
</tr>
</tbody>
</table>
This term did the study child’s class get regular support from:

- Another teacher (specialist)
- Special needs teacher
- Teaching/classroom assistant
- Student teacher
- Volunteer
- Parents
- Any other (please specify)

Are you the teacher named on front of questionnaire?

### School and Teacher Identifiers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTSERIAL</td>
<td>S4 TS DV: Teacher Serial Number (anonymised)</td>
</tr>
<tr>
<td>DASCHOOL</td>
<td>S4 TS DV: School ID (anonymised)</td>
</tr>
<tr>
<td>DALEANO</td>
<td>S4 TS DV: Local Education Authority / Board (anonymised)</td>
</tr>
</tbody>
</table>
Derived Variables

a. Setting and Streaming

The following derived variables were derived by Samantha Parson at CLS to summarise the data collected on setting and streaming.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREAM</td>
<td>S4 TS DV: If streamed at school and which stream</td>
</tr>
<tr>
<td>STREAMG</td>
<td>S4 TS DV: If streamed at school and which stream (Grouped)</td>
</tr>
<tr>
<td>LITSET</td>
<td>S4 TS DV: Set for Literacy</td>
</tr>
<tr>
<td>NUMSET</td>
<td>S4 TS DV: Set for Maths</td>
</tr>
<tr>
<td>LITSETG</td>
<td>S4 TS DV: Set for Literacy (Grouped)</td>
</tr>
<tr>
<td>NUMSETG</td>
<td>S4 TS DV: Set for Math (Grouped)</td>
</tr>
<tr>
<td>LITMATH</td>
<td>S4 TS DV: Setting summary</td>
</tr>
<tr>
<td>WICAG</td>
<td>S4 TS DV: Within-class ability grouping</td>
</tr>
<tr>
<td>WICAGL</td>
<td>S4 TS DV: Within-class ability grouping (Literacy)</td>
</tr>
<tr>
<td>WICAGN</td>
<td>S4 TS DV: Within-class ability grouping (Numeracy)</td>
</tr>
<tr>
<td>STRNUM</td>
<td>S4 TS DV: Relationship between streaming and numeracy setting</td>
</tr>
<tr>
<td>STRLIT</td>
<td>S4 TS DV: Relationship between streaming and literacy setting</td>
</tr>
<tr>
<td>STRNUMG</td>
<td>S4 TS DV: Relationship between streaming and numeracy setting (grouped)</td>
</tr>
<tr>
<td>STRLITG</td>
<td>S4 TS DV: Relationship between streaming and literacy setting (grouped)</td>
</tr>
<tr>
<td>M4STSC2</td>
<td>S4 TS DV: Which school year cm in?</td>
</tr>
<tr>
<td>SEASON</td>
<td>S4 TS DV: Season born in</td>
</tr>
<tr>
<td>SEASONG</td>
<td>S4 TS DV: season born in (Grouped)</td>
</tr>
</tbody>
</table>
b. **Strengths and Difficulties**

The variables DQ2171 to DQ2195 form the 25 point SDQ scale. These were coded into the following derived variables using the method defined at http://www.sdqinfo.org/c1.html for the teacher assessment. This complements the SDQ parental / carer measures taken at the MCS4 Interview.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMOT00</td>
<td>S4 TS DV SDQ Emotional Symptoms; Using items: DQ2173, DQ2178, DQ2183, DQ2186, DQ2194</td>
</tr>
<tr>
<td>DCOND00</td>
<td>S4 TS DV SDQ Conduct Problems; Using items: Q2175, DQ2177, DQ2182, DQ2188, DQ2192</td>
</tr>
<tr>
<td>DHYPE00</td>
<td>S4 TS DV SDQ Hyperactivity/Inattention Using items: DQ2172, DQ2180, DQ2185, DQ2191, DQ2195</td>
</tr>
<tr>
<td>DPEER00</td>
<td>S4 TS DV SDQ Peer Problems Using items: DQ2176, DQ2181, DQ2184, DQ2189, DQ2193</td>
</tr>
<tr>
<td>DPROS00</td>
<td>S4 TS DV SDQ Prosocial. Using items: DQ2171, DQ2174, DQ2179, DQ2187, DQ2190</td>
</tr>
<tr>
<td>DEBDT00</td>
<td>S4 TS DV SDQ Total Difficulties</td>
</tr>
<tr>
<td>DIMPA00</td>
<td>S4 TS DV SDQ Impact</td>
</tr>
<tr>
<td>DEBDI00</td>
<td>S4 TS DV SDQ CM has Difficulties in one or more areas</td>
</tr>
</tbody>
</table>