Appendix A


Child of the New Century
Age 7 Survey
Consent form
COHORT CHILD
INFORMATION FROM OTHER SOURCES

Name of child (print) ........................................................................................................................................

Name of parent (print) ......................................................................................................................................

PART A: Teacher survey

I give my consent for my child’s class teacher to be asked to complete a questionnaire about my child’s
progress in school.

Please place a tick in one of the boxes to indicate whether or not you give consent. Yes No

Name of class teacher (print) ............................................................................................................................

Parental confirmation
I have read or heard the information leaflet about information from other sources and have had the
opportunity to ask questions. I understand that the information will be obtained directly from the teacher and
that they are under no obligation to complete the questionnaire. I understand that the information obtained
will be treated in strict confidence in accordance with the Data Protection Act and used for research
purposes only.

Signed by parent ................................................................................................................................. Date ........

PART B: Health and education records

Parental permission to release information from health records
I give my permission for information from routine health records (as detailed in the leaflet about information
from other sources), from birth to age 14 years for my child named above, to be released to the Child of the
New Century study.

Please place a tick in one of the boxes to indicate whether or not you give permission. Yes No

Parental permission to release information from education records
I give my permission for information from routine education records (as detailed in the leaflet about
information from other sources), from the start of compulsory schooling to age 16 years for my child named
above, to be released to the Child of the New Century study.

Please place a tick in one of the boxes to indicate whether or not you give permission. Yes No

Parental confirmation
I have read or heard the information leaflet about information from other sources and have had the
opportunity to ask questions. I understand that the information released will be treated in strict confidence in
accordance with the Data Protection Act and used for research purposes only. I understand that this consent
will remain valid until the ages specified above unless revoked by me in writing and that I may withdraw my
consent at any time by contacting the Child of the New Century in writing to the address below, without
giving any reasons.

Centre for Longitudinal Studies on FREEPHONE 0800 092 1250 or write to Child of the New Century,
Institute of Education, University of London, FREEPOST LON20095, London WC1H 0BR.

Signed by parent ................................................................................................................................. Date ........

Interviewer confirmation
I confirm that I have explained the nature of the proposed studies to the person named above and left a copy
of the information leaflet named above and this form with them for future reference.

Name of Interviewer (print) ...........................................................................................................................

Signed by Interviewer ............................................................................................................................ Date ........

RETURN WHITE & PINK COPIES TO OFFICE, BOTTOM COPY FOR PARTICIPANT

Interviewer use only:

Consent 3

Serial no: CHK Parent Person no: Interviewer number Interviewer point

**Appendix A**

Plentyn y Ganrif Newydd  
Arolwg 7 Oed  
Ffurfen gydysniad  
PLENTYN CARFAN  
GWBODAETH O FFYNONELLAU ERAWIL

*Enw'r plentyn (priflythrennau)*  
*Enw'r rhiant (priflythrennau)*

**RHAN A: Arolwg athrawon**

Rhof fy nghydysniaid i athro dosbarth fy mhlientyn gael ei olyn i lenwi holladur am gynnydydd fy mhlientyn yn yr ysgol.

Tîwch un o'r blychau i ddangos p'un a gydsenwch neu beidio.  

*Geiriau o fras tu beth ydydd yn y ddwy blychau ddangos.*  

**Caddarnhadaeth y rhiant**

Rwyt wedi darllen neu wedi clywed y daflen wybodaeth yng Nghymraeg o ffononellau eraill a chefnais gyfle i ofyn cwestiynau. Deallaf y ceir yr wybodaeth yr unig nywydol iawn o dan yr enw y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur. Deallaf y caiff pobl gwybodaeth a sicheir ei thyn i gyd gyfle i gyfer y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur.

**Lliwodwyd gan y rhiant**  
*Geiriau o fras tu beth ydydd yn y ddaeth o'r cwestiynau marw a'r ddau ydydd.*

**RHAN B: Cofnodion iechyd ac addysgol**

**Caniatâd y rhiant i ryddhau gywodaeth o gwasanaethau addysgol**

Rhof fy nghydysniaid i wybodaeth o gwasanaethau addysgol i ffermion y enwodd a chwilio am godiadd gyfle i ofyn cwestiynau. Deallaf y bydd y daflen wybodaeth yng Nghymraeg o ffononellau eraill, o'i chwechudd a chiaf i olynnu i gyd gyfle i gyfer y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur. Deallaf y bydd y daflen wybodaeth yng Nghymraeg o ffononellau eraill, o'i chwechudd a chiaf i olynnu i gyd gyfle i gyfer y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur.

Tîwch un o'r blychau i ddangos p'un a gydsenwch neu beidio.

**Caddarnhadaeth y rhiant**

Rwyt wedi darllen neu wedi clywed y daflen wybodaeth yng Nghymraeg o ffononellau eraill, o'i chwechudd a chiaf i olynnu i gyd gyfle i gyfer y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur. Deallaf y bydd y daflen wybodaeth yng Nghymraeg o ffononellau eraill, o'i chwechudd a chiaf i olynnu i gyd gyfle i gyfer y ddau rhywun o dan unrhyw regedigaeth i wthrau holladur.

**Lliwodwyd gan y rhiant**  
*Geiriau o fras tu beth ydydd yn y ddaeth o'r cofnodion marw a'r ddau ydydd.*

**Caddarnhadaeth y cyfwelydd**

Caddarnhaf fy mod wedi egluro natur yr astudiaethau aseyfedig i'r sawl a enwodd ar y ffurfion hon a'm bod wedi gadala'i copi o'r daflen wybodaeth uchod a'r ffurfion hon yn eu dwyo er mwyn cyferfio atynyn yn y dysfodol.

**Enw'r cyfwelydd (priflythrennau)**  

**Lliwodwyd gan y cyfwelydd**

(See table for consent form details)
Appendix A

A2. Teacher Survey leaflet

Why is Child of the New Century so important?
We are asking for your time in a good cause. It is only by getting this kind of information now and following the children as they grow into adulthood that we can learn about the long-term development of the generation of children in the context of diverse family backgrounds and varying experiences of education. The first cohort studies that preceded the Child of the New Century – people born in 1946, 1958 and 1970 – have yielded a wealth of information relevant to educational and social policy, such as the impact of selective schooling on social mobility. The Child of the New Century is intended to update and extend such research, and will, for example be able to link early years experience and progress at school, making comparisons between children of different family backgrounds and indeed in different countries of the UK.

Who is carrying out the study?
The study is run by the Centre for Longitudinal Studies (CLS), which is part of the Institute of Education (IoE) at the University of London. IoE is a world-class centre for teacher training and education-related areas of social research. The Age 7 Survey is being carried out on our behalf by the National Centre for Social Research (NatCen), an independent research organisation that is an expert in this area.

Child of the New Century is funded by ESRC (the national Economic and Social Research Council) and several government departments, including those with responsibility for education, in all countries of the UK.

How can I find out more about the study?
If you have any questions about the Age 7 Survey, please contact the study team at NatCen on 020 7163 6565, or write to: Child of the New Century, National Centre for Social Research, FREEPOST CL699, CM14 4ZP. You can also email us at children@natcen.ac.uk

More information about the study in general including publications and results from previous surveys can be found on the website for parents (www.clmico.net) and the CLS website (www.cls.ioe.ac.uk). The families are sent leaflets with results from the study every year. These leaflets are available on the parents' website. Summaries of the results from the Age 7 Survey, including results from information collected from teachers, will appear on these websites in the future.

Thank you again for your help

What do we want you to do?
We would like you to ask a child in your household to fill in the questionnaire that was sent with this leaflet and return it to us in the Freepost envelope provided. It is completely up to you whether or not to complete the questionnaire. If you do decide to fill it in, it should take about 15-20 minutes and there are instructions at the front of the questionnaire about how to do this.

The questionnaire gathers information about the study child’s abilities, their behavior at school and any special educational needs / additional support or learning needs they might have. There are also questions about class groupings, the other children in the study child’s class, about you, and about the child’s parents.

Why do we want to involve teachers in the study?
We want to involve teachers in the study in order to get more detailed information about the child’s schooling and to get teachers' perspectives on the child’s educational development. The information you provide about yourself and the study child’s class and class groupings in the school will enable us to investigate how the characteristics of peer group and teachers are related to children’s educational development.

We also want to be able to relate teachers’ perspectives on children’s educational development to information the study gathers from the family, such as the child’s performance on cognitive assessments, their views about school and the views of their parents. In time we will be able to see how the information from teachers relates to children’s educational attainment and outcomes in later life.

When are we collecting information from teachers?
We are collecting information from teachers in the summer and autumn term of 2008 and again, in Scotland and Northern Ireland only, in the spring term of 2009. This is to collect information from teachers a few months after the family is interviewed. The family will be interviewed during the third year of compulsory schooling (year 3 in England and Wales and primary 3 in Scotland and Northern Ireland).

In England and Wales the children in the study are all in year 2 during the school year 2007/08 and their families will be interviewed in Spring and Summer 2008. In Scotland and Northern Ireland the children in the study are split across two school years and will be in primary 3 in either the school year 2007/08 or 2008/09. Their families will be interviewed in Spring and Summer 2009 if they are in primary 3 in 2007/08 and in Autumn 2008 if they are in primary 3 in 2008/09.

This information is summarised in the table below:

<table>
<thead>
<tr>
<th>Country</th>
<th>Family Interviewed</th>
<th>Information from Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>England, Wales, Scotland, and Northern Ireland</td>
<td>Spring 2008</td>
<td>Summer term 2008</td>
</tr>
<tr>
<td>Scotland and Northern Ireland only</td>
<td>Summer 2008</td>
<td>Autumn term 2008</td>
</tr>
<tr>
<td>Scotland and Northern Ireland only</td>
<td>Autumn 2008</td>
<td>Spring term 2009</td>
</tr>
</tbody>
</table>

What should you do if the child is no longer in your class or at your school?
We would still like you to complete the questionnaire as you taught the child during the school term in which the family were interviewed. The date that the family were interviewed is on the front of the questionnaire. If you don’t teach the child in this period or if you don’t feel you are the best person to answer the child, please pass the questionnaire to your Head Teacher. They have been sent a letter and asked about the study and were informed that they might need to find the most appropriate person to answer the questionnaire.

What should you do if there is more than one study child in your class?
All the children born over a year in certain areas were selected for the study, we know that some teachers may have more than one study child in their class. We would like you to complete a questionnaire for all of the study children in your class. However, there are some questions which only need to be completed once per teacher or per class so the questionnaire will not take as long to complete for the second and any subsequent children in your class.

What will happen to the information collected in the study?
Your answers will be treated in strict confidence in accordance with the Data Protection Act and will not be passed on to the child or their parents. The information you provide will be used key to build up a picture of life in the UK today.

The information collected by the study is made available to researchers and policy-makers in an anonymised form. The data from the first three rounds of the study is already being used by over 250 researchers worldwide to examine a range of important policy and research questions.
Appendix A

A3. Information from Other Sources leaflet

Children of the New Century
Age 7 Survey

Information from other sources

We would like to obtain some additional information about your study child from their teacher and about your family from records which are routinely collected by government departments or agencies and other public sector organisations.

This leaflet explains in detail what information we would like to collect, from which sources, who we would like to collect the information about and why we would like to do this. This is summarised in the table below.

<table>
<thead>
<tr>
<th>From whom</th>
<th>About what?</th>
<th>Information from</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Additional information on lifestyle or education</td>
<td></td>
<td>To give us a fuller picture of your child's development</td>
</tr>
<tr>
<td>Schools</td>
<td>Education tests by government organisations</td>
<td></td>
<td>To give us a fuller picture of your child's progress including school attendance</td>
</tr>
<tr>
<td>Health records held by the NHS</td>
<td>Information on all patients accessing health services through the NHS</td>
<td></td>
<td>To give us a fuller picture of health and wellbeing</td>
</tr>
<tr>
<td>Economic records held by the Department for Work and Pensions</td>
<td>Benefit receipt, participation in welfare programs may give rise to information on national insurance contributions, tax credits, and occupational pensions</td>
<td></td>
<td>To give us a fuller picture of your family's economic circumstances</td>
</tr>
</tbody>
</table>

We have obtained your written permission to approach your child's teacher and to obtain information from routine records. The interview will ask you for your permission for each of these sources separately. It is completely up to you which permissions you choose to give. You can withdraw your permission at any time in the future. Children do not have to continue the interview if they do not wish to. There will not affect your participation in the study.

All information obtained from these sources will be treated in strict confidence in accordance with the Data Protection Act and used for research purposes only. In order to access these routine records, we will provide a limited amount of information about your family to the holder of the records (e.g. full name, date of birth, address). This information will only be used for accessing the records. No additional information that you have provided in the Child of the New Century study will be disclosed to these sources for any other purpose.

Information from your child's school teacher

We would like to contact your child's class teacher to find out more about your child's education and behaviour at school.

We would like to ask your child's teacher to complete a questionnaire on various aspects of your child's education. The questionnaire covers some details about your child and their teacher, their teaching methods and class groupings and the other children in your child's class. There are some questions about your child's behaviour, abilities and any special educational needs/additional support needs and involvement with the school. This information will provide a fuller picture of your child's education.

It is entirely up to the teacher whether they complete the questionnaire, but we respect your written permission to approach them. The questionnaire will be sent to the school by post a few months after the interview. The interview will ask you for the teacher's full name and the name and address of the school. We will also write to the head teacher of the school to let them know that one of the teachers in your school has been asked to take part in this study.

The information that the teacher gives about your child will be treated in strict confidence in accordance with the Data Protection Act. This means that you will not be able to access the information they give about your child.

Information from routine records on education

We would like to collect information from routine records on education about your children's performance at school and the characteristics of pupils in your children's school. Throughout their compulsory education:

- The performance of pupils at school.
- We measure the results that test at age 11, when they do their national tests or the formal assessments that their teachers make about their performance in their final year at school. The exact information varies, but we mean things like Key Stage assessments and GCSEs in England, Wales and Northern Ireland and GCSEs and Standard Grades in Scotland.

We would like to get information from these routine medical and other health-related records about you, your partner and your child's brothers and sisters as well as your study child. This means we have a much more complete picture of health and
A3. Information from Other Sources leaflet: Welsh Translation

**Appendix A**

**Manylonia o ffononellau eraill**

Sydd yna hoffi hoffi rheifydd o wybodaeth hychrwyngedig am sicil y planerwyddo eraill tywyll yna, yno ystaddol, cynhaliad a brodor o ucheldeg eraill yn rhwydwaith esbys, hyd ymlaen.

Gweinidogiaeth o gofod widelyn ymgynhil a ngymharuadwy economegol

*Mewn Atena Comisiwn *a Phlentyn *Daeth (DWP) ym MLYN a gynllunyddwyd y wybodaeth*

*Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*

*Nodyn: Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*

*Nodyn: Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*

*Nodyn: Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*

*Nodyn: Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*

*Nodyn: Bydd y wybodaeth hon sydd o'i flaen yr hoffi iawn, mewn gwasanaethau a chyfarfodydd o ran egni, economegol a chyflyniad eraill, ac ar y tri gynnwys, bydd hynny’n gyfleu gan y wybodaeth ddaeth hon, heb ymlaen o dechrau a phwysleiddio hyd at yr ymgyrch. Bydd y rhifydd a gynllunyddwyd a hynny’n debyg iawn hefyd a chyfarfodydd o ran economegol.*
A4. Letter sent by CLS to the Directors of Education in Scotland

Centre for Longitudinal Studies
Director: Professor Heather Joshi OBE, FBA
Tel +44 (0)20 7612 6875
Fax +44 (0)20 7612 6980
Email cls@ioe.ac.uk

[Insert name]
[Insert Title]
[Insert Department]
[Address line one]
[Address line two]
[Address line three]
[Postcode]

[Date Month Year]

Dear,

Child of the New Century Age 7 Survey 2008

I am writing to request your help in seeking information from teachers for the latest follow-up of the Child of the New Century Survey (also known as the Millennium Cohort Study) an important national longitudinal study which is following the lives of nearly 19,000 children born in selected areas of the UK over 12 months in 2000-2001. The information gathered by the study on education, health, family, employment and so on is being used in an anonymised form by scientists and policy makers to understand and improve life in the UK. It is funded by the Economic and Social Research Council and governments departments. The Schools Directorate is one of several directorates within the Scottish Government who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study.

The first three sweeps of the Child of the New Century Survey were completed when the children were aged approximately 9 months, 3 years and 5 years. The fourth sweep, which is taking place now, is gathering information from these same children at age 7 when they are in Primary 3. Information is being gathered from their families and from the children themselves. In order to see the children when they are in Primary 3, the interviews with the families will be split over 2 school years (2007/8 and 2008/9) and take place in spring, summer and autumn 2008.

We are asking the class teacher of each child in the study to complete a short questionnaire in order to get more detailed information about the child’s schooling and to get teachers’ perspectives on their educational development. We will be contacting teachers in the summer and autumn terms of 2008 and the spring term of 2009.

We have been advised by the Schools Directorate of the Scottish Government that it is necessary for us to inform the Directors of Education in each Local Education Authority that we are carrying out this survey of teachers.

We will be only contacting teachers if they have a study child in their class and the child’s parent has given us written permission. We are also writing to Head Teachers to let them know that we will be contacting a teacher in their school. We will have obtained the teacher’s name and school address from the child’s parent or guardian.

As all the children born in a year in certain areas were selected for the study some teachers may have more than one study child in their class. We would like them to complete a questionnaire for each child but there are some questions that only need to be answered once per teacher or per class.

Centre for Longitudinal Studies
Following lives from birth and through the adult years
www.cls.ioe.ac.uk

CLS is an ESRC Resource Centre based at the Institute of Education, University of London
It is entirely up to the teacher whether or not to take part. If they agree to do so, the questionnaire will take 15-20 minutes to complete for each child and will be returned by post.

We are asking for the teacher's time in a good cause. The information we get from them will enable us to investigate how the characteristics of peer groups and teachers are related to children's educational development. We also want to be able to relate teachers' perspectives to information the study gathers from the family such as the child's performance on cognitive assessments, their own views about school and the views of their parents. In time we will be able to see how the information from teachers relates to children's educational attainment and outcomes in later life, in the context of their diverse family backgrounds and varying experiences of education.

The birth cohort studies that preceded the Child of the New Century – people born in 1946, 1958 and 1970 – have yielded a wealth of information relevant to educational and social policy, such as the impact of selective schooling on social mobility. The Child of the New Century is intended to update and extend such research, and will soon, for example be able to link early years experience and progress at school, making comparisons between children of different family backgrounds and in different countries of the UK.

You have my assurance that the answers will be treated in strict confidence in accordance with the Data Protection Act. The information the teacher provides will be used solely to build up a picture of life in the UK today, and will not be released in any way that enables any child, teacher or school to be identified. The information given by teachers will not be passed on to the child or their parents.

The study is run by the Centre for Longitudinal Studies (CLS), part of the Institute of Education (IoE) at the University of London. IoE is a world class centre for teacher training and education related areas of social research. This Age 7 Survey is being carried out on our behalf by the National Centre for Social Research (NatCen), an independent research organisation that is an expert in this field. You can find out more about the CLS and the study by visiting our website: www.cls.ioe.ac.uk.

If we have not heard from you within 3 weeks of receiving this letter, we will assume that you have no objection to us contacting teachers in your LEA. We appreciate that there are many demands on your teachers' time and we would like to thank your education authority for contributing to a major educational research resource. It is important that as many local authorities as possible take part to ensure that the data is nationally representative.

If you have any questions, or you would prefer us not to contact teachers in your area, please call Kate Smith (Tuesdays & Wednesdays) on 020 7612 6538 (email: k.smith@ioe.ac.uk) or Lisa Calderwood on 020 7911 5510 (email: l.calderwood@ioe.ac.uk). Alternatively you can leave a message with Denise Brown on 020 7612 6952 (email: d.brown@ioe.ac.uk).

Yours sincerely,

Professor Heather Joshi, OBE
Director, Millennium Cohort Study
A5. Teacher letter: England

Child of the New Century
Age 7 Survey

Name of child: <Child's Forename> <Child's Surname>

Dear <Title> <Teacher Forename> <Teacher Surname>,

I am writing to invite you to take part in the 'Child of the New Century'. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

A child that you teach now or have taught recently is part of this study. The family of the child named above has taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. They kindly gave us their written permission to invite you to take part in the study, as you were the child’s class teacher at the time they were interviewed. The family told us your name and the name and address of the school. We very much hope that you will agree to help us too so we can have a more complete picture of the child’s life.

We would like to ask you to fill in the questionnaire that is enclosed with this letter about the child named above and return it to us in the Freepost envelope provided. The questionnaire should take 15 – 20 minutes and it is completely up to you whether or not to complete it. The enclosed leaflet tells you more about the study and what is involved. If you have any questions or you would like further information, please call Freephone 0800 783 5890.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen), on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Department for Children, Schools and Families (DCSF) is one of several government departments who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The Star Chamber within the department which oversees data collection from schools has approved this part of the study.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to build up a picture of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified. The names of the children in the study, your name and the name of the school will only be known to researchers at NatCen and CLS.

TL-E
We appreciate that there are many demands on your time and we are very grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, CBE
Study Director
Appendix A

A5. Teacher letter: Wales

Child of the New Century
Age 7 Survey

Name of child: <Child's surname> <Child's surname>

Dear <Teacher's forename> <Teacher's surname>,

I am writing to invite you to take part in the ‘Child of the New Century’. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

A child that you teach now or have taught recently is part of this study. The family of the child named above has taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. They kindly gave us their written permission to invite you to take part in the study, as you were the child’s class teacher at the time they were interviewed. The family told us your name and the name and address of the school. We very much hope that you will agree to help us too so we can have a more complete picture of the child’s life.

We would like to ask you to fill in the questionnaire that is enclosed with this letter about the child named above and return it to us in the Freepost envelope provided. The questionnaire should take 15 – 20 minutes and it is completely up to you whether or not to complete it. We have provided the questionnaire in both English and Welsh: please use whichever version you prefer, and dispose of the other one. The enclosed leaflet tells you more about the study and what is involved. If you have any questions or you would like further information, please call Freephone 0800 783 5890.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen), on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) is one of several departments within the Welsh Assembly Government who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The School Workforce Advisory Panel (SWAP) has approved this part of the study.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to build up a picture of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified. The names of the children in the study, your name and the name of the school will only be known to researchers at NatCen and CLS.

TL-W
We appreciate that there are many demands on your time and we are very grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director

Note: This letter was translated into Welsh and mailed out with the Welsh translation as follows.
Appendix A

Plentyn y Ganrif Newydd
Arolwg 7 oed

Rwy’n ysgrifennu'r i'ch gwaith i gyfranogi ym ‘Plentyn y Ganrif Newydd’. Mae hon ym astudiaeth genedlaethol bwyso sy'n edrych ar sut mae'n teimlo i dyfu yn y DU yn yr 21fed ganrif trwy ddiylun dros 19,000 o blant a aned yn 2000/2001 dwyr y gydol eu bywydau.

Mae plentyn a ddysgwch heddiw neu a ddysgwyd gennych yn ddiweddar ym rhan o'r astudiaeth hon. Mae teulu'r plentyn uchod wedi cymryd rhan yn ngwynhynn ddiwydiant a'r astudiaeth pan oedd y plant yn 7 oed ac yn eu trydeddi fwydden o addysg orfodol. Cawsom eu caniastad ysgrifenedig oherwydd i'r gwaith i gyfranogi ym yr astudiaeth, gan mai ch leidio ddosbarth / athrawes ddosbarth y plentyn pan ganfod gyflymddiad. Y teulu roeddodd eich enw i ni ac enw a chyfleddi yr ysgol. Gobeithiwch ym fawr iawn y byddwch yn cytuno'n iawn i helpu hefyd fel y gallwn gael darllen mwy cyflymdd o fwydden y plentyn.

Hoffem o'r i chi ateb yr holiadur sy'n cael ei amgău gyda'r llythren hwn yng ngleidydd a chwyddodd i ni yn yr amien radboats a ddarparwyd. Dylai'r holiadur gynryd 15 - 20 munud ac a chydd i ddeall y dydd am ei ateb neu’u beidio. Rydym yn anfon holiadur Gymraeg a Sbaeneg: defnyddiwch y fersiwn sylwch orau gennych, a chael gwaredd ar y llall. Mae'r dafline amgaseigyd yn dweud mwy wrthych am yr astudiaeth a beth sodd dan sylw. Os byd gennych unrhyw gwestiwn, neu os hoffech gael rhagor o wybodaeth, cofiwch ffonio Rhadffon 0800 783 5890.

Canolfan Genedlaethol Ymchwil Cymdeithasol (NatCen) sy’n cynnal ‘Plentyn y Ganrif Newydd’, ar ran y Ganolfan Astudiaethau Hydrdel (CLS) ym y Sefydliaid Addysg (IoE). Mae IoE yn ganolfan ddil-ail ar gyfer hyfforddi athrawon a meysydd ymchwil gymdeithasol cysylltedig a adysg.

Mae'r Adrian Plant, Addysg, Dsgyd Gydol Oes a Sgiliau (APADGOS) yn un o amryw adnannau o fewn Llywodraeth Cynulliad Cymru sy'n cylido Plentyn y Ganrif Newydd. Mae'n wedy gofyn i ni dwdwch wrthych am eu cysylltiadau â'r astudiaeth a'u cefnogaeth iddi. Mae Panel Cynghori Gweithlu'r Ysgolion (SWAP) wedi cymeryddo rhai hon yr astudiaeth.

Bydd eich aethebyon yn cael eu tirin yn gwbl gydag frynychol yn unol â Deddf Diogelu Data. Bydd y wybodaeth a rododwch yn cael ei defnyddio’u unig i ffurfio darllen o fwydden yn y DU heddiw ac ni fydd yn cael ei rhyddhau mewn unrhyw fodd sy’n galluogi eich anadab chi, eich ysgol na’r plant yn yr astudiaeth. Dim ond ymchwilwr ym NatCen a CLS fydd yn gwybod enwaur’r plant yn yr astudiaeth, eichi enw chi ac enw’r ysgol.

Rydym yn deall fod llawer o alladaw ar eich amser ac rydim yn diolchgar iawn am eich cymorth gyda’r astudiaeth bwyso’n hir. Hoffem diolch i chi am gyfrannu at adnodd ymchwil addysgol o bwys.

Cofion gorau,

Heather Joshi, OBE
Gynharvydwyr yr Astudiaeth

TL-W
A5. Teacher letter: Scotland

Child of the New Century
Age 7 Survey

Name of child: <Child’s forename> <Child’s surname>

Dear <Title> <Teacher forename> <Teacher surname>,

I am writing to invite you to take part in the ‘Child of the New Century’. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

A child that you teach now or have taught recently is part of this study. The family of the child named above has taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. They kindly gave us their written permission to invite you to take part in the study, as you were the child’s class teacher at the time they were interviewed. The family told us your name and the name and address of the school. We very much hope that you will agree to help us too so we can have a more complete picture of the child’s life.

We would like to ask you to fill in the questionnaire that is enclosed with this letter about the child named above and return it to us in the Freepost envelope provided. The questionnaire should take 15 – 20 minutes and it is completely up to you whether or not to complete it. The enclosed leaflet tells you more about the study and what is involved. If you have any questions or you would like further information, please call Freephone 0800 783 5890.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen), on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Schools Directorate is one of several directorates within the Scottish Government who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The Director of Education within your Local Education Authority has approved this part of the study.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to build up a picture of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified. The names of the children in the study, your name and the name of the school will only be known to researchers at NatCen and CLS.
We appreciate that there are many demands on your time and we are very grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
Child of the New Century
Age 7 Survey

Name of child: <Child's forename> <Child's surname>

Dear <Title> <Teacher forename> <Teacher surname>,

I am writing to invite you to take part in the ‘Child of the New Century’. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

A child that you teach now or have taught recently is part of this study. The family of the child named above has taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. They kindly gave us their written permission to invite you to take part in the study, as you were the child’s class teacher at the time they were interviewed. The family told us your name and the name and address of the school. We very much hope that you will agree to help us too so we can have a more complete picture of the child’s life.

We would like to ask you to fill in the questionnaire that is enclosed with this letter about the child named above and return it to us in the Freepost envelope provided. The questionnaire should take 15 – 20 minutes and it is completely up to you whether or not to complete it. The enclosed leaflet tells you more about the study and what is involved. If you have any questions or you would like further information, please call Freephone 0800 783 5890.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen), on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Department of Education (DENI) is one of several departments within the Northern Ireland Executive who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to build up a picture of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified. The names of the children in the study, your name and the name of the school will only be known to researchers at NatCen and CLS.
We appreciate that there are many demands on your time and we are very grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
Appendix A

A6. Head teacher letter: England

Dear Head Teacher,

Child of the New Century
Age 7 Survey

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

I am writing to inform you that we are inviting the teacher(s) named above to take part in the 'Child of the New Century'. This is an important national study that is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

At least one child in your school is part of the study and their family have recently taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. The family nominated the teacher(s) named above to help the study develop a more complete picture of the child(ren), as he/she was teaching the child when the family were interviewed. They kindly gave us their written permission to invite the teacher and also told us the name and address of the school.

We have written to the teacher(s) named above asking them to complete a short questionnaire about each study child's education and behaviour at school, which will take about 15-20 minutes. It is completely up to them whether or not to fill in the questionnaire. We have also sent an information leaflet to your teacher(s) and this is enclosed for your information. If you have any questions or you would like further information, please call us on Freephone 0800 783 5830.

We have asked for the questionnaire to be passed to you if the named teacher is no longer at the school and their whereabouts is unknown, or if he/she does not feel that they are the best person to answer the questionnaire. If this happens we would ask you to pass the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Department for Children, Schools and Families (DCSF) is one of several government departments who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The Star Chamber within the department which oversees data collection from schools has approved this part of the study.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. They will not be released in any way that enables them, your school or the children in the study to be identified. The names of the children in the study, your teachers’ names and the name of the school
will only be known to researchers at NatCen and CLS. The information they provide will be used solely to build up a picture of life in the UK today.

We appreciate that there are many demands on your teachers’ time and we would like to thank your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
A6. Head teacher letter: Wales

The Head Teacher
<School name>
<Address 1>
<Address 2>
<Address 3>
<Address 4>
<Postcode>

Dear Head Teacher,

Child of the New Century
Age 7 Survey

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

I am writing to inform you that we are inviting the teacher(s) named above to take part in the ‘Child of the New Century’. This is an important national study that is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

At least one child in your school is part of the study and their family have recently taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. The family nominated the teacher(s) named above to help the study develop a more complete picture of the child(ren), as he/she was teaching the child when the family were interviewed. They kindly gave us their written permission to invite the teacher and also told us the name and address of the school.

We have written to the teacher(s) named above asking them to complete a short questionnaire in English or Welsh about each study child’s education and behaviour at school, which will take about 15-20 minutes. It is completely up to them whether or not to fill in the questionnaire. We have also sent an information leaflet to your teacher(s) and this is enclosed for your information. If you have any questions or you would like further information, please call us on Freephone 0800 783 5890.

We have asked for the questionnaire to be passed to you if the named teacher is no longer at the school and their whereabouts is unknown, or if he/she does not feel that they are the best person to answer the questionnaire. If this happens we would ask you to pass the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) is one of several departments within the Welsh Assembly Government who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The School Workforce Advisory Panel (SWAP) has approved this part of the study.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. They will not be released in any way that enables them, your school or the children in the study to be identified. The names of the children in the study, your teachers’ names and the name of the school

HT-W
will only be known to researchers at NatCen and CLS. The information they provide will be used solely to build up a picture of life in the UK today.

We appreciate that there are many demands on your teachers’ time and we would like to thank your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director

Note: This letter was translated into Welsh and mailed out with the Welsh translation as follows.
Appendix A

Plentyyn y Ganrif Newydd
Arolwg 7 oed

Anwyl Bennaeth,

Rwy’n ysgrifennu i’ch hysbysu ein bod yn gwahodd yr athro / athrawes / athrawon uchod i gyfrangy i’n ‘Plentyyn y Ganrif Newydd’. Astudiaeth genedlaethol bwysig yw hon sy’n edrych ar sut mae’n teimlo i dyfu yn y DU ym yr 21st ganrif hwy ddiłym dros 19,000 o blant a aned yn 2000/2001 drwy gydol eu bywydau.

Mae o leiaf un plentyn yn eich ysgrifennu yr rhan o’r astudiaeth ac mae teuluoddd pob un ohonynt wedi cymryd rhan yn diweddar yng nghyflymdd cofrestradau yr astudiaeth pan oedd y plant yn 7 oed ac yn eu tyrieddi fwydymo o addysg orfodol. Y teulu enwedig yw athro / athrawes / athrawon uchod i gynorthwi ni’r astudiaeth a ddatblygu darlun fwy cysylltaw o bob plentyn, trwy fod ym dysgu’r plentyn pan gyfweliwyd y teulu. Hwyl roddodd ganistad ysgrifennad canediog i ni wahodd yr athro / athrawes / athrawon a dweud eu hawdd ei chefyrestrad yr ysgrifennu wthwynt.

Rydym wedi ysgrifennu at yr athro / athrawes / athrawon uchod yn gostir iddynt ateb holladur byr Cymraeg neu Saesneg yng Nghymru addysg ac ymmaddgyddiaid pob plantyn sy’n rhan o’r astudiaeth yn yr ysgrifennu, fydd yr cymryd tua 15 - 20 munud. Hwyl eu hunain sydd i benderfynu a ydych am lenwr i holladur neu bethie, Rydym hefyd wedi anfon taffel wybodaeth at yr athrawon ac amgylchydd hon er gwybodaeth i chi. Os bydd gennych unrhyw gwestiwn neu os hoffech gael rhagor o wybodaeth, cofiwch ein iflôn ar Radfón 0800 783 5890.

Rydym wedi gostir bod yr holladur yn cael ei anfon at ochi os nad yr yr athro / athrawes / athrawon yn yr ysgrifennu mwyach a’u lleoliad yn anhysbys, neu os nad ydych am lenwr i holladur neu wyt ti unigolyn gorau i ateb yr holladur. Os digwydd hyn byddem yn gostir i chi drosglwyddo’r holladur i ran yr unigolyn gorau i ateb yr holladur. Os yw ungrydd yr holladur neu os yw hunain bydd hyn i gostir i chi drosglwyddo yr holladur i ran yr unigolyn gorau i ateb yr holladur.

Canolfan Genedlaethol Ymhwil Cymdeithasol (NatCen) sy’n cynnal ‘Plentyyn y Ganrif Newydd’ ac ran y Canolfan Astudiaethau Hedyddol (CLS) yn y Sefydliad Addysg (IoE). Mae IoE yn ganolfan ddi-arall i gyflogi hyfryddol athrawon a mwy diwydiant ymhwyl gynrychiol gyflymddig ac addysg.

Mae’r Adrian Plant, Addysg, Dysgu Gydol Oes a Sgiliau (APADGOS) yn un o amryw adraniau o fewn Llywodraeth Cymru a’u cyllido Plentyyn y Ganrif Newydd. Mae ei gêm wedi gostir ym mlwyddiadau hyn i gostir i chi drosglwyddo yr holladur neu os yw unigolyn gorau i ateb yr holladur. Os yw unigolyn gorau i gostir i chi drosglwyddo yr holladur i ran yr unigolyn gorau i ateb yr holladur.

Bydd atebion eich athrawon yn cael ei trin yn gwbl gydag yr Wythnos y Cafel i Deddf Diogelu Data. Ni fyddant ym mlwyddiadau hyn i gostir i chi drosglwyddo yr holladur neu os yw unigolyn gorau i ateb yr holladur. Dim ond yr unigolyn gorau i gostir i chi drosglwyddo yr holladur i ran yr unigolyn gorau i ateb yr holladur.

Rydym yn deall fod llawer o alwadaw am arsun eich athrawon a hoffen diolch i’ch ysgrifennu am gyfyllint at adnodd ymhwil addysgol o bwys.

Cofion gorau,

Heather Joshi
Yr Athro Heather Joshi, OBE
Gyfarwydwr yr Astudiaeth
Dear Head Teacher,

Child of the New Century
Age 7 Survey

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

I am writing to inform you that we are inviting the teacher(s) named above to take part in the ‘Child of the New Century’. This is an important national study that is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

At least one child in your school is part of the study and their family have recently taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. The family nominated the teacher(s) named above to help the study develop a more complete picture of the child(ren), as he/she was teaching the child when the family were interviewed. They kindly gave us their written permission to invite the teacher and also told us the name and address of the school.

We have written to the teacher(s) named above asking them to complete a short questionnaire about each child’s education and behaviour at school, which will take about 15-20 minutes. It is completely up to them whether or not to fill in the questionnaire. We have also sent an information leaflet to your teacher(s) and this is enclosed for your information. If you have any questions or you would like further information, please call us on Freephone 0800 783 5890.

We have asked for the questionnaire to be passed to you if the named teacher is no longer at the school and their whereabouts is unknown, or if he/she does not feel that they are the best person to answer the questionnaire. If this happens we would ask you to pass the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research.

The Schools Directorate is one of several directorates within the Scottish Government who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study. The Director of Education within your Local Education Authority has approved this part of the study.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. They will not be released in any way that enables them, your school or the children in the study to be identified. The names of the children in the study, your teachers’ names and the name of the school

HT-S
will only be known to researchers at NatCen and CLS. The information they provide will be used solely to build up a picture of life in the UK today.

We appreciate that there are many demands on your teachers’ time and we would like to thank your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
A6. Head teacher letter: Northern Ireland

The Head Teacher
<School name>
<Address 1>
<Address 2>
<Address 3>
<Address 4>
<Postcode>

Dear Head Teacher,

Child of the New Century
Age 7 Survey

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

I am writing to inform you that we are inviting the teacher(s) named above to take part in the 'Child of the New Century'. This is an important national study that is exploring what it is like to grow up in the UK in the 21st century by following over 15,000 children born in 2000/2001 throughout their lives.

At least one child in your school is part of the study and their family have recently taken part in the latest stage of the study when the children were aged 7 and in their third year of compulsory schooling. The family nominated the teacher(s) named above to help the study develop a more complete picture of the child(ren), as he/she was teaching the child when the family were interviewed. They kindly gave us their written permission to invite the teacher and also told us the name and address of the school.

We have written to the teacher(s) named above asking them to complete a short questionnaire about each study child's education and behaviour at school, which will take about 15-20 minutes. It is completely up to them whether or not to fill in the questionnaire. We have also sent an information leaflet to your teacher(s) and this is enclosed for your information. If you have any questions or you would like further information, please call us on Freephone 0800 783 5890.

We have asked for the questionnaire to be passed to you if the named teacher is no longer at the school and their whereabouts is unknown, or if he/she does not feel that they are the best person to answer the questionnaire. If this happens we would ask you to pass the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself.

Child of the New Century is run by the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). IoE is a world class centre for teacher training and education related areas of social research. We have commissioned the Central Survey Unit (CSU) of the Northern Ireland Statistics and Research Agency (NISRA) to conduct family interviews in Northern Ireland and the National Centre for Social Research (NatCen) to carry out the Age 7 teacher survey.

The Department of Education (DENI) is one of several departments within the Northern Ireland Executive who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study.

Your teachers' answers will be treated in strict confidence in accordance with the Data Protection Act. They will not be released in any way that enables them, your school or the children in the study to be
identified. The names of the children in the study, your teachers’ names and the name of the school will only be known to researchers at NatCen and CLS. The information they provide will be used solely to build up a picture of life in the UK today.

We appreciate that there are many demands on your teachers’ time and we would like to thank your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
Appendix A

A7. Teacher questionnaire: England

Child of the New Century
Age 7 Survey

Teacher Questionnaire – England

CONFIDENTIAL

The Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE) has commissioned the National Centre for Social Research (NatCen) to conduct a survey about children’s lives in the 21st Century called Child of the New Century.

The child named below is part of this study. This child’s parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on 0800 783 5890.

Unless stated otherwise, please answer the questions by referring to the term in which the study child’s family were interviewed. The day, month and year when the family were interviewed is shown below. If this date falls in a school holiday, please answer about the term before the holiday.
How to answer the questions

To complete the questionnaire each question should be considered separately and read carefully. Please answer the questions by:

- Ticking a box – like this [✓]
- Or writing a number in a box – like this [3]
- Sometimes you will find an instruction telling you which question to answer next – like this:
  - Yes [☐]
  - No [☐] Go to Q99

If you make a mistake, put a line through the wrong answer and place a tick in the box next to the answer, like this:

[✗] [✓]

You can miss out any question you cannot or do not want to answer.
Study Child’s Abilities

You are asked below to rate some aspects of the study child’s ability and attainment. Each area is subdivided into five categories.

In so far as your professional experience will allow, please rate the child in relation to all children of this age (i.e. not just their present class or even, school).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Well above average</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Well below average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking and listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Maths and numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Expressive and Creative Arts (e.g., art &amp; design, music, drama)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please turn over →
### Study Child’s Behaviour

Please think about this child’s behaviour over the last 6 months if you can. For each of the following statements please say whether it is not true, somewhat true or certainly true of the child’s behaviour.

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>is considerate of other people’s feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>is restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>often complains of headaches, stomach aches or sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Shares readily with other children (toys, toys, pencil etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>often has temper tantrums or hot tempers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>is rather solitary, tends to play alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>is generally obedient, usually does what adults request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>has many worries, often seems worried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>is helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>constantly fidgets or squirms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>has at least one good friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>often fights with other children or bullies them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>is often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>is generally liked by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>is easily distracted, concentration wanders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>is nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>is kind to younger children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>often lies or cheats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>is picked on or bullied by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>thinks things out before acting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>steals from home, school or elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>gets on better with adults than with other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>has many fears, is easily scared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
34. Do you have any other comments or concerns?

Yes ☐ Please describe below

No ☐ Go to Q35

35. Overall, to summarise, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

Yes, minor difficulties ☐ Go to Q36

Yes, definite difficulties ☐ Go to Q36

Yes, severe difficulties ☐ Go to Q37

No ☐ Go to Q37

36. a) How long have these difficulties been present?

Less than 1 month ☐

1 – 5 months ☐

6 – 12 months ☐

More than a year ☐

Don’t know ☐

b) Do these difficulties

...upset or distress the child? ☐ Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal

...interfere with the child’s peer relationships? ☐ Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal

...interfere with the child’s classroom learning? ☐ Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal

...put a burden on you or the class as a whole? ☐ Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal
Appendix A

Study Child Profile

37 How long has the study child been in your class?
Enter the number of months.

38 Has this child ever been temporarily suspended or temporarily excluded from school for at least one day in this school year?
Yes  How many times has this happened?
No

39 Does he/she receive English as an Additional Language support?
Yes
No

40 Does the study child get any help or support at school due to a health or behavioural problem or disability?
Tick all that apply
No support
Individual support in class from teacher/assistant
Individual support in class from a family member
Special classes
Adaptations have been made to physical environment
Equipment has been provided
Attends a special school
Other (please describe)

41 Has this child ever been recognised as having Special Educational Needs (SEN)?
Yes  Go to Q42
No  Go to Q44

42 Does this child have a full statement of SEN?
Yes
No
Appendix A

43. Do these specific problem(s) apply to this child?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural problems / hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other difficulties with reading, writing, spelling or maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with speech or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other physical disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental illness / depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More able / highly able / talented / gifted / high IQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Study Child’s Parents

44. With regard to the child’s education how concerned or interested do the parents appear to be?

<table>
<thead>
<tr>
<th>Concern Level</th>
<th>Very Interested</th>
<th>Moderately Interested</th>
<th>Very Little Interest</th>
<th>Uninterested</th>
<th>Cannot say</th>
<th>No mother / father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45. As far as you are aware, can the parents’ attitude towards the child be described in any of these terms?

- Has a balanced view of child’s potential
- Over concerned about progress / expecting too high a standard
- Hostile to their child
- Dismissive of child’s potential
- Cannot say
- No mother / father figure

Please turn over
Appendix A

Class Groupings

We are interested to know about groupings between and within classes in this child’s year. Q46-Q54 ask about groupings between classes and Q55-Q63 ask about groupings within classes.

Some schools group children in the same year by general ability and they are taught in these groups for most or all lessons. We refer to this as streaming.

Some schools group children from different classes by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as setting.

Other schools do not group children by ability between classes. Sometimes this may be because there are not multiple classes in the year.

46 In this child’s year, is there streaming?

Tick one box only

Yes  Go to Q47
No   Go to Q49

47 How many streams are there in this child’s year?

48 Which stream is this child in?

Highest  Go to Q49
Middle    
Lowest

49 In this child’s year are there sets for literacy?

Tick one box only

Yes  Go to Q50
No   Go to Q52

50 How many sets are there in this child’s year for literacy?

51 Which set is this child in for literacy?

Highest  Go to Q52
Middle    
Lowest

52 In this child’s year are there sets for maths?

Tick one box only

Yes  Go to Q53
No   Go to Q56

53 How many sets are there in this child’s year for maths?

54 Which set is this child in for maths?

Highest  Go to Q55
Middle    
Lowest

8
Appendix A

Some schools group children within the same class by general ability and they are taught in these ability groups for most or all lessons. We refer to this as **within-class ability grouping**.

Some schools group children within the same class by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as **within-class subject grouping**.

Other schools do not group children by ability within classes. Some schools may use within-class groupings in addition to between-class streaming and setting and others may use within-class groupings instead of between class streaming and setting.

Some schools may not use any general or subject specific ability groupings either within or between classes.

55. In this child’s class, is there within-class ability grouping?

[Tick one box only]

Yes  [  ]  Go to Q56

No  [  ]  Go to Q58

56. How many within-class ability groups are there?

[ ]

57. Which group is this child in?

Highest  [  ]  Go to Q58

Middle  [  ]

Lowest  [  ]

58. In this child’s class, are there within-class subject groups for literacy?

Yes  [  ]  Go to Q59

No  [  ]  Go to Q61

59. How many within-class subject groups are there for literacy?

[ ]

60. Which group is this child in for literacy?

Highest  [  ]  Go to Q61

Middle  [  ]

Lowest  [  ]

61. In this child’s class, are there within-class subject groups for maths?

Yes  [  ]  Go to Q62

No  [  ]  Go to Q64

62. How many within-class subject groups are there for maths?

[ ]

63. Which group is this child in for maths?

Highest  [  ]  Go to Q64

Middle  [  ]

Lowest  [  ]
Appendix A

About You

We want to collect some information about you in order to investigate how the characteristics of teachers relate to children’s educational development.

64 Have you already filled out a form for another child who is also part of this study and in the same class as this child?
   Yes [ ] Go to Q65
   No [ ] Go to Q65

65 Are you male or female?
   Male [ ]
   Female [ ]

66 Are you the study child’s... ?
   Class teacher [ ] Go to Q67
   Head teacher [ ]
   Other teacher [ ]
   Teaching assistant/higher level teaching assistant [ ]
   School administrative assistant [ ] Go to Q71
   Other [ ]

67 How long have you taught altogether?
   Enter the number in years.

68 Please give the year in which you completed your teaching qualification.

69 How many years have you taught at this school?
   Enter the number in years

70 Which of the qualifications listed below do you have?
   Tick all that apply
   Higher degree mainly by research (e.g. PhD, DPhil) [ ]
   Higher degree mainly by taught course (e.g. MA, MSc) [ ]
   Postgraduate Certificate in Education (PGCE) [ ]
   Other postgraduate diploma or certificate [ ]
   Bachelor of Education (BEd) [ ]
   Other first degree (e.g. BA, BSc) [ ]
   Teaching diploma or certificate [ ]
   Professional qualification (e.g. Accountancy) [ ]
   None of these [ ]
   Do not wish to answer [ ]
## Study Child's Class

We want to collect some information about the study child's class in order to investigate how the characteristics of peer groups and teaching environment relate to children's educational development.

71 How many children are there on the study child's class register?  

72 Does the study child's class contain mixed year groups?  
Yes [ ]  Go to Q73  
No [ ]  Go to Q74

73 How many children in the study child's mixed year class are from each of these years?  
Write in for each year. If none write 0 in box.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
</tr>
</tbody>
</table>

74 How many classes are there in the study child's year?  

75 How many children in the study child's class have SEN statements?  
If none write 0 in box.

76 How many children in the study child's class have been excluded from school since the beginning of the school year? If none write 0 in box.

77 How many children in the study child's class have come from homes where English is an additional language? If none write 0 in box.

78 Are there any children in the study child's class whose behaviour in class prevents other children from learning?  
Yes [ ]  
No [ ]

79 Which of the phrases below best describes the noise outside the study child's classroom/main teaching area?  
Continuous and is a problem [ ]  
Continuous but not a problem [ ]  
Intermittent and is a problem [ ]  
Intermittent but not a problem [ ]  
It is usually quiet outside the classroom [ ]

80 How many days in this term has supply cover been used for the study child's class? If none write 0 in box.

---

Please turn over
Appendix A

81 In an average week, how many hours a week are spent teaching the study child’s class

... Literacy or language? 
... Maths and numeracy? 
... PE? 

82 In an average week approximately what percentage of lesson time do children in the study child’s class spend in the following groupings?

<table>
<thead>
<tr>
<th>Whole class</th>
<th>Work in groups</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths or numeracy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

83 How long are children in the study child’s class expected to spend on homework in an average week?

Enter the number of minutes e.g. an hour = 60
If none write 0 in box.

84 This term, did the study child’s class get regular support from any of these?
(By regular we mean at least once a week for most of the term)

Tick all that apply

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

Please Complete The Information Below

85 Date of completion 

[ ] [ ] [ ] [ ] [ ]

[ ] d
d
[ ] m
m
[ ] y
y
[ ] y
y
[ ] y
y

Are you the teacher named on the front of the questionnaire?
Yes [ ]
No [ ]

Please write your name in the box below

Title

Forename

Surname

Thank you very much for taking the time to answer our questions.
All your answers will remain confidential.
Please return the questionnaire in the envelope provided.
Please call freephone 0800 783 5890 if you have any queries.
A7. Teacher questionnaire: Wales

Child of the New Century
Age 7 Survey
Teacher Questionnaire – Wales

CONFIDENTIAL

The Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE) has commissioned the National Centre for Social Research (NatCen) to conduct a survey about children’s lives in the 21st Century called Child of the New Century.

The child named below is part of this study. This child’s parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on 0800 783 5890.

Unless stated otherwise, please answer the questions by referring to the term in which the study child’s family were interviewed. The day, month and year when the family were interviewed is shown below. If this date falls in a school holiday, please answer about the term before the holiday.
How to answer the questions

To complete the questionnaire each question should be considered separately and read carefully. Please answer the questions by:

Ticking a box – like this  

Or writing a number in a box – like this

Sometimes you will find an instruction telling you which question to answer next – like this:

Yes  
No  → Go to Q99

If you make a mistake, put a line through the wrong answer and place a tick in the box next to the answer, like this:

You can miss out any question you cannot or do not want to answer.
## Study Child’s Abilities

You are asked below to rate some aspects of the study child's ability and attainment. Each area is subdivided into six categories.

In so far as your professional experience will allow, please rate the child in relation to all children of this age (i.e. not just their present class or, even, school).

1. Please state in which language the child is educated:
   - Welsh only
   - Mainly Welsh
   - Welsh and English in roughly equal proportion
   - Mainly English
   - English only
   - Other (please write in)

<table>
<thead>
<tr>
<th></th>
<th>Well above average</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Well below average</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Speaking and listening in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Speaking and listening in Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reading in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reading in Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Writing in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Writing in Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Maths and numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Expressive and Creative Arts (e.g. art &amp; design, music, drama)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Please turn over
**Study Child’s Behaviour**

Please think about this child’s behaviour over the last 6 months if you can. For each of the following statements please say whether it is not true, somewhat true or certainly true of the child’s behaviour.

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
38. Do you have any other comments or concerns?
   Yes [ ] Please describe below
   No [ ] Go to Q39

39. Overall, to summarise, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?
   Yes, minor difficulties [ ]
   Yes, definite difficulties [ ] Go to Q40
   Yes, severe difficulties [ ]
   No [ ] Go to Q41

40. a) How long have these difficulties been present?
   Less than 1 month [ ]
   1 – 5 months [ ]
   6 – 12 months [ ]
   More than a year [ ]
   Don’t know [ ]

   b) Do these difficulties...
      ...upset or distress the child?
      ...interfere with the child’s peer relationships?
      ...interfere with the child’s classroom learning?
      ...put a burden on you or the class as a whole?

5 Please turn over
Appendix A

Study Child Profile

41. How long has the study child been in your class? Enter the number of months.

42. Has this child ever been temporarily suspended or temporarily excluded from school for at least one day in this school year?
   Yes [ ] How many times has this happened?
   No [ ]

43. Does he/she receive English or Welsh as an Additional Language support?
   Yes [ ]
   No [ ]

44. Does the study child get any help or support at school due to a health or behavioural problem or disability?
   Tick all that apply
   No support [ ]
   Individual support in class from teacher/assistant [ ]
   Individual support in class from a family member [ ]
   Special classes [ ]
   Adaptations have been made to physical environment [ ]
   Equipment has been provided [ ]
   Attends a special school [ ]
   Other (please describe) [ ]

45. Has this child ever been recognised as having Special Educational Needs (SEN) or Additional Learning Needs?
   Yes [ ] Go to Q46
   No [ ] Go to Q48

46. Does this child have a full statement of SEN or Additional Learning Needs?
   Yes [ ]
   No [ ]

6
Appendix A

47. Do these specific problem(s) apply to this child?

Tick one box in each row

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td></td>
</tr>
<tr>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
</tr>
<tr>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
</tr>
<tr>
<td>Autism, Asperger's syndrome or autistic spectrum disorder</td>
<td></td>
</tr>
<tr>
<td>Behavioural problems / hyperactivity</td>
<td></td>
</tr>
<tr>
<td>Other difficulties with reading, writing, spelling or maths</td>
<td></td>
</tr>
<tr>
<td>Problem with speech or language</td>
<td></td>
</tr>
<tr>
<td>Problem with sight</td>
<td></td>
</tr>
<tr>
<td>Problem with hearing</td>
<td></td>
</tr>
<tr>
<td>Other physical disability</td>
<td></td>
</tr>
<tr>
<td>Mental illness / depression</td>
<td></td>
</tr>
<tr>
<td>More able / highly able / talented / gifted / high IQ</td>
<td></td>
</tr>
<tr>
<td>Others (please describe)</td>
<td></td>
</tr>
</tbody>
</table>

---

Study Child's Parents

48. With regard to the child's education how concerned or interested do the parents appear to be?

Tick one box in each row

<table>
<thead>
<tr>
<th>Very interested</th>
<th>Moderately interested</th>
<th>Very little interest</th>
<th>Uninterested</th>
<th>Cannot say</th>
<th>No mother / father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother appears to be...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father appears to be...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. As far as you are aware, can the parents' attitude towards the child be described in any of these terms?

Tick one box only

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a balanced view of child's potential</td>
<td></td>
</tr>
<tr>
<td>Over concerned about progress / expecting too high a standard</td>
<td></td>
</tr>
<tr>
<td>Hostile to their child</td>
<td></td>
</tr>
<tr>
<td>Dismissive of child's potential</td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
</tr>
<tr>
<td>No mother / father figure</td>
<td></td>
</tr>
</tbody>
</table>
Class Groupings

We are interested to know about groupings between and within classes in this child’s year. Q50-55 ask about groupings between classes and Q56-57 ask about groupings within classes.

Some schools group children in the same year by general ability and they are taught in these groups for most or all lessons. We refer to this as streaming.

Some schools group children from different classes by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as setting.

Other schools do not group children by ability between classes. Sometimes this may be because there are not multiple classes in the year.

50 In this child’s year, is there streaming?  

Tick one box only

Yes  Go to Q51
No  Go to Q53

51 How many streams are there in this child’s year?

52 Which stream is this child in?

Highest  Go to Q53
Middle
Lowest

53 In this child’s year are there sets for literacy?

Tick one box only

Yes  Go to Q54
No  Go to Q56

54 How many sets are there in this child’s year for literacy?

55 Which set is this child in for literacy?

Highest  Go to Q56
Middle
Lowest

56 In this child’s year are there sets for maths?

Tick one box only

Yes  Go to Q57
No  Go to Q59

57 How many sets are there in this child’s year for maths?

58 Which set is this child in for maths?

Highest  Go to Q59
Middle
Lowest
Some schools group children within the same class by general ability and they are taught in these ability groups for most or all lessons. We refer to this as *within-class ability grouping*.

Some schools group children within the same class by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as *within-class subject grouping*.

Other schools do not group children by ability within classes. Some schools may use within-class groupings in addition to between-class streaming and setting and others may use within-class groupings instead of between-class streaming and setting.

Some schools may not use any general or subject specific ability groupings either within or between classes.

59. In this child’s class, is there within-class ability grouping?
   - **Tick one box only**
   - Yes  [ ]  Go to Q80
   - No  [ ]  Go to Q82

60. How many within-class ability groups are there?

61. Which group is this child in?
   - Highest  [ ]  Go to Q82
   - Middle  [ ]
   - Lowest  [ ]

62. In this child’s class, are there within-class subject groups for literacy?
   - **Tick one box only**
   - Yes  [ ]  Go to Q83
   - No  [ ]  Go to Q85

63. How many within-class subject groups are there for literacy?

64. Which group is this child in for literacy?
   - Highest  [ ]  Go to Q85
   - Middle  [ ]
   - Lowest  [ ]

65. In this child’s class, are there within-class subject groups for maths?
   - **Tick one box only**
   - Yes  [ ]  Go to Q86
   - No  [ ]  Go to Q88

66. How many within-class subject groups are there for maths?

67. Which group is this child in for maths?
   - Highest  [ ]  Go to Q88
   - Middle  [ ]
   - Lowest  [ ]
Appendix A

About You

We want to collect some information about you in order to investigate how the characteristics of teachers relate to children’s educational development.

68 Have you already filled out a form for another child who is also part of this study and in the same class as this child?
   Yes → Go to Q69
   No → Go to Q69

69 Are you male or female?
   Male
   Female

70 Are you the study child’s...
   Class teacher
   Head teacher
   Other teacher
   Teaching assistant
   School administrative assistant
   Other → Go to Q71

71 How long have you taught altogether?
   Enter the number in years.

72 Please give the year in which you completed your teaching qualification.

73 How many years have you taught at this school?
   Enter the number in years.

74 Which of the qualifications listed below do you have?
   Tick all that apply
   Higher degree mainly by research (e.g. PhD, DPhil)
   Higher degree mainly by taught course (e.g. MA, MSc)
   Postgraduate Certificate in Education (PGCE)
   Other postgraduate diploma or certificate
   Bachelor of Education (BEd)
   Other first degree (e.g. BA, BSc)
   Teaching diploma or certificate
   Professional qualification (e.g. Accountancy)
   None of these
   Do not wish to answer
Appendix A

Study Child's Class

We want to collect some information about the study child's class in order to investigate how the characteristics of peer groups and teaching environment relate to children's educational development.

75. How many children are there on the study child's class register?  

76. Does the study child's class contain mixed year groups?  
   Yes  ❑  Go to Q77  
   No  ❑  Go to Q78

77. How many children in the study child's mixed year class are from each of these years?  
   Write in for each year, if none write 0 in box.  
   Reception  ❑  
   Year 1  ❑  
   Year 2  ❑  
   Year 3  ❑  
   Year 4  ❑  

78. How many classes are there in the study child's year?  ❑  

79. How many children in the study child's class have SEN or Additional Learning Needs statements?  
   If none write 0 in box.  ❑  

80. How many children in the study child's class have been excluded from school since the beginning of the school year?  
   If none write 0 in box.  ❑  

81. How many children in the study child's class have come from homes where English or Welsh is an additional language?  
   If none write 0 in box.  ❑  

82. Are there any children in the study child's class whose behaviour in class prevents other children from learning?  
   Yes  ❑  
   No  ❑  

83. Which of the phrases below best describes the noise outside the study child's classroom / main teaching area?  
   Continuous and is a problem  ❑  
   Continuous but not a problem  ❑  
   Intermittent and is a problem  ❑  
   Intermittent but not a problem  ❑  
   It is usually quiet outside the classroom  ❑  

84. How many days in this term has supply cover been used for the study child's class? If none write 0 in box.  ❑  

Please turn over ➔
Appendix A

85 In an average week, how many hours a week are spent teaching the study child’s class

- Literacy or language? [ ]
- Maths and numeracy? [ ]
- PE? [ ]

86 In an average week approximately what percentage of lesson time do children in the study child’s class spend in the following groupings?

<table>
<thead>
<tr>
<th>Whole class</th>
<th>Work in groups</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

87 How long are children in the study child’s class expected to spend on homework in an average week?

Enter the number of minutes e.g. an hour = 60
If none write 0 in the box.

88 This term, did the study child’s class get regular support from any of these?
(If regular we mean at least once a week for most of the term). Tick all that apply.

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

Please Complete The Information Below

89 Date of completion: [ ] / [ ] / [ ] [ ] [ ]

Are you the teacher named on the front of the questionnaire?
Yes [ ]
No [ ]

Please write your name in the boxes below
Title: [ ] Forename: [ ] Surname: [ ]

Thank you very much for taking the time to answer our questions.
All your answers will remain confidential.
Please return the questionnaire in the envelope provided.
Please call freephone 0800 783 5890 if you have any queries.
A7. Teacher questionnaire: Scotland

Child of the New Century
Age 7 Survey

Teacher Questionnaire – Scotland
CONFIDENTIAL

The Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE) has commissioned the National Centre for Social Research (NatCen) to conduct a survey about children’s lives in the 21st Century called Child of the New Century.

The child named below is part of this study. This child’s parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on 0800 783 5890.

Unless stated otherwise, please answer the questions by referring to the term in which the study child’s family were interviewed. The day, month and year when the family were interviewed is shown below. If this date falls in a school holiday, please answer about the term before the holiday.
How to answer the questions

To complete the questionnaire each question should be considered separately and read carefully. Please answer the questions by:

- Ticking a box – like this
  - [ ]

- Or writing a number in a box – like this
  - [ ] 3

- Sometimes you will find an instruction telling you which question to answer next – like this
  - Yes [ ]
  - No [ ] Go to Q99

- If you make a mistake, put a line through the wrong answer and place a tick in the box next to the answer, like this:
  - [ ] [ ]

You can miss out any question you cannot or do not want to answer.
### Study Child's Abilities

You are asked below to rate some aspects of the study child's ability and attainment. Each area is subdivided into six categories.

In so far as your professional experience will allow, please rate the child in relation to all children of this age (i.e. not just their present class or, even, school). 

1. Please state in which language the child is educated:
   - Gaelic only
   - Mainly Gaelic
   - Gaelic and English in roughly equal proportion
   - Mainly English
   - English only
   - Other (please write in)

<table>
<thead>
<tr>
<th></th>
<th>Well above average</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Well below average</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Speaking and listening in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Speaking and listening in Gaelic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reading in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reading in Gaelic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Writing in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Writing in Gaelic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Maths and numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Expressive and Creative Arts (e.g. art &amp; design, music, drama)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Study Child's Behaviour

Please think about this child's behaviour over the last 6 months if you can. For each of the following statements, please say whether it is not true, somewhat true or certainly true of the child's behaviour.

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Is considerate of other people's feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Is restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Often complains of headaches, stomach aches or sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Shares readily with other children (toys, toys, pencil etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Often has temper tantrums or hot temper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Is rather solitary, tends to play alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Is generally obedient, usually does what adults request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Has many worries, often seems worried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Is helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Constantly fidgets or squirms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Has at least one good friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Is often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Is generally liked by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Is easily distracted, concentration wanders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Is nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Is kind to younger children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Often lies or cheats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Is picked on or bullied by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Gets on better with adults than with other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Has many fears, is easily scared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

38. Do you have any other comments or concerns?

Yes [ ] Please describe below

No [ ] Go to Q39

39. Overall, to summarise, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

Yes, minor difficulties [ ] Go to Q40

Yes, definite difficulties [ ]

Yes, severe difficulties [ ]

No [ ] Go to Q41

40. a) How long have these difficulties been present?

Less than 1 month [ ]

1 – 5 months [ ]

6 – 12 months [ ]

More than a year [ ]

Don’t know [ ]

b) Do these difficulties

...upset or distress the child?

...interfere with the child’s peer relationships?

...interfere with the child’s classroom learning?

...put a burden on you or the class as a whole?

Not at all [ ]

Only a little [ ]

Quite a lot [ ]

A great deal [ ]

Please turn over —
Appendix A

Study Child Profile

41 How long has the study child been in your class? Enter the number of months.

42 Has this child ever been temporarily suspended or temporarily excluded from school for at least one day in this school year?
   Yes ☐   How many times has this happened? ☐
   No ☐

43 Does he / she receive English or Gaelic as an Additional Language support?
   Yes ☐
   No ☐

44 Does the study child get any help or support at school due to a health or behavioural problem or disability?
   Tick all that apply
   No support ☐
   Individual support in class from teacher / assistant ☐
   Individual support in class from a family member ☐
   Special classes ☐
   Adaptations have been made to physical environment ☐
   Equipment has been provided ☐
   Attends a special school ☐
   Other (please describe) ☐

45 Has this child ever been recognised as having Additional Support Needs (ASN)?
   Yes ☐   Go to Q46
   No ☐   Go to Q48

46 Does this child have a Co-ordinated Support Plan?
   Yes ☐
   No ☐
### Appendix A

47 Do these specific problem(s) apply to this child?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural problems / hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other difficulties with reading, writing, spelling or maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with speech or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other physical disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental illness / depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More able / highly able / talented / gifted / high IQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as an additional language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young carer or sibling of a disabled child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bereavement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Study Child’s Parents

48 With regard to the child’s education how concerned or interested do the parents appear to be?

<table>
<thead>
<tr>
<th>Concern level</th>
<th>Very interested</th>
<th>Moderately interested</th>
<th>Very little interest</th>
<th>Uninterested</th>
<th>Cannot say</th>
<th>No mother / father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49 As far as you are aware, can the parents’ attitude towards the child be described in any of these terms?

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a balanced view of child’s potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over concerned about progress / expecting too high a standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostile to their child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissive of child’s potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No mother / father figure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Please turn over →
Appendix A

Class Groupings

We are interested to know about groupings between and within classes in this child's year. Q50-55 ask about groupings between classes and Q56-59 ask about groupings within classes.

Some schools group children in the same year by general ability and they are taught in these groups for most or all lessons. We refer to this as streaming.

Some schools group children from different classes by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as setting.

Other schools do not group children by ability between classes. Sometimes this may be because there are not multiple classes in the year.

50 In this child's year, is there streaming?

Tick one box only

Yes → Go to Q51

No → Go to Q53

51 How many streams are there in this child's year?

52 Which stream is this child in?

Highest Middle Lowest → Go to Q53

53 In this child's year are there sets for literacy?

Tick one box only

Yes → Go to Q54

No → Go to Q56

54 How many sets are there in this child's year for literacy?

55 Which set is this child in for literacy?

Highest Middle Lowest → Go to Q56

56 In this child's year are there sets for maths?

Tick one box only

Yes → Go to Q57

No → Go to Q59

57 How many sets are there in this child's year for maths?

58 Which set is this child in for maths?

Highest Middle Lowest → Go to Q59
Appendix A

Some schools group children within the same class by general ability and they are taught in these ability groups for most or all lessons. We refer to this as **within-class ability grouping**. Some schools group children within the same class by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as **within-class subject grouping**.

Other schools do not group children by ability within classes. Some schools may use within-class groupings in addition to between class streaming and setting and others may use within-class groupings instead of between class streaming and setting.

Some schools may not use any general or subject specific ability groupings either within or between classes.

59. In this child's class, is there within-class ability grouping?
   - [ ] Yes → Go to Q60
   - [ ] No → Go to Q62

60. How many within-class ability groups are there?
   - [ ]

61. Which group is this child in?
   - [ ] Highest → Go to Q62
   - [ ] Middle
   - [ ] Lowest

62. In this child's class, are there within-class subject groups for literacy?
   - [ ] Yes → Go to Q63
   - [ ] No → Go to Q65

63. How many within-class subject groups are there for literacy?
   - [ ]

64. Which group is this child in for literacy?
   - [ ] Highest → Go to Q65
   - [ ] Middle
   - [ ] Lowest

65. In this child's class, are there within-class subject groups for maths?
   - [ ] Yes → Go to Q66
   - [ ] No → Go to Q68

66. How many within-class subject groups are there for maths?
   - [ ]

67. Which group is this child in for maths?
   - [ ] Highest → Go to Q68
   - [ ] Middle
   - [ ] Lowest

**Please turn over →**
Appendix A

About You

We want to collect some information about you in order to investigate how the characteristics of teachers relate to children's educational development.

68 Have you already filled out a form for another child who is also part of this study and in the same class as this child?
   Yes [ ] Go to Q89
   No [ ] Go to Q69

69 Are you male or female?
   Male [ ]
   Female [ ]

70 Are you the study child's...
   Class teacher [ ]
   Head teacher [ ]
   Other teacher [ ]
   Classroom assistant [ ]
   School administrative assistant [ ]
   Other [ ] Go to Q75

71 How long have you taught altogether?
Enter the number in years.

72 Please give the year in which you completed your teaching qualification.

73 How many years have you taught at this school?
Enter the number in years

74 Which of the qualifications listed below do you have? Tick all that apply
   Higher degree mainly by research (e.g. PhD, DPhil) [ ]
   Higher degree mainly by taught course (e.g. MA, MSc) [ ]
   Postgraduate Certificate in Education (PGCE) [ ]
   Other postgraduate diploma or certificate [ ]
   Bachelor of Education (BEd) [ ]
   Other first degree (e.g. BA, BSc) [ ]
   Teaching diploma or certificate [ ]
   Professional qualification (e.g. Accountancy) [ ]
   None of these [ ]
   Do not wish to answer [ ]
Appendix A

Study Child’s Class

We want to collect some information about the study child's class in order to investigate how the characteristics of peer groups and teaching environment relate to children’s educational development.

75 How many children are there on the study child’s class register?

76 Does the study child’s class contain mixed year groups?
  Yes [ ]  Go to Q77
  No [ ]  Go to Q78

77 How many children in the study child’s mixed year class are from each of these years?
Write in for each year, if none write 0 in box.
  Primary 1 [ ]
  Primary 2 [ ]
  Primary 3 [ ]
  Primary 4 [ ]
  Primary 5 [ ]

78 How many classes are there in the study child’s year?

79 How many children in the study child’s class have Co-ordinated Support Plans? If none write 0 in box.

80 How many children in the study child’s class have been excluded from school since the beginning of the school year?
If none write 0 in box.

81 How many children in the study child’s class have come from homes where English or Gaelic is an additional language?
If none write 0 in box.

82 Are there any children in the study child’s class whose behaviour in class prevents other children from learning?
  Yes [ ]
  No [ ]

83 Which of the phrases below best describes the noise outside the study child’s classroom / main teaching area?
  Continuous and is a problem [ ]
  Continuous but not a problem [ ]
  Intermittent and is a problem [ ]
  Intermittent but not a problem [ ]
  It is usually quiet outside the classroom [ ]

84 How many days in this term has supply cover been used for the study child’s class? If none write 0 in box.

11 Please turn over
85 In an average week, how many hours a week are spent teaching the study child’s class
   ... Literacy or language? □□
   ... Maths and numeracy? □□
   ... PE? □□

86 In an average week approximately what percentage of lesson time do children in
   the study child’s class spend in the following groupings?

<table>
<thead>
<tr>
<th>Whole class</th>
<th>Work in groups</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy or language</td>
<td>% + % + % = 100%</td>
<td></td>
</tr>
<tr>
<td>Maths or numeracy</td>
<td>% + % + % = 100%</td>
<td></td>
</tr>
</tbody>
</table>

87 How long are children in the study child’s class expected to spend on homework in an average week?
   Enter the number of minutes e.g. an hour = 60
   If none write 0 in box.

88 This term, did the study child’s class get regular support from any of these?
   (By regular we mean at least once a week for most of the term).
   Tick all that apply

   - Another teacher (specialist)
   - Special needs teacher
   - Classroom assistant
   - Student teacher
   - Volunteer
   - Parents
   - Any other (please specify) □□

Please Complete The Information Below

89 Date of completion □□/□□/□□

Are you the teacher named on the front of the questionnaire?
Yes □□ No □□
Please write your name in the boxes below

Title □□ Forename □□□□ Surname □□□□

Thank you very much for taking the time to answer our questions.
All your answers will remain confidential.
Please return the questionnaire in the envelope provided.
Please call freephone 0800 783 5899 if you have any queries.
A7. Teacher questionnaire: Northern Ireland

Child of the New Century
Age 7 Survey

Teacher Questionnaire —
Northern Ireland
CONFIDENTIAL

The Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE) has commissioned the National Centre for Social Research (NatCen) to conduct a survey about children’s lives in the 21st Century called Child of the New Century.

The child named below is part of this study. This child’s parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on 0800 783 5890.

Unless stated otherwise, please answer the questions by referring to the term in which the study child’s family were interviewed. The day, month and year when the family were interviewed is shown below. If this date falls in a school holiday, please answer about the term before the holiday.
How to answer the questions

To complete the questionnaire each question should be considered separately and read carefully. Please answer the questions by:

- Ticking a box – like this

- Or writing a number in a box – like this

- Sometimes you will find an instruction telling you which question to answer next – like this

- If you make a mistake, put a line through the wrong answer and place a tick in the box next to the answer, like this:

You can miss out any question you cannot or do not want to answer.
Study Child’s Abilities

You are asked below to rate some aspects of the study child’s ability and attainment. Each area is subdivided into six categories.

In so far as your professional experience will allow, please rate the child in relation to all children of this age (i.e. not just their present class or, even, school).

1. Please state in which language the child is educated:
   - Irish only
   - Mainly Irish
   - Irish and English in roughly equal proportion
   - Mainly English
   - English only
   - Other (please write in)

<table>
<thead>
<tr>
<th></th>
<th>Well above average</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Well below average</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Speaking and listening in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Speaking and listening in Irish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reading in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reading in Irish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Writing in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Writing in Irish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Maths and numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Expressive and Creative Arts (e.g. art &amp; design, music, drama)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please turn over →
### Study Child’s Behaviour

Please think about this child’s behaviour over the last 6 months if you can. For each of the following statements please say whether it is not true, somewhat true or certainly true of the child’s behaviour.

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
38. Do you have any other comments or concerns?

Yes  ☐  Please describe below
No  ☐  → Go to Q39

39. Overall, to summarise, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

Yes, minor difficulties  ☐  → Go to Q40
Yes, definite difficulties  ☐  → Go to Q40
Yes, severe difficulties  ☐  → Go to Q41
No  ☐  → Go to Q41

40. a) How long have these difficulties been present?

Less than 1 month  ☐
1 – 5 months  ☐
6 – 12 months  ☐
More than a year  ☐
Don’t know  ☐

b) Do these difficulties

...upset or distress the child?
...interfere with the child’s peer relationships?
...interfere with the child’s classroom learning?
...put a burden on you or the class as a whole?

Not at all  ☐  Only a little  ☐  Quite a lot  ☐  A great deal  ☐

Please turn over ➔
Appendix A

**Study Child Profile**

41. How long has the study child been in your class? Enter the number of months.

42. Has this child ever been temporarily suspended or temporarily excluded from school for at least one day in this school year?
   - Yes
   - No
   [ ] How many times has this happened?

43. Does he/she receive English or Irish as an Additional Language support?
   - Yes
   - No

44. Does the study child get any help or support at school due to a health or behavioural problem or disability?
   - No support
   - Individual support in class from teacher/assistant
   - Individual support in class from a family member
   - Special classes
   - Adaptations have been made to physical environment
   - Equipment has been provided
   - Attends a special school
   - Other (please describe)

45. Has this child ever been recognised as having Special Educational Needs (SEN)?
   - Yes
   - No
   Go to Q46

46. Does this child have a full statement of SEN?
   - Yes
   - No
Appendix A

<table>
<thead>
<tr>
<th>47. Do these specific problem(s) apply to this child?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dystleia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural problems / hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other difficulties with reading, writing, spelling or maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with speech or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem with hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other physical disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental illness / depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More able / highly able / talented / gifted / high IQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Study Child’s Parents**

48. With regard to the child’s education, how concerned or interested do the parents appear to be?

<table>
<thead>
<tr>
<th>Mother appears to be...</th>
<th>Very interested</th>
<th>Moderately interested</th>
<th>Very little interested</th>
<th>Uninterested</th>
<th>Cannot say</th>
<th>No mother / father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Father appears to be... |                 |                       |                       |              |            |                          |

49. As far as you are aware, can the parents’ attitude towards the child be described in any of these terms?

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick one box only</td>
<td>Tick one box only</td>
</tr>
<tr>
<td>Has a balanced view of child’s potential</td>
<td></td>
</tr>
<tr>
<td>Over concerned about progress / expecting too high a standard</td>
<td></td>
</tr>
<tr>
<td>Hostile to their child</td>
<td></td>
</tr>
<tr>
<td>Dismissive of child’s potential</td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
</tr>
<tr>
<td>No mother / father figure</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Class Groupings

We are interested to know about groupings between and within classes in this child’s year. Q50-Q53 ask about groupings between classes and Q54-Q67 ask about groupings within classes.

Some schools group children in the same year by general ability and they are taught in these groups for most or all lessons. We refer to this as streaming.

Some schools group children from different classes by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as setting.

Other schools do not group children by ability between classes. Sometimes this may be because there are not multiple classes in the year.

50 In this child’s year, is there streaming?
Tick one box only
Yes → Go to Q51
No → Go to Q53

51 How many streams are there in this child’s year?

52 Which stream is this child in?

53 In this child’s year are there sets for literacy?
Yes → Go to Q54
No → Go to Q56

54 How many sets are there in this child’s year for literacy?

55 Which set is this child in for literacy?

56 In this child’s year are there sets for maths?
Yes → Go to Q57
No → Go to Q59

57 How many sets are there in this child’s year for maths?

58 Which set is this child in for maths?
Appendix A

Some schools group children within the same class by general ability and they are taught in these ability groups for most or all lessons. We refer to this as **within-class ability grouping**.

Some schools group children within the same class by ability for certain subjects only and they may be taught in different ability groups for different subjects. We refer to this as **within-class subject grouping**.

Other schools do not group children by ability within classes. Some schools may use within-class groupings in addition to between class streaming and setting and others may use within-class groupings instead of between class streaming and setting.

Some schools may not use any general or subject specific ability groupings either within or between classes.

59. In this child’s class, is there within class ability grouping?

   Tick one box only
   
   Yes
   Go to Q60
   
   No
   Go to Q62

60. How many within-class ability groups are there?

61. Which group is this child in?

   Highest
   Middle
   Lowest
   Go to Q62

62. In this child’s class, are there within-class subject groups for literacy?

   Yes
   Go to Q63
   
   No
   Go to Q65

63. How many within-class subject groups are there for literacy?

64. Which group is this child in for literacy?

   Highest
   Middle
   Lowest
   Go to Q65

65. In this child’s class, are there within-class subject groups for maths?

   Yes
   Go to Q66
   
   No
   Go to Q68

66. How many within-class subject groups are there for maths?

67. Which group is this child in for maths?

   Highest
   Middle
   Lowest
   Go to Q68
Appendix A

About You

We want to collect some information about you in order to investigate how the characteristics of teachers relate to children’s educational development.

68 Have you already filled out a form for another child who is also part of this study and in the same class as this child?
   Yes □ → Go to Q89
   No □ → Go to Q69

69 Are you male or female?
   Male □
   Female □

70 Are you the study child’s...
   Class teacher □
   Head teacher □
   Other teacher □
   Classroom assistant □
   School administrative assistant □
   Other □ → Go to Q75

71 How long have you taught altogether?
Enter the number in years.

72 Please give the year in which you completed your teaching qualification.

73 How many years have you taught at this school?
Enter the number in years.

74 Which of the qualifications listed below do you have? Tick all that apply
   Higher degree mainly by research (e.g. PhD, DPhil) □
   Higher degree mainly by taught course (e.g. MA, MSc) □
   Postgraduate Certificate in Education (PGCE) □
   Other postgraduate diploma or certificate □
   Bachelor of Education (BEd) □
   Other first degree (e.g. BA, BSc) □
   Teaching diploma or certificate □
   Professional qualification (e.g. Accountancy) □
   None of these □
   Do not wish to answer □
Appendix A

Study Child's Class

We want to collect some information about the study child's class in order to investigate how the characteristics of peer groups and teaching environment relate to children's educational development.

75 How many children are there on the study child's class register?  
   
76 Does the study child's class contain mixed year groups?  
   Yes ☐ Go to Q77  
   No ☐ Go to Q78  

77 How many children in the study child's mixed year class are from each of these years?  
Write in for each year, if none write 0 in box.  
   Primary 1 ☐  
   Primary 2 ☐  
   Primary 3 ☐  
   Primary 4 ☐  
   Primary 5 ☐  

78 How many classes are there in the study child's year?  
   
79 How many children in the study child's class have SEN statements?  
If none write 0 in box.  
   
80 How many children in the study child's class have been excluded from school since the beginning of the school year?  
If none write 0 in box.  
   
81 How many children in the study child's class have come from homes where English or Irish is an additional language?  
If none write 0 in box.  
   
82 Are there any children in the study child's class whose behaviour in class prevents other children from learning?  
Yes ☐  
No ☐  

83 Which of the phrases below best describes the noise outside the study child's classroom / main teaching area?  
   Continuous and is a problem ☐  
   Continuous but not a problem ☐  
   Intermittent and is a problem ☐  
   Intermittent but not a problem ☐  
   It is usually quiet outside the classroom ☐  

84 How many days in this term has supply cover been used for the study child's class? If none write 0 in box.  
   
11 Please turn over →
Appendix A

85 In an average week, how many hours a week are spent teaching the study child’s class

... Literacy or language? ☐ ☐
... Maths and numeracy? ☐ ☐
... PE? ☐ ☐

86 In an average week approximately what percentage of lesson time do children in the study child’s class spend in the following groupings?

<table>
<thead>
<tr>
<th></th>
<th>Whole class</th>
<th>Work in groups</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy or language</td>
<td>% + ☐ ☐ ☐</td>
<td>% ☐ ☐ ☐</td>
<td>% ☐ ☐ ☐</td>
</tr>
<tr>
<td>Maths or numeracy</td>
<td>% + ☐ ☐ ☐</td>
<td>% ☐ ☐ ☐</td>
<td>% ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

87 How long are children in the study child’s class expected to spend on homework in an average week?

Enter the number of minutes e.g. an hour = 60
If none write 0 in box.

88 This term, did the study child’s class get regular support from any of these? (By regular we mean at least once a week for most of the term).

Tick all that apply

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

Please Complete The Information Below

89 Date of completion ☐ ☐ ☐ / ☐ ☐ ☐ ☐ / ☐ ☐ ☐ ☐ ☐ ☐ ☐

Are you the teacher named on the front of the questionnaire?

Yes ☐   No ☐

Please write your name in the boxes below

Title ☐ Forename ☐ Surname ☐

Thank you very much for taking the time to answer our questions. All your answers will remain confidential. Please return the questionnaire in the envelope provided. Please call freephone 0800 783 5090 if you have any queries.
Appendix A

A7. Teacher questionnaire: Welsh

Plentyn y Ganrif Newydd
Arolwg 7 Oed

Holiadur Athrawon – Cymru

CYDGYFRINACHOL

Mae'r Ganolfan Astudiaethau Hydredol (CLS) yn y Sefydliad Addysg (IoE) wedi comisiynu'r Ganolfan Genedlaethol ar gyfer Ymchwil Gymdeithasol (NatCen) i gynnal arolwg yng Nghymru bywydau plant yn yr 21ain Ganrif o'r enw Plentyn y Ganrif Newydd.

Mae'r plentyn sydd wedi'i enwi isod yn rhan o'r astudiaeth hon. Mae rhi寅r plentyn wedi rhoi eu caniatád ysgrifenedig i ni eich gwasgod chi i lenwi'r holiadur athrawon hwn.

Bydd yr holl wybodaeth a roddwch yn cael ei thrin yn holloy gydyfrinachol yn unol â'r Ddeddf Diogelu Data a'i defnyddio i ddibenion ymchwil yn unig. Ni fydd dim o'r wybodaeth y byddwch yn ei rhoi yn cael ei throsiwyddo i'r plentyn na'r rhi寅i.

Atebwch y cwestiynau am y plentyn sydd wedi ei enwi isod. Dylai bod modd llenwi'r holiadur o fewn 15-20 munud. Os bydd angen cymorth arnoch chi neu os oes gennych chi unrhyw gwestiynau gallwch ffonio'r tîm ymchwil ar 0800 783 5890.

Oni bai fod cyfarwyddyd gwahanol, atebwch y cwestiynau os gwelwch yn dda trwy gyfeirio at y tymor y cyfwelwyd plentyn yr astudiaeth ynddo. Mae'r diwrnod, y mis a'r flwyddyn y cyfwelwyd y teulu i'w gweld isod. Osyw'r dyddiad hwn yn ystod un o wyliau'r ysgol, atebwch ynghyd y tymor a oedd cyn y gwyliau.
Sut i ateb y cwestywnau

Er mwyn llenni i holliadur dyliad ystyried pob cwestiwn ar wahân a’i ddarllen yn ofalus. Atebwch y cwestywnau os gweithwch yn dda trwy:

Dicio blwch – fel hyn ✓

Neu ysgrifennu rhif mewn blwch – fel hyn 3

Welthiau lle weldwch chi gyfenwodd sy’n dweud wrthych chi pa gwestiwn i’r ateb nesaf – fel hyn

Ydyw, Oes, le ad ati ✓

Nac ydyw, Nac oes, Nage ac ati □

Ewch at C96

Os byddwch yn gennu canlyniad, tynnwch limyl trwy’r ateb amgylchedd a rhoi tic yr y blwch yn ymyl yr ateb, fel hyn:

Does dim rhaid i chi ateb unifyw gwesiwn na fedwch neu nad oes arnoch chi einhau el ateb.
## Gallu’r Plentyn yr Astudiaeth

Gofynnir i chi raddio rhai agweddu ar ailu o chymhaddiad plentyn yr astudiaeth. Mae pob mees wedi’i ranu’n dwiwcwch o gategoriad.

Cyrmant arg y bydd eich profiad profesiynol yn el genieliad, graddwch y plentyn os gwelwch ym da mewn perthynes â phob plentyn yr oedd hwn (h.y. nid yn unig eu dosbarth presennol na, hyd y oedd eu hysgol).

### 1. Byddwch o’r chyfartal a nodi ym mhia iaith y mae’r plentyn yn derbyn ei addysg

<table>
<thead>
<tr>
<th>Cyfartaledd</th>
<th>Llwyddiant</th>
<th>Llwyddiant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cymraeg yn unig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cymraeg yn benaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cymraeg a Saesneg yn weddol gyfartal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saesneg yn benaf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saesneg yn unig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arall (nodwch os gwelwch ym da)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Tlechwch un blwch ym mhob rhes

<table>
<thead>
<tr>
<th>Llwyddiant</th>
<th>Uchwaith</th>
<th>Cyfartaledd</th>
<th>Is safr Capel</th>
<th>Llwyddiant</th>
<th>Amherthasol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Llwyddiant</td>
<td></td>
<td></td>
<td></td>
<td>Llwyddiant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3

Trosodd os gwelwch ym daa
Ymddygiad Plentyn yr Astudiaeth

Mddyliwch os gwelwch yr oda am ymddygiad y plentyn hwn ym ystod y 6 mis diwethaf os gallwch: Ar gyfer pob un o'r datganiaid au canomyd diwydych os gwelwch yr oda a yw'n anrhyd y wddiol wr neu'n wir ym bendant am ymddygiad y plentyn.

13. Mae'n fedydlgar yng Nghymru teimladiâu pobl eraill
14. Mae’n alltymdd a gorfyngio, nid yr'n gallu cadw'n llonydd yr hir
15. Mae'n cymnho'n amli am gur pen, poen yn ei stumog neu sailch
16. Mae’n barod iawn i ynnau gyda phiant eraill
   (moethau, tegfasau, pensliâu ac atli)
17. Mae'n colli ei crymer / ei thymser neu fynd i hwyliâu darg yn amli
18. Mae braddd yr unig, yr tuaddu i chwarses ar ei ben / ei phen ei hun
19. Mae'n utudd fel arfer, yn gwneud yr hyn mae oedolion yn ei ofyn fel arfer
20. Mae'n gofilm ar un lawer I’w weld / gweld yn poeni’n amli
21. Mae’n cynig omyrth os bydd rhwyd wedi briod, yr ollfus neu’n teimlo’n waed
22. Mae’n alltymdd a chymho’n barhaus
23. Mae ganddo / ganddi o leiaf un cyflali da
24. Mae’n ymladd gyda phiant eraill neu’n eu bwlio’n amli
25. Mae’n amli yn anhau, un ddigolion neu’n ddargcrowol
26. Mae plant eraill yn Hoff onno / o hong ar y cyfan
27. Mae’n hawdd tynnau ei sylw, mae ei sylw’n cwydro
28. Mae’n nerfed neu’n gynnu o’n eilffyliadaodd newydd, yr colli hyder yn hawdd
29. Mae ganedig gyda phiant iau
30. Mae’n dweud oedwyd neu’n twylio’n amli
31. Mae plant eraill yn ei herian neu ei bwlio / ei bwlio
32. Mae’n gwiriondo’i amli i helpu eraill (rhieni, athrawon, plant eraill)
33. Mae’n yrystred fathau o ymwethu
34. Mae’n dweud o’r cartref, yr ysgol neu leoded eraill
35. Mae’n tynnau ymlsen yn weel gydag oedolion na gyda phiant eraill
36. Mae ganddo / ganddi lawer o’u ohau, mae’n hawdd codi o ffn amo / amli
37. Mae’n dal all gyda thairgau i’r dweud, cythod canolbwyntio da

Tlleuon yr blech yrnh mhab rhis

Anwir
Gweddyl
Wr
Grwch yn
beddset

4
Appendix A

38. A oes sylwadau neu bryderon eraill gennych chi?

- Oes
- Nac oes

Diagrtwch i'os gwrtwch yn dda
Ewch at C39

39. Yn gyfredinol, i gymhni, bydd chi'n meddwl bod anawsterau gan y plentyn mewn un neu rai o'r meysydd canlynol: emocynau, canolbwyntiau, ymddigiaid neu'r gaffu i ddynu yr ymlaen gyda phobl eraill?

- Oes, anawsterau bach
- Oes, anawsterau pendant
- Oes, anawsterau dibitiol

Nac oes

Ewch at C40
Ewch at C41

40. a) Ers prydy mae'r anawsterau hyn wedi bod yn bresennol?

- Lle na nag 1 mis
- 1 - 5 mis
- 6 - 12 mis
- Mwy na blwyddyn
- Ddim yn gwybod

b) A yw'r anawsterau hyn

Ddau o gwl i
Ddau ond ychydig
Cryd ddyra
Liwlaw lla

...yn perif golfo neu loes i'r plentyn?
...yn amharu ar berthnas y plentyn gyda'u gyfeslon?
...yn amharu ar dod defnydd plentyn yn yr ystafell defodeith?
...yn faich annoch chi neu'r dosbarth yng Nghymru?


Proffil Plentyn yr Astudiaeth

41 Ers prydi yma plentyn yr astudiaeth yr eich dosbarth chi?
    Nozawch i fer i ymosedd.

42 A gafodd y plentyn hwn ei abal neu ei wahardd dros dro o’r ysgol enwod am o iestaf un diarnod yr ysgol y flwyddyn ysgol hwn?
    Do □ □ Faint o weliwchiau mae hyn wedi digwydd?
    Naddo □

43 A wyt / hi ym derbyn Saeson neu Gymraeg fel cymorth isaf Ychwanegol?
    Ydyw □
    Nac ydyw □

44 A wyt plentyn yr astudiaeth yn cael unrhyw gynorth neu gynhyrch neu yr ysgol ohwyrdd problem gyda’i lechyd neu yr addysg neu anabledd?

    Twiwr bob un sy’n berthnasol

    Dim cymorth □
    Cymorth unigol yn y dosbarth gan altho / cynorthwydd □
    Cymorth unigol yn y dosbarth gan aelod o’r teulu □
    Dosbarthiadau arbenig □
    Mae addasadau wedi eu gwneud yn yr amgylchedd ffelegol □
    Mae ofer wedi’u darparu □
    Mae’n mynd i ysgol arbenig □
    Aral (dissgrifiwch os gwelwch yr ddia)

45 A gafodd y plentyn ei gydtabod enwod ei fod ag Anghenion Addysgol Arbenig (AAA) neu Anghenion Dyegu Ychwanegol?

    Do □ □ Ewch at C46
    Naddo □ □ Ewch at C48

46 A oes gan y plentyn hwn ddalgarriad (ioam o AAA neu Anghenion Dyegu Ychwanegol)?
    Oes □
    Nac oes □
47. A yw’r problem benodol hon / y problemau penodol hyn yn berthnasol i’r plantyn hwn?

<table>
<thead>
<tr>
<th>Ydwy</th>
<th>Nac ydwy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslecia</td>
<td></td>
</tr>
<tr>
<td>Anawsterau dysgau (yn cynnwys dyspracwlia / dyscaloria)</td>
<td></td>
</tr>
<tr>
<td>Anwylder Cilffyg Canolbwyntio a Gorfluogwydd (ADHD)</td>
<td></td>
</tr>
<tr>
<td>Awstisaeth, Syndrom Asperger neu anwylder o edrychwn awstisaidd</td>
<td></td>
</tr>
<tr>
<td>Problem aymddygiad / gorfluogwydd</td>
<td></td>
</tr>
<tr>
<td>Anawsterau eraill gyda darllen, ysgrifennu, sialla neu fathemateg</td>
<td></td>
</tr>
<tr>
<td>Problem gyd lleferydd neu iaith</td>
<td></td>
</tr>
<tr>
<td>Problem gyd goleg</td>
<td></td>
</tr>
<tr>
<td>Problem gyd chwy</td>
<td></td>
</tr>
<tr>
<td>Anabledd corfforol arall</td>
<td></td>
</tr>
<tr>
<td>Afarchyd y meddwl / iseider ysbryd</td>
<td></td>
</tr>
<tr>
<td>Mwy galluog / Hynod o alluog / talenteg / dawnsus / IQ uchel</td>
<td></td>
</tr>
<tr>
<td>Eraill (dei grifiwch os gwelwch yn dda)</td>
<td></td>
</tr>
</tbody>
</table>

**Rhieni Plentyn yr Astudiaeth**

48. Ynghylch addysg y plentyn, faint o bwys neu ddiddordeb yw hyn i’r rhieni i bob gowg?

<table>
<thead>
<tr>
<th>Lleuor o ddiddordeb</th>
<th>Diweddwr y gwmn</th>
<th>Ychydig iawn o ddiddordeb</th>
<th>Dim ddiddordeb</th>
<th>Methu à dweud</th>
<th>Dim figwr famol / tadol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mae’n ymddeangos bod gan y fam...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mae’n ymddeangos bod gan y taid...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. Cyn b威尔ed ag yr ydych yn ymwbyddo, a oes modd deitroffio agwedd y rhieni at y plentyn gydag unrhyw un o’r hyn?

<table>
<thead>
<tr>
<th>Mam</th>
<th>Tad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mae</td>
<td>Tiesch un blech ym un</td>
</tr>
<tr>
<td>Barn gydwrs am bawseriau y plentyn</td>
<td></td>
</tr>
<tr>
<td>Gorbrieder am gynydd / digwyli safon rhy uchel</td>
<td></td>
</tr>
<tr>
<td>Yn gas gyda’u plentyn</td>
<td></td>
</tr>
<tr>
<td>Yn dylid yr plentyn</td>
<td></td>
</tr>
<tr>
<td>Methu à dweud</td>
<td></td>
</tr>
<tr>
<td>Dim figwr famol / tadol</td>
<td></td>
</tr>
</tbody>
</table>

Trosodd os gwelwch yn dda
### Grwpiau Dosbarth

Mae gennym ddiddordeb meun gwybod am grwpio **rhwng ac mewn** dosbarthiau ym mwyddyn y plentyn hwn. Mae C50-C68 yn holi am grwpio rhwng dosbarthiau ac mae C69-C67 yn holi am grwpio mewn dosbarthiau.

Mae rhai ysgolion yn grwpio plant ym yr un flwyddyn yn ôl gallu cyflogiadol ac maent yr cael eu haddwygu ym y grwpiau hyn ar gyfer y rhan fwyaf neu bob un o’r gwrsil. Rydym yn gallu hyn y **fynyddo**.

Mae rhai ysgolion yn grwpio plant o wahanol ddosbarthiau yn ôl gallu ar gyfer rai pynciau ym unig ac mae’n bosibl eu bod yn cael eu dysgu mewn gwahanol grwpiau gallu ar gyfer gwahanol bynciau. Rydym yn gallu hyn y **setio**.

Mae ysgolion oesol nid ydym yn grwpio plant yn ôl gallu **rhwng** dosbarthiau. Weithiau gall hyn fod ohonwydd nad oes dosbarthiau lluosol ym y flwyddyn.

<table>
<thead>
<tr>
<th>Q.</th>
<th>C50-C68</th>
<th>C69-C67</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Ym mwyddyn y plentyn hwn, a oes fynyddo?</td>
<td><strong>Tieties un blenc ym unig</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Oes</strong></td>
<td><strong>Ewch at C51</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Nac oes</strong></td>
<td><strong>Ewch at C53</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C52</th>
<th>C53</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Faint o fynyddo sydd yr mwyddyn y plentyn hwn?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C55</th>
<th>C56</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>Ym mha ffrwd y mae'r plentyn hwn?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C54</th>
<th>C55</th>
<th>C56</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Ym mwyddyn y plentyn hwn, a oes setiau ar gyfer llythrennedd?</td>
<td><strong>Ewch at C53</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Oes</strong></td>
<td><strong>Ewch at C54</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Nac oes</strong></td>
<td><strong>Ewch at C56</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C56</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>Faint o setiau sydd yr mwyddyn y plentyn hwn ar gyfer llythrennedd?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C56</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>Ym mha oest y mae'r plentyn hwn ar gyfer llythrennedd?</td>
<td><strong>Ewch at C56</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Oes</strong></td>
<td><strong>Ewch at C57</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Nac oes</strong></td>
<td><strong>Ewch at C59</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C56</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Ym mwyddyn y plentyn hwn, a oes setiau ar gyfer mathematig?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C56</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Faint o setiau sydd yr mwyddyn y plentyn hwn ar gyfer mathematig?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q.</th>
<th>C57</th>
<th>C58</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>Ym mha set y mae'r plentyn hwn ar gyfer mathematig?</td>
<td></td>
</tr>
</tbody>
</table>

**Ewch at C59**
Mae'r ysgolion yn grwpio plant yn yr un dosbarth by òl gallu cyffredinol ac maent yn cael eu dyegu yn y grwpiau gallu hyn ar gyfer y ran Neu'r holwes. Rydwim y gwybodaeth hyn yn grwpio y òl gallu o fewn dosbarth.

Mae'r ysgolion eraill na dyonynt y grwpio plant y òl gallu o fewn dosbarthiadau. Mae'n bosibl bod rhyw ysgolion yn defnyddio grwpio o fewn dosbarth yn ogystal â diwylio a seilio rhwng dosbarthiadau a bod eraill yn defnyddio grwpio o fewn dosbarth y òl fwyd a seilio rhwng dosbarthiadau.

Mae'n bosibl nad yw'r ysgolion yn defnyddio unrhyw grwpio y òl eu gallu cyffredinol neu benodol i bwm, neill ai o fewn neu rhwng dosbarthiadau.

50. Yn nosbarth y plentyn hwn, a oes grwpio y òl gallu o fewn dosbarth?

Ychydig un blych yr unig

Oes ➔ Ewch at C60
Nac oes ➔ Ewch at C62

51. Faint o grwpiau gallu o fewn dosbarth sydd?

52. Ym mha grwp y mae'r plentyn hwn?

Uchaf

Canol

Iesaf

53. Yn nosbarth y plentyn hwn, a oes grwpiau parc o fewn dosbarth ar gyfer llythrennedd?

Oes ➔ Ewch at C63
Nac oes ➔ Ewch at C65

54. Faint o grwpiau parc o fewn dosbarth sydd ar gyfer llythrennedd?

55. Ym mha grwp y mae'r plentyn hwn ar gyfer llythrennedd?

Uchaf

Canol

Iesaf

56. Yn nosbarth y plentyn hwn, a oes grwpiau parc o fewn dosbarth ar gyfer mathemateg?

Oes ➔ Ewch at C66
Nac oes ➔ Ewch at C68

57. Faint o grwpiau parc o fewn dosbarth sydd ar gyfer mathemateg?

58. Ym mha grwp y mae'r plentyn hwn ar gyfer mathemateg?

Uchaf

Canol

Iesaf

Trosodd os gwelwch yn da ——
Appendix A

Amdanoch Chi

Mae amnom ni elisiau casgli amdanoch chi er mewn astudio i modd y mae nodweddiwn athrawon yn bertinase o'i doddbysgyd addygiol plant.

66. A ydych chi eisoes wedi llenwi flurffiten ar gyfer plentyn arall sydd hefyd yn rhan o’r astudiaeth hon ac yn yr un dosbarth àr plentyn hwn?
   Ydwr
   Nac ydwr
   → Ewch at C69

69. Al gwyryw ynteu ferwy ydych chi?
   Gwryw
   Beryw

70. I bientyn yr astudiaeth, ydych chi’n...?
   Athrofalthraves dosbarth
   Pennaeth
   { Athrofalthraves arall
   Cynorthwyydd dosbarth
   Cynorthwyydd gweinyddol yn yr ysgol
   → Ewch at C71
   Arall
   → Ewch at C75

71. Faint o amser i gyd ydych chi wedi bod yn addysgu?
   Nodwch mewn y Bywydaddod.

72. Rhwch y fwyddyn, os gwelwch yn iddi, y gwaethoch chi gwblhau c’hi cymhwystru addysgu.

73. Faint o llwydaddod wedi’i ydych chi wedi bod yn addysgu yn yr ysgol hon?
   Nodwch mewn y Bywydaddod.

74. Pa gymwysterau o’r mestr hon sydd gennych chi?

   Trych bob un sy’n bertinaseol
   Gradd uwch trwy yrchwil yn benaf (e.e. PhD, DPhil)
   Gradd uwch yn benaf trwy gysiau a addysgir (e.e. MA, MSc)
   Tystysgrif Addysg i Raddedigion (TAR)
   Diploma neu dystalysgrif arall i raddedigion
   Baglor meawn Addysg (BAdd)
   Gradd gyntaf arall (e.e. BA, BSc)
   Diploma neu dystalysgrif addysgu
   Cymhwystru profesiynol (e.e. Cyrrifyddiaeth)
   Yr un o’r rhan
   Dim eisiu aleb
Appendix A

Dosbarth Plentyn yr Astudiaeth

Mae anron ni eliau caegia gwybodaeth am dddosbarth plentyn yr astudiaeth er mwyn astudio'r modd y mae nodweddiwn greiplau cytavodd a'r argraffeddu addwyegu yn berthnasol i ddadllyglad addwyegol plant.

75 Faint o blant sydd ar gofrestr dosbarth plentyn yr astudiaeth?

76 A yw dosbarth plentyn yr astudiaeth yn cynnwys greiplau blwyddyn cymysg?

Ydyw [ ]
Nac ydyw [ ]

77 Faint o blant yn nosbarth blwyddyn cymysg plentyn yr astudiaeth sydd o bob un o'r blwyddyn cymysg?

Nodwch ar gyfer pob blwyddyn. Os nad oes yr un, nodwch 0 yn y blwch.

Derbyn [ ]
Blwyddyn 1 [ ]
Blwyddyn 2 [ ]
Blwyddyn 3 [ ]
Blwyddyn 4 [ ]

78 Faint o ddosbarthiadau sydd ym mlwyddyn plentyn yr astudiaeth?

79 Faint o blant yn nosbarth plentyn yr astudiaeth sydd â datganliadau AAA neu Anghenion Dysgu Ychwanegol?

Os nad oes yr un, nodwch 0 yn y blwch.

80 Faint o blant yn nosbarth plentyn yr astudiaeth sydd wedi eu gwaithio o'r ysgol ers dechrau'r blwyddyn ysgol?

Os nad oes yr un, nodwch 0 yn y blwch.

81 Faint o blant yn nosbarth plentyn yr astudiaeth sydd o gartrefi lle mae Saesneg neu Gymraeg yn iath ychwanegol?

Os nad oes yr un, nodwch 0 yn y blwch.

82 A oes plant yn nosbarth plentyn yr astudiaeth y mae eu hyrddygliad yn y dosbarth yn rhwystro plant eraill rhag dysgu?

Oes [ ]
Nac oes [ ]

83 Pa ymadodd iso dwd wr ddisgrifio gorau o'r rws y tu allan i ystafell ddosbarth / prif tan addwyegu dosbarth plentyn yr astudiaeth?

Parhaus ac mae’n broblem[ ]
Parhaus ond nid yw’n broblem [ ]
Ysbeidio ac mae’n broblem [ ]
Ysbeidio ond nid yw’n broblem [ ]
Mae’n dawel fel arfer y tu allan i’r ystafell ddosbarth [ ]

84 Faint o ddwyddiadau tymor hwn y defnyddiwyd atsrawon llawr ar gyfer dosbarth plentyn yr astudiaeth?

Os nad oes yr un, nodwch 0 yn y blwch

Trosodd os gwelwch yn dda

11
85. Mewn wythnos arferol, faint o oriau sy’n cael eu treulio’n addysgu dosbarth plentyn yr astudiaeth mewn
  ... Lythrennedd neu iath?
  ... Mathemateg a rhifedd?
  ... Addysg Gorfforol?

86. Mewn wythnos arferol, pa ganwyn o amser y gweri y mae pobl yn nosbarth plentyn yr astudiaeth yn ei
 threnuo yn y gweithlu canlynol?

<table>
<thead>
<tr>
<th>Dosbarth cyfan</th>
<th>Gwraith mewn gynllun</th>
<th>Gwraith uwchel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lythrennedd neu iath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathemateg neu rhifedd</td>
<td>% +</td>
<td>% +</td>
</tr>
</tbody>
</table>

87. Faint o amser mae disgwyli blant yn nosbarth plentyn yr astudiaeth ei dreulio wrth eu gwraith cartref mewn
  wythnos arferol?
  Noethwy nifer y munudau e.e. awr = 60
  Os nad oes yr un, noethwy 0 yr y blych.

88. Y tymor hwn, a gafodd dosbarth plentyn yr astudiaeth gynorth rheolaidd oddi wrth unrhyw un neu rai o’r
  canlynol? (Ystyri’r rheolaidd yrna wrth yr lliaf unwaith yr wythnos y fan hwyaf o’r tymor).

<table>
<thead>
<tr>
<th>Trychob en i yn beddinasol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athro arall (arbennig)</td>
</tr>
<tr>
<td>Athro arall (arbennig)</td>
</tr>
<tr>
<td>Cynorthwysdd addysgu</td>
</tr>
<tr>
<td>Athro tŷfnymer</td>
</tr>
<tr>
<td>Gwirfoddol</td>
</tr>
<tr>
<td>Rhieni</td>
</tr>
</tbody>
</table>

Unrhyw un arall (manylion os gwelwch yn dda)

---

**Byddwch crystal à rho’i wybodaeth isod**

89. Byddwch y mwyaf o’r crystal neu cyfnod neu'r crystal:
  d d m m b b b

A o chyl yw’r athro / athrawes sydd wedi ei eris ar flaen yr holladur?

<table>
<thead>
<tr>
<th>lleuad</th>
</tr>
</thead>
</table>

Nag

Teili

Enw cyntaf

Cyfwm

---

Diolch yn fawr iawn am roi o’ch amser i athro ein cwestiynau.

*Bydd eich holl atebion yn cael eu cadw’n gydgyfrinachol.*

Dychwelyd yr holladur yn yr amien a ddarparir os gwelwch yn dda.

Ffoniwch radffon 0800 783 5899 os gwelwch yn dda os oes ymholiadau gennych.
A8. First teacher reminder: England, Scotland and N. Ireland

Child of the New Century
Age 7 Survey

Name of child: <Child's forename> <Child's surname>

Dear <Title> <Teacher forename> <Teacher surname>,

Some time ago I invited you to take part in the ‘Child of the New Century’ – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of this study.

We have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life. We would be very grateful if you would complete the questionnaire as soon as possible and return it to us. If you have already done so in the last few days, please accept our thanks, and we apoligise for writing to you again. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your school or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
Appendix A

A8. First teacher reminder: Wales

Child of the New Century
Age 7 Survey

Name of child: <Child’s forename> <Child’s surname>

Dear <Title><Teacher forename><Teacher surname>,

Some time ago I invited you to take part in the ‘Child of the New Century’ – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of this study.

We have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life. We would be very grateful if you would complete the questionnaire as soon as possible and return it to us. If you have already done so in the last few days, please accept our thanks, and we apologise for writing to you again. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your school or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director

Note: This is a two-sided letter with English on the one side and Welsh on the other.
Plentyyn y Ganrif Newydd
Arolwg 7 oed

Beth amser yn ôl, fe’ch gwaeddolais i gymryd rhan yn ‘Plentyyn y Ganrif Newydd’ – astudiaeth genedlaethol o bwys sy’n archwilio sut beth yw prifio yn y DU yn yr 21ain ganrif. Rydym wedi’ch gwaeddol chi i gymryd rhan am fod plentyyn yr ydych yn ei ddysgu ar hyn o bryd neu y buoch yn ei ddysgu’n ddawedd ar yr han o’r astudiaeth hon.

Ni chawsom holiadur wedi’i gwbthau gennych eto. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron wedi’u cwbthau ag sydd modd er mwyn cael golwg lwnach ar fywyd y plentyyn. Byddem yn ddiochgar iawn pe gwnaeth chi gwbthau’r holiadur cyn gynted â phosib ai i ddychwelyd inni. Os gwnaethoch chi hynny’n barod yn ystod y diwrnodau diwethaf hyn, dance tymeg i ddioch iddi ac ymddiheuro am ysgrifennu atoch eto. Os hoffech chi gooi arall, ffoniwch Rhadffon 0800 783 5890.

Caiff eich atebion eu trin yn gwbl gyfrinachol yn unol âr Ddeddf Gwarchod Data. Dim ond i greu portread o fywyd yn y DU heddiw y defnyddir yr wybodaeth a rochwch, ac ni chafff mo’i dosbarthu mewn ffordd fydd yn ei gwnaeth yn bosib eich adnabod chi, eich ysgol na phlant yr astudiaeth.

Yn y cyfamser, os oes gennych chi unrhyw gwestynau neu os hoffech wybodaeth bellach am yr astudiaeth, ffoniwch y rhif Rhadffon uchod.

Gwerthfawrogwn fod cyn alw ar eich amser ac rydym yn ddiochgar am eich cynorthwyd i’r astudiaeth bwysig hon. Carem ddioch ichi am gyfrannu at adnodd ymchwil addysgol o bwys.

Cofion caresig,

Heather Joshi

Yr Athro Heather Joshi, OBE
Cyfarwyddwr yr Astudiaeth

TR1-W
Appendix A


Dear <Title><Teacher forename><Teacher surname>,

A few months ago I invited you to take part in the 'Child of the New Century' – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of the study.

We have not yet received your completed questionnaire, and are therefore enclosing a fresh copy of the questionnaire and leaflet in case the first copy was mislaid or is not to hand. Please complete the questionnaire and return it to us in the Freepost envelope provided. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of this child's life.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call Freephone 0800 783 5890.

If you have already returned the questionnaire to us in the last few days, please accept our thanks, and we apologise for writing to you again.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

Professor Heather Joshi, OBE
Study Director

TR2
Appendix A

A9. Second teacher reminder: Wales

Child of the New Century
Age 7 Survey

Name of child: <Child’s forename> <Child’s surname>

Dear <Title> <Teacher forename> <Teacher surname>,

A few months ago I invited you to take part in the ‘Child of the New Century’ – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of the study.

We have not yet received your completed questionnaire, and are therefore enclosing a fresh copy of the questionnaire and leaflet in case the first copy was mislaid or is not to hand. Please complete the questionnaire and return it to us in the Freepost envelope provided. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of this child’s life.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today and will not be released in any way that enables you, your school or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call Freephone 0800 783 5990.

If you have already returned the questionnaire to us in the last few days, please accept our thanks, and we apologise for writing to you again.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

Heather Joshi
Professor Heather Joshi, OBE
Study Director
Plentyn y Ganrif Newydd
Arolwg 7 oed

Rai misoedd yn ôl, fe’ch gwahoddais i gyrryd rhan yn ‘Plentyn y Ganrif Newydd’ – astudiaeth genedlaethol o bwys sy’n archwilio sut beth yw priifo yn y DU yw yr 21ain ganrif. Rydym wedi’ch gwahodd chi i gyrryd rhan am fed plentyn yr ydych yn ei ddysgu ar hyn o bryd neu y buoc yn ei ddysgu’n ddiweddar yn rhan o'r astudiaeth.

Ni chawsom holiadur wedi'i gwblhau gennych eto a dyma ni, felly, yn amgau copi arall o’r holiadur ynghyd â thaflen nhag ofn i’r copi cyntaf fynd ar goll neu nad yw wrth law gennych. Byddwchystal â chwblhau’r holiadur a’i ddychwelyd inni yn yr amlen Rhadbost sydd wedi’i ddarparu. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron wedi’u cwblhau ag sydd mord er mwyn cael golwg lawnnach ar fywyd y plentyn hwn.

Caiff eich atebion eu trin yn gwbl gyfrinachol yn unol à’r Ddeddf Gwarchod Data. Dim ond i greu portread o fywyd yn y DU heddiw y defnyddir yr wybodaeth a rowch, ac ni chaiff mo’i dosbarthu mewn flordd fydd yn ei gwneud yn bosib eich adnabod chi, eich ysgol na phlant yr astudiaeth.

Yn y cyfamser, os oes gennych chi unrhyw gwestiynau neu os hoffech wybodaeth bellach am yr astudiaeth, ffoniwch Rhadffon 0800 783 5690.

Os ydych chi eisoes wedi dychwelyd yr holiadur inni yn ystod y diwrnodau diwethaf hyn, carem fynegi’n diolch i chi ac ymddiheuro am ysgrifennu atoch eto.

Gwerthfawrogon fod cryn alw ar eich amser ac rydym yn ddiolchgar am eich cymorth gyda’r astudiaeth bwysig hon. Carem ddiolch ichi am gyfrannu at adnodd ymchwil addysgol o bwys.

Cofion caredig,

Heather Joshi
Yr Athro Heather Joshi, OBE
Cyfanwyddwraig yr Astudiaeth

Child of the New Century
Age 7 Survey

Name of child: <Child's forename> <Child's surname>

Dear <Title><Teacher forename><Teacher surname>,

Last month I sent you a reminder to take part in the 'Child of the New Century' — an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of this study.

We are contacting you again to ask for your help because we have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life. We would be very grateful if you would complete and return the questionnaire to us as soon as possible. If you have already returned the questionnaire in the last few days, please accept our thanks, and we apologise for writing to you again. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your school, or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
A10. Third teacher reminder: Wales

Child of the New Century
Age 7 Survey

Dear <Title><Teacher forename><Teacher surname>,

Last month I sent you a reminder to take part in the ‘Child of the New Century’ – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of this study.

We are contacting you again to ask for your help because we have not yet received your completed questionnaire. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life. We would be very grateful if you would complete and return the questionnaire to us as soon as possible. If you have already returned the questionnaire in the last few days, please accept our thanks, and we apologise for writing to you again. If you require another copy, please call Freephone 0800 783 5890.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your school, or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call the Freephone number mentioned above.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

Professor Heather Joshi, OBE
Study Director
Plentlyn y Gannrif Newydd
Arolwg 7 oed

Y mis diwethaf, anfonais nodyn atgoffia atoch yn ei chwahodd eto i gymryd rhan yn ‘Plentlyn y Gannrif Newydd’ – astudiaeth genedlaethol o bwys sy’n archwilio sut beth yw prifio yn y DU yn yr 21ain gannrif. Rydym wedi’ch gwahodd chi i gymryd rhan am fod plentlyn yr ydych yn ei ddwygu ar hyn o bryd neu y buoch yn ei ddysgu’u ddiweddar yn rhan o’r astudiaeth hon.

Rydym yn cysylltu â chi eiliwaith i geisio’ch cymorth am na chawsom holiadur wedi’i gwbllau gennych eto. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron wedi’u gwbllau ag sydd mudd er mwyn cael golwg lawnaid ar hwyd y plentlyn. Byddem yn ddiolchgar iawn pe gwnaeth chi gwbllau’r holiadur cyn gynted â phosib a’i ddychweyd inni. Os ydych chi esoes wedi ddychweyd yr holiadur yn ystod y diwrnodau diwethaf hyn, carem fynegi’n diolch i chi ac ymddiheuro am ysgrifennu atoch eto. Os hoffech chi gopi arall, ffoniwch Rhadffon 0800 783 5890.

Caiff eich atebion eu trin yn gwbl gyfrinachol yn unol â’r Dde-dd Ddewch Data. Dim ond i greu portread o hwyd yn y DU heiddiw y defnyddir yr wybodaeth a rochw, ac ni chaiff ni ddim dosbarthu mewn ffordd fydd yn ei gwneud yn bosib ei chadnod chi, eich ysgol na phlant yr astudiaeth.

Yn y cyfanmer, os oes gennych chi unrhyw gwestyynau neu os hoffech wybodaeth bellach am yr astudiaeth, ffoniwch y rhif Rhadffon uchod.

Gwerthfawrogwn fod cynh wyw ac amser ac rydym yn ddiolchgar am eich cymorth gyda’r astudiaeth bwysig hon. Carem ddiolch i chi am gyfrannu at adnodd ymchwilio ddiysgu o bwys.

Cofion caredig,

Yr Aethro Heather Joshi, OBE
Cyfarwyddwr yr Astudiaeth

Note: This is a two-sided letter with English on one side and Welsh on the other.
Appendix A

A11. Head teacher reminder: England

The Head Teacher
<School name>
<Address1>
<Address2>
<Address3>
<Address4>
<Postcode>

Child of the New Century
Age 7 Survey
Reminder to return Questionnaire(s)

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

Dear Head Teacher,

A few months ago I wrote to you to inform you that we were inviting one or more of the teachers in your school to take part in the 'Child of the New Century' as a child they are teaching now or have taught recently is part of this study. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

We wrote to the teacher(s) asking them to complete a short questionnaire about the study child’s education and behaviour at school. Some teachers may have been asked to complete a questionnaire for more than one study child.

I am writing to you again as we have not yet received all of the completed questionnaires from the teacher(s) named above. Although it is up to the teacher(s) whether or not to participate, and we appreciate that there are many demands on their time, it is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life.

We would be very grateful if you could encourage the teacher(s) named above to complete and return their outstanding questionnaire(s). If the teacher(s) named above is no longer at the school and their whereabouts is unknown, or if he/she does not feel able or willing to answer the questionnaire, it would be a great help if you could facilitate passing the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself. If the teacher(s) named above has already returned the questionnaire in the last few days, please accept our thanks and apologies for writing to you again.

The answers will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your teachers, your school or the children in the study to be identified.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). The Department for Children, Schools and Families (DCSF) is one of several government departments who are funders of the study and have asked us to make you aware of their support for the study. The Star Chamber within the department which oversees data collection from schools has approved this part of the study.

HTR-E
We have enclosed a leaflet with more information about the study. If you have any queries about the study please call us on Freephone 0800 783 5890.

We are grateful for your help and would like to thank you and your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, CBE
Study Director
A11. Head teacher reminder: Wales

Child of the New Century
Age 7 Survey

Reminder to return Questionnaire(s)

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

Dear Head Teacher,

A few months ago I wrote to you to inform you that we were inviting one or more of the teachers in your school to take part in the 'Child of the New Century' as a child they are teaching now or have taught recently is part of this study. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

We wrote to the teacher(s) asking them to complete a short questionnaire about the study child's education and behaviour at school. Some teachers may have been asked to complete a questionnaire for more than one study child.

I am writing to you again as we have not yet received all of the completed questionnaires from the teacher(s) named above. Although it is up to the teacher(s) whether or not to participate, and we appreciate that there are many demands on their time, it is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child's life.

We would be very grateful if you could encourage the teacher(s) named above to complete and return their outstanding questionnaire(s). If the teacher(s) named above is no longer at the school and their whereabouts is unknown, or if he/she does not feel able or willing to answer the questionnaire, it would be a great help if you could facilitate passing the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself. If the teacher(s) named above has already returned the questionnaire in the last few days, please accept our thanks and apologies for writing to you again.

The answers will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your teachers, your school or the children in the study to be identified.

'Child of the New Century' is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). The Department for Children, Education, Lifelong Learning and Skills (DCELLS) is one of several departments within the Welsh Assembly Government who are funders of the Child of the New Century. They have asked us to make you aware of their support for the study. The School Workforce Advisory Panel (SWAP) has approved this part of the study.

HTR-W
We have enclosed a leaflet with more information about the study. If you have any queries about the study please call us on Freephone 0800 763 5890. We are grateful for your help and would like to thank you and your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director

Note: This letter was translated into Welsh and mailed out with the Welsh translation as follows.
Appendix A

Plentyn y Ganrif Newydd
Arolwg 7 Cled\n
Proc i ddyrchwelyd holiadur(\n
Annwyl Bennaeth,

Rai misoedd yn òl, ysgrifennais atoch i roi gywodd ein bod yn gwahodd un neu ragor o athrawon eich ysgol i gyrryd rhan yn ‘Plentyn y Ganrif Newydd’ gan fod plentyn a ddysgir ganddynt yn awr neu a ddysgwyd ganddynt yn ddwieddwr yn dod o dan yr astudiaeth. Mae hon yr astudiaeth genedlaethol bwysig sy’n archwilio sut beth yw prifo yn y DU yn yr 21ain ganrif ddiwlym, ddiw y gost eu bywyd, dros 19,000 o blant a gorffodd eu geni yn 2000/2001.

Ysgrifensom at yr athro/athrawon yr gofyn iddynt gwbhwau holiadur byr yn ysgol. Hwyrach y gofynnwyd i roi athrawon gwblhau holiadur ar gyfer mwy nag un plentyn astudiaeth.

 Rwyn’r ysgrifennu atoch eto am ein bod heb gael pob holiadur wedi’i gwblhau gan yr athro/athrawon a enwud uchod. Er mai mater i’r athro/athrawon yw cymryd rhan neu beidio, a’n bod y gwerthfawrogi bod llawer galw ar eu hamser, mae’n bwysig iawn inni dderbyn cynaith à phhosib o holiaduron wedi’u cwblhau er mwyn cael golwg lawncraf ar fywyd yr plentyn.

Byddem ym diolchgar iawn gyda gallech anog yr athro/athrawon a enwud uchod i gwblhau a dychwelyd eu holiadur(\n
Os nad yw’r athro/athrawon uchod yn dal ym yr ysgol ac na wyddys lle maent, neu os nad ydint y teimlo’n alluog neu’n fodlon i ateb yr holiadur, byddai o gymorth mawr pa gallech hwylusuo trosglwyddo’r holiadur i rywun arall a all ddarparu’r wybodaeth am y plentyn neu, os yw hynny’n briedol, pa gallech ateb yr holiadur eich hun. Os yw’r athro/athrawon wedi dychwelyd yr holiadur eioes y mwy y ddiweddwi diwethaf hyn, byddwch cystal à derbyn ein diolch a’n hyrmddeuniaid am ysgrifennu atoch eto.

Caiff yr atebion eu tiryn y gwbl gyfrinachol yn unol â Ddeddf Gwarchod Data. Caiff yr wybodaeth a ddarperir ei defnyddio’i unig i greu darlun o’i fywyd yn y DU heudd o’i chiall o’i rhychbwch mewn ffordd fydd ym ei gwneud yn bosib ei chadnabod chi, eich athrawon, eich ysgol na phlant yr astudiaeth.

Mae ‘Plentyn y Ganrif Newydd’ yn cael ei gynnal gan y Ganolfan Genedlaethol Ymchwil Gymdeithasol (NatCen) ar ran y Ganolfan Astudiaethau Hydredol (CLS) yn yr Sefydliad Addysg (IoE). Mae’r Adrian Plant, Addysg, Dysg y Gydol Oes a Sgiliau (DCELLS) yn un o sawl adran o fewn Llywodraeth Cymru sy’n ylidydd Plentyn y Ganrif Newydd. Gofynnant inni roi gywodd am eu cefnogaeth i’r astudiaeth. Mae’r Panel Ymgyngorol Gweithluedd Ysgolion (SWAP) wedi cymeradwyro’r rhan hon o’r astudiaeth.
Rydym wedi amgáu tafarn yn cynnwys rhagor o wybodaeth am yr astudiaeth. Os bydd gennych unrhyw ymholiadau am yr astudiaeth, mae pob crosso i chi ein ffonio ar Rhadffon 0800 783 5890. Rydym yn didiolchgar am eich cymorth a charem didiolch i chi ac fach iuch ysgol am gyfrannu at adnodd ymchwil addysg o bwys.

Cofion caredig.

Yr Athro Heather Joshi, OBE
Cyfarwyddwr byr Astudiaeth
A11. Head teacher reminder: Scotland

Child of the New Century
Age 7 Survey
Reminder to return Questionnaire(s)

Name of teacher: <Title1 forename surname> <Title2 forename surname> <Title3 forename surname> <Title4 forename surname> <Title5 forename surname>

Dear Head Teacher,

A few months ago I wrote to you to inform you that we were inviting one or more of the teachers in your school to take part in the 'Child of the New Century' as a child they are teaching now or have taught recently is part of this study. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

We wrote to the teacher(s) asking them to complete a short questionnaire about the study child’s education and behaviour at school. Some teachers may have been asked to complete a questionnaire for more than one study child.

I am writing to you again as we have not yet received all of the completed questionnaires from the teacher(s) named above. Although it is up to the teacher(s) whether or not to participate, and we appreciate that there are many demands on their time, it is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life.

We would be very grateful if you could encourage the teacher(s) named above to complete and return their outstanding questionnaire(s). If the teacher(s) named above is no longer at the school and their whereabouts is unknown, or if he/she does not feel able or willing to answer the questionnaire, it would be a great help if you could facilitate passing the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself. If the teacher(s) named above has already returned the questionnaire in the last few days, please accept our thanks and apologies for writing to you again.

The answers will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your teachers, your school or the children in the study to be identified.

‘Child of the New Century’ is being carried out by the National Centre for Social Research (NatCen) on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). The Schools Directorate is one of several directorates within the Scottish Government who are funders of the Child

HTR-S
of the New Century. They have asked us to make you aware of their support for the study. The Director of Education within your Local Education Authority has approved this part of the study.

We have enclosed a leaflet with more information about the study. If you have any queries about the study please call us on Freephone 0800 783 5890.

We are grateful for your help and would like to thank you and your school for contributing to a major educational research resource.

With kind regards,

Professor Heather Joshi, OBE
Study Director
A11. Head teacher reminder: Northern Ireland

Dear Head Teacher,

A few months ago I wrote to you to inform you that we were inviting one or more of the teachers in your school to take part in the ‘Child of the New Century’ as a child they are teaching now or have taught recently is part of this study. This is an important national study which is exploring what it is like to grow up in the UK in the 21st century by following over 19,000 children born in 2000/2001 throughout their lives.

We wrote to the teacher(s) asking them to complete a short questionnaire about the study child’s education and behaviour at school. Some teachers may have been asked to complete a questionnaire for more than one study child.

I am writing to you again as we have not yet received all of the completed questionnaires from the teacher(s) named above. Although it is up to the teacher(s) whether or not to participate, and we appreciate that there are many demands on their time, it is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of the child’s life.

We would be very grateful if you could encourage the teacher(s) named above to complete and return their outstanding questionnaire(s). If the teacher(s) named above is no longer at the school and their whereabouts is unknown, or if he/she does not feel able or willing to answer the questionnaire, it would be a great help if you could facilitate passing the questionnaire on to someone else who is able to provide the information about the child or, if appropriate, you could answer the questionnaire yourself. If the teacher(s) named above has already returned the questionnaire in the last few days, please accept our thanks and apologies for writing to you again.

The answers will be treated in strict confidence in accordance with the Data Protection Act. The information provided will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your teachers, your school or the children in the study to be identified.

Child of the New Century is run by the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). We have commissioned the Central Survey Unit (CSU) of the Northern Ireland Statistics and Research Agency (NISRA) to conduct family interviews in Northern Ireland and the National Centre for Social Research (NatCen) to carry out the Age 7 teacher survey. The Department of
Education (DENI) is one of several departments within the Northern Ireland Executive who are funders of the Child of the New Century. They have asked us to make you aware of their involvement with and support for the study.

We have enclosed a leaflet with more information about the study. If you have any queries about the study please call us on Freephone 0800 783 5890.

We are grateful for your help and would like to thank you and your school for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, OBE
Study Director
A12. Fourth teacher reminder: Wales only

Child of the New Century
Age 7 Survey

Name of child: <Child's forename> <Child's surname>

Dear <Title><Teacher forename><Teacher surname>,

Over the past few months, I have written to you on several occasions asking you to take part in the 'Child of the New Century' – an important national study which is exploring what it is like to grow up in the UK in the 21st century. We have invited you to take part as a child that you teach now or have taught recently is part of this study. We have not yet received your completed questionnaire.

We have been asked to write to you again by the Welsh Assembly Government who are funders of the study. I have enclosed a letter from their Chief Social Research Officer outlining why the study is so important to them and encouraging you to take part.

We would be very grateful if you would complete and return the enclosed questionnaire to us as soon as possible. If you have returned the questionnaire recently, please accept our thanks, and we apologise for writing to you again.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a profile of life in the UK today, and will not be released in any way that enables you, your school, or the children in the study to be identified.

In the meantime, if you have any questions or would like further information about the study please call Freephone 0800 783 5890.

We appreciate that there are many demands on your time and we are grateful for your help with this important study. We would like to thank you for contributing to a major educational research resource.

With kind regards,

[Signature]

Professor Heather Joshi, CBE
Study Director

TR4-W

Note: This is a two-sided letter with English on one side and Welsh on the other.
Child of the New Century
Age 7 Survey

Dear <Title><Teacher forename><Teacher surname>,

Dros yr ychydig fisoedd diwethaf, rwyf wedi ysgrifennu atoch sawl gwaith yn gofyn ichi gymryd rhan yn astudiaeth genedlaethol bwysig newydd "Plentyn y Gannf Newydd" – sy’n edrych ar sut beth yw tyfu i fyny mae cael eich magu yn y DU yn yr unfed gannf ar hugain. Rydym wedi’ch gweithio i gymryd rhan gan fod plentyn yr ydych yn ei ddysgu ar hyn o bryd neu wedi’i ddysgu yn ddweddwr yn rhan o’r astudiaeth hon. Nid ydym hyd yn hyn wedi derbyn eich holiadur wedi’l lenwi.

Mae Llywodraeth Cynulliad Cymru, sy’n arianu’r astudiaeth, wedi gofyn inni ysgrifennu atoch chi eto. Rwyf wedi amgau llythyr oddi wrth Brif Swyddog Ymchwilio Gymdeithasol y Llywodraeth sy’n amlinellu pam mae’r astudiaeth mor bwysig i’r ddiwydiant eraill sy’n eich annog i gymryd rhan.

Byddwn yn ddiolchgar iawn pe gallech lenwi’r holiadur a atodir a’i anfon yn ôl atom cyn gynted â phosibol. Hoffwn ddiolch ichi os ydych wedi dychwelyd yr holiadur yn ddweddwr, ac rydym yn ymddiheuro am ysgrifennu atoch eto.

Bydd eich adebon yn cael eu trin yn gwbl gyfrinachol yn unol â’r Ddeddf Diogelu Data. Bydd yr wybodaeth yr ydych yn ei nodi yn cael ei defnyddio dim ond i greu profi o fywedyyn ni y DU heddiw. Ni fyddwn yn cyferio atoch chi, eich ysgol neu’r plant sy’n rhan o’r astudiaeth yn unigolyn ychydig wrth datgan yr wybodaeth yr ydych wedi’i chyflwyno.

Yn y cyfamser, os bydd gennych unrhyw gwestiynau neu os hoffech ragor o wybodaeth am yr astudiaeth, ffoniwch Radffon 0800 783 5890.

Rydym yn gwethfawrgo eich bod yn brysur ac yn ddiolchgar am eich cymorth gyda’r astudiaeth bwysig hon. Hoffem ddiolch ichi am gyfrannu at adnodd ymchwilio addysgol pwysig.

Cofion gorau,

Yr Athro Heather Joshi, OBE
Cyfarwyddwr yr Astudiaeth

[Signature]

149
Dear Teacher,

I am writing to you regarding the “Child of the New Century” - an important national study which is exploring what it is like to grow up in the UK in the 21st century. The Welsh Assembly Government has funded this study since it began in the year 2000, and there are now over 2,200 children in Wales taking part.

You will have received letters recently asking you to complete a questionnaire because a child that you now teach (or have recently taught) is part of this study. If you have not yet done so, I would urge you to complete this questionnaire as it will give us vital information about the child taking part in the study and their learning abilities.

Your completed questionnaire will form a key component of the “Child of the New Century” national study, which will be used to inform the development of policies affecting children in Wales. For this reason, it is very important that as many teachers as possible in Wales provide information about the children included in this study. Information collected from the “Child of the New Century” will also be used in the Welsh Assembly Government’s 2010 state of the nation report on children and young people’s well-being in Wales.¹

If you have any questions or would like further information about this national study, please call Freephone 0800 783 5890.

I appreciate that there are many demands on your time and I would like to thank you for contributing to this important resource for research and policy-making for children in Wales.

Angela Evans
Chief Social Research Officer
Welsh Assembly Government


Note: This is a two-sided letter with English on one side and Welsh on the other.
Annwyl Bennaeth

Rwy'n ysgrifennu atoch ynghylch 'Plentyn y Ganrif Newydd' - astudiaeth genedlaethol bwysig sy'n edrych ar sut beth yw tyfu i fyw yng n DU ym yr unfed ganrif ar hagai. Mae Llywodraeth Cynulliad Cymru wedi ariannu'r astudiaeth hon ers iddi ddechrau yn 2005, a bellach mae 2,200 o blant yng Nghymru yn rhan ohoni.

Anfonwyd Ilythyrion at athro/athrawes yn eich ysol yn ddiweddar yn gofyn iddo/iddi lenwi holliadur gan fod plentyn y mae yn ei ddysgu ar hyn o bryd (neu wedi'i ddysgu yn ddiweddar) yn rhan o'r astudiaeth hon. Rwy'n gofyn ichi annog eich athro/athrawes i lenwi'r holliadur, gan y bydd yn rhoi gwybodaeth hollbwysig inni am y plentyn sy'n cymryd rhan yn yr astudiaeth a'i allu oedd dysgu.

Wedi'i lenwi, bydd eich holliadur yn rhan bwysig o'r astudiaeth genedlaethol 'Plentyn y Ganrif Newydd' a ddefnyddir i lywio'r gwaith o ddasblwyd polisiau sy'n effeithio ar blant yng Nghymru. Oherwydd hynny, mae'n hollbwysig bod cynifer o athrawon â phosibl yng Nghymru yn rhoi gwybodaeth am y plant sy'n rhan o'r astudiaeth hon. Caiff yr wybodaeth a gessglir yn rhan o "Plentyn y Ganrif Newydd" ei defnyddio hefyd ar gyfer adroddiad cyflwr y wlad gan Llywodraeth Cynulliad Cymru yn 2010 ynghylch llês plant a phobl ifanc yng Nghymru.2

Os bydd gennych unrhyw gwestiynau neu os hoffech fwy o wybodaeth am yr astudiaeth genedlaethol hon, ffoniwch Radfon 0800 733 5890.

Rydym yn gwerthfawrogi eich bod yn brysur a hoffem ddiolch i chi am gyfrannu at adnodd bwysig ar gyfer ymchwil a llunio polisiau ar gyfer plant yng Nghymru.

Angela Evans
Prif Swyddog Ymchwili Gymdeithasol
Llywodraeth Cynulliad Cymru

2 Mae fesiwon 2008 yr adnoddol hwn “Monitor Llês Plant a Phobl Ifanc Cymru 2008” ar gael ar wefan Llywodraeth Cynulliad Cymru ym:
Appendix A

A14. Welsh Assembly Government head teachers letter

Dear Head Teacher

I am writing to you regarding the "Child of the New Century" – an important national study which is exploring what it is like to grow up in the UK in the 21st century. The Welsh Assembly Government has funded this study since it began in the year 2000, and there are now over 2,200 children in Wales taking part.

A teacher within your school will have received letters recently asking them to complete a questionnaire because a child that they now teach (or have recently taught) is part of this study. **I am writing to ask you to urge your teacher to complete this questionnaire, as it will provide vital information about the child taking part in the study and their learning abilities.**

The completed questionnaire will form a key component of the "Child of the New Century" national study, which will be used to inform the development of policies affecting children in Wales. For this reason, it is very important that as many teachers as possible in Wales provide information about the children included in this study. Information collected from the "Child of the New Century" will also be used in the Welsh Assembly Government’s 2010 state of the nation report on children and young people’s well-being in Wales.1

If you have any questions or would like further information about this national study, please call Freephone 0800 783 5890.

I appreciate that there are many demands on your time and I would like to thank you for contributing to this important resource for research and policy-making for children in Wales.

Angela Evans
Chief Social Research Officer
Welsh Assembly Government

1 The 2008 version of this report "The Children and Young People’s Well-being Monitor for Wales" can be found on the Welsh Assembly Government’s web site: http://new.wales.gov.uk/about/research/social/occropage/2008monitor?lang=en

Note: This is a two-sided letter with English on one side and Welsh on the other.
Appendix A

Annwyl Athrawon,

Rwy’n ysgrifennu atoch yrngylch ‘Plentyn y Garnrif Newydd’ – astudiaeth genedlaethol bwysig sy’n edrych ar sut beth yw tyfu i fyny yn y DU yn yr unfed garnrif ar hugain. Mae Llywodraeth Cynulliad Cymru wedi arianu’r astudiaeth hon ers iddi ddechrau yn 2009, a bellach mae 2,200 o blant yng Nghymru yn rhan ohoni.

Anfonwyd Ilythyron atoch yn ddiweddar yn gofyn ichi lenwi holiadur gan fod plentyn yr ydych yn ei ddysgu ar hyn o bryd (neu wedi’i ddysgu yn ddiweddar) yn rhan o’r astudiaeth hon. Os nad ydych wedi llenwi’r holiadur hoffwn eich annog i wneud hynny gan y bydd yn rhoi gwybodaeth hollbwysig inni am y plentyn sy’n cymryd rhan yn yr astudiaeth a’i allu oedd dysgu.

Wedi’i lenwi, bydd eich holiadur yn rhan bwysig o’r astudiaeth genedlaethol ‘Plentyn y Garnrif Newydd’ a ddefnyddir i lywio’r gwaith o ddadlen gyfrwng polisiau sy’n effeithio ar blant yng Nghymru. Oherwydd hynny, mae’n hollbwysig bod cynhyrchiadaeth a phosibl i yng Nghymru yn rhoi gwybodaeth am y plant sy’n rhan o’r astudiaeth hon. Caiff yr wybodaeth a gesglir yr rhan o “Plentyn y Garnrif Newydd” ei defnyddio hefyd ar gyfer adroddiad cyflwr y wlad gan Llywodraeth Cynulliad Cymru yn 2010 yrngylch llies plant a phobl ifanc yng Nghymru.2

Os bydd gennych unrhyw gwestyynau neu os hoffech fwy o wybodaeth am yr astudiaeth genedlaethol hon, ffoniwch Radfon 0800 787 5890.

Rydym yn gwerthfawrogi eich bod yn brysur a hoffem ddioch i chi am gyfrannu at adnodd pwysig ar gyfer ymchwil a llunio polisiau ar gyfer plant yng Nghymru.

Angela Evans
Prif Swyddog Ymchwil Gymdeithasol
Llywodraeth Cynulliad Cymru

### P2544 Teacher Survey edit spec

<table>
<thead>
<tr>
<th>Column</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serial</td>
<td>2001-2009</td>
</tr>
<tr>
<td>CKL</td>
<td>2010</td>
</tr>
<tr>
<td>Point</td>
<td>2011-2014</td>
</tr>
<tr>
<td>Version</td>
<td>2015</td>
</tr>
<tr>
<td>Mailout</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Name of teacher</td>
<td>2018-2057</td>
</tr>
<tr>
<td>Name of child</td>
<td>2058-2077</td>
</tr>
<tr>
<td>Family interview date</td>
<td>2078-2086</td>
</tr>
<tr>
<td>Batch</td>
<td>2087-2091</td>
</tr>
<tr>
<td>Card</td>
<td>2092</td>
</tr>
<tr>
<td>Spare</td>
<td>2093-2099</td>
</tr>
</tbody>
</table>

#### Question number

<table>
<thead>
<tr>
<th>Question</th>
<th>Column</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 1-8      | 2160-2170  | Single code only<br>Blanks should be coded as 9 "Not answered"
<p>|          |            | If ticked between boxes, take the box on the left.                                              |
| 9-33     | 2171-2185  | Single code only&lt;br&gt;Blanks should be coded as 9 &quot;Not answered&quot;                                  |
| 34       | 2196       | Single code only&lt;br&gt;Blanks should be coded as 9 &quot;Not answered&quot;                                  |
|          | verbatim 2197-3100 | Key-in verbatim response                                                                        |
| 35       | 2198       | Single code&lt;br&gt;Blanks should be coded as 9 &quot;Not answered&quot;                                       |
| 36a      | 2199       | Single code&lt;br&gt;Blanks should be coded as 9 &quot;Not answered&quot;                                       |
| 36b      | 2200-2203  | Blanks should be coded as 9 &quot;Not answered&quot;                                                     |
| 37       | 2204-2205  | Blanks—code 99                                                                                 |
| 38       | 2206 &amp; 2207-09 | Blanks—code 99.                                                                                 |
| 39       | 2210       | Single code&lt;br&gt;Blanks should be coded as 9 &quot;Not answered&quot;                                       |
| 40       | 2211-2226  | Multiple code.                                                                                 |</p>
<table>
<thead>
<tr>
<th>Code Range</th>
<th>Code 1-2</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>41-42</td>
<td>2323-2329</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>43</td>
<td>2330-2347</td>
<td>Blanks should be coded as 9 &quot;Not answered&quot;. Key-in the verbatim answer</td>
</tr>
<tr>
<td>44</td>
<td>2450-2451</td>
<td>Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>45</td>
<td>2452-2453</td>
<td>Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>46</td>
<td>2454</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>47</td>
<td>2455-2456</td>
<td>Blanks-code 99.</td>
</tr>
<tr>
<td>48-49</td>
<td>2457-2458</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>50</td>
<td>2459-2460</td>
<td>Blanks-code 99.</td>
</tr>
<tr>
<td>51-52</td>
<td>2461-2462</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>53</td>
<td>2463-2464</td>
<td>Blanks-code 99.</td>
</tr>
<tr>
<td>54</td>
<td>2465</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>55</td>
<td>2466</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>56</td>
<td>2467-2468</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>57-58</td>
<td>2469-2470</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>59</td>
<td>2471-2472</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>60-61</td>
<td>2473-2474</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>62</td>
<td>2475-2476</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>63-66</td>
<td>2477-2480</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>67</td>
<td>2481-2482</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>68</td>
<td>2483-2486</td>
<td>Code as written, however, some common sense if written '02' → code 2002' if written '88' → code 1988.</td>
</tr>
<tr>
<td>69</td>
<td>2487-2488</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check that C2487-88&lt;=2481-82.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less than a year (e.g. 8 Months)→ enter 01 (1 year).</td>
</tr>
<tr>
<td>70</td>
<td>2489-2504</td>
<td>Multiple code.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Code 9 (none of these) and Code 10 (Do not wish to answer) are exclusive codes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reject code 9 or code 10 when ticked together with any of other codes (code 1-8).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>71</td>
<td>2511-2512</td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>72</td>
<td>2513</td>
<td>Single code.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>73-77</td>
<td>2514-2531</td>
<td>If written '0' code '0'.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If written 'none' in the box, code '0'.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>78-79</td>
<td>2532-2533</td>
<td>Single code</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td>80</td>
<td>2534-2535</td>
<td>If the response starts from '0', delete '0'. e.g. code '07' as '7'.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If written '0' or '00' code '0'.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanks-code 99</td>
</tr>
<tr>
<td>81</td>
<td>2551-2556</td>
<td>Blanks-code 99.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rounding down to the nearest one decimal point.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.50→8.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1/2$→8.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.35→8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1/4$→8.2</td>
</tr>
<tr>
<td>Code</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>82</td>
<td>2557-2565, 2566-2574</td>
<td>Round down to the nearest whole number even if the three boxes don't add up to 100.</td>
</tr>
<tr>
<td>83</td>
<td>2575-2579</td>
<td>If written '0' or '00', code '0'. Allow three-digits (despite two-digit box on the q-re). Blanks-code 99.</td>
</tr>
<tr>
<td>84</td>
<td>2578-2584, 2586-2699</td>
<td>Multiple code. Key-in verbalism answer</td>
</tr>
<tr>
<td>85</td>
<td>2700-2707</td>
<td>Code 9 for blanks. Check year is 2008 or 2009</td>
</tr>
<tr>
<td></td>
<td>2708</td>
<td>Single code. Blanks should be coded as 9 &quot;Not answered&quot;</td>
</tr>
<tr>
<td></td>
<td>2709-2778</td>
<td>Key-In Title, Forename and Surname separately.</td>
</tr>
</tbody>
</table>