Millennium Cohort Study
Fifth Sweep (MCS5)
Teacher Survey

Technical Report

May 2013

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Prepared for Centre for Longitudinal Studies,
Institute of Education
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1. Introduction

1.1 MCS5 Teacher Survey in England and Wales

This report contains details of the design and conduct of the Teacher Survey for the fifth sweep of the Millennium Cohort Study (MCS5). Full details of MCS5 can be found in the separate main survey Technical Report, but a brief summary of the overall study follows in section 1.2.

The cohort children in MCS5 are aged 11. Previous Teacher Surveys have taken place when the children were aged five (MCS3) and seven (MCS4).

1.2 The Millennium Cohort Study

The Millennium Cohort Study (also known as Child of the New Century), is one of Britain’s world famous national longitudinal birth cohort studies, three of which are run by the Centre for Longitudinal Studies (CLS) at the Institute of Education, University of London.

Britain has a unique tradition of carrying out national birth cohort studies, following the same group of people from birth into and through adulthood, and providing a picture of whole generations. There are five such surveys, of which the Millennium Cohort Study is the fourth in order of start date:

- National Survey of Health and Development (started in 1946);
- National Child Development Study (started in 1958);
- 1970 British Cohort Study (started in 1970);
- Millennium Cohort Study (started in 2000).
- Life Study (starts in 2014 tbc).

Each study follows a large number of individuals born at a particular time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on. The questions on health, education, family, employment and so on are put together by academic researchers and policy makers to understand and improve life in Britain today and in the future.

The Millennium Cohort Study is a multi-disciplinary research project following the lives of around 19,000 children born in the UK in 2000-01. The study was commissioned by the Economic and Social Research Council (ESRC), whose funding has been supplemented by a consortium of Government departments.

Following competitive tender, the Centre for Longitudinal Studies commissioned Ipsos MORI to carry out the instrument development, data collection and initial data preparation for the fifth sweep (Age 11 Survey) of the Millennium Cohort Study.
1.2.1 The first sweep of MCS

The first MCS survey (MCS1) was conducted during 2001-2002. Information was collected from co-resident parents of almost 19,000 babies aged nine months. A structured interview was conducted with each parent by Computer Assisted Personal Interview (CAPI). A Computer Aided Self-completion Interview (CASI) was also administered.

The first survey covered the circumstances of pregnancy and birth, as well as those of the all-important early months of life, and the social and economic background of the family into which the children were born.

The data from the first study is used by researchers and policy-makers and a book covering the main findings was published in October 20051.

1.2.2 The second sweep of MCS

The second sweep (MCS2) took place during 2003-2005 when the children were around three years of age.

Interviews were conducted with the co-resident parents and there were some additional questions about older siblings and (in England) a self-completion questionnaire for siblings aged 10-15. The cohort children were also involved directly in the study for the first time. They completed cognitive assessments (Bracken School Readiness Assessment and the British Ability Scales Naming Vocabulary) and had their height and weight measured by interviewers. A saliva sample was also taken (by parents) from the children in order to measure exposure to common childhood infections. The saliva was not used for DNA or genetic testing. Interviewers were asked to record some observations about the home environment and the neighbourhood.

The data from this sweep was deposited at the UK data archive in the summer of 2006, and a report on the results was published in June 20072.

1.2.3 The third sweep of MCS

The third sweep (MCS3) took place during 2006-2007 when the children were five and had started their first year of compulsory schooling.

Co-resident parents were interviewed and the cohort children participated in cognitive assessments (Sally and Anne, BAS Naming Vocabulary, Picture Similarities, and Pattern Construction) and physical measurements (height, weight and waist circumference). Their siblings (in England only) were asked to complete a paper questionnaire. As the children had just started schooling in this sweep, permission was sought from parents in England to link to the Foundation Stage Profile administrative data which is completed by class teachers at the end of the first year of Primary schooling. In Wales, Scotland and Northern Ireland as this data is not routinely collected, a postal Teacher Survey was conducted in order to collect this important information about the children’s development and performance at school.


The MCS3 data was deposited in 2007. The results and findings were published in 2008\(^3\).

1.2.4 The fourth sweep of MCS

The fourth sweep (MCS4) was carried out when the children were aged seven and in their third year of compulsory schooling. Fieldwork was conducted between 2008 and 2009.

Interviews were once again conducted with the co-resident parents. The cohort children were asked to participate in four cognitive assessments (Sally and Anne, BAS Word Reading, and Pattern Construction and Progress in Maths), three physical measurements (height, weight & body fat and waist circumference), and to complete a simple paper questionnaire. In addition, the children were asked to take part in two projects led by the Institute of Child Health (ICH) by wearing an activity monitor for seven days that recorded the level of their daily activities, and by donating one (or more) milk tooth that could be used to study their level of lead exposure. A survey among the cohort children’s teachers was conducted during this sweep.

The data from this sweep was deposited at the UK data archive at the end of 2009 and the report on the results was published in 2010\(^4\).

1.2.5 The fifth sweep of MCS

The fifth MCS survey (MCS5) took place during 2012 when the cohort children were aged 11 and in their final year of primary school. The survey included interviews with co-resident parents/guardians, cognitive assessments and physical measurements of cohort members, a self-completion questionnaire for cohort members and a survey of class teachers in England and Wales.

1.3 Overview of the elements of MCS5

The MCS5 survey consisted of the following elements:

- Household questionnaire;
- Main respondent interview (CAPI and CASI);
- Partner interview (CAPI and CASI);
- Child cognitive assessments:
  - British Ability Scales II (BAS II): Verbal similarities;
  - CANTAB: Memory task;
  - CANTAB: Decision-making task;
- Child physical measurements:
  - Height;
  - Weight & body fat;
- Interviewer observation of the conditions in which the cognitive assessments were conducted and observation of the child’s weight;

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Child self-completion questionnaire;
Collection of consents:
  o Data collection (Main, Partner and Cohort Child);
  o Information from other sources (i.e. permission for the Teacher Survey and Department for Work and Pensions (DWP) records);
Updating contact information;
Teacher Survey.

The household questionnaire, main respondent interview, and collection of consents are described briefly below as these were used to generate the sample for the Teacher Survey. For details of the other elements of the survey, please refer to the MCS5 main survey Technical Report.

1.3.1 Household questionnaire
This section of the CAPI was completed first, before any other elements were attempted, and was completed by any resident parent or guardian.

The household questionnaire collected information about the household composition and determined the main respondent and partner respondent (if applicable). It also collected contact information at a household level.

1.3.2 Main respondent interview
The main respondent CAPI interview contained the following topics:

- Family context;
- Education, schooling and childcare;
- Child and family activities and child’s behaviour;
- Parenting activities;
- Child health;
- Parent’s health;
- Employment, income and parent education;
- Housing and local area;
- Other matters;
- Self-completion (CASI);
- Contact information.

1.3.3 Collection of consents
All respondents had to give informed consent before taking part in the survey. To achieve this, interviewers used multiple leaflets and consent forms. Consent was needed for the main respondent interview, partner respondent interview (if applicable), all child elements (from the main or partner and from the child), to approach the class teacher, and for linkage to DWP records. The four consent forms used were the following:

- Main parent/guardian consent form;
- Partner consent form;
- Child elements consent form;
- Cohort child consent form.
Interviewers were reminded in the CAPI script to collect consents at the end of the household grid, with a further reminder to collect data linkage consent at the end of the main and partner interviews. Details of all the consent forms and accompanying leaflets used in the in-home interviews can be found in the MCS5 main survey Technical Report, but copies of the ‘Child elements’ consent form, which includes consent for the Teacher Survey, can be found in the Appendices of this report.
2. Development work For teacher survey

2.1 Background

The in-home MCS5 survey was conducted when the children were aged 11 and in their final year of primary school. The Teacher Survey was conducted in England and Wales only due to funding constraints in the other UK countries. In addition to providing valuable contextual data on the cohort child’s school life, collecting data from teachers is also a useful way of triangulating the views of parents, the cohort child and their teacher, to provide a fully rounded view of the child.

The MCS5 Teacher Survey was designed as mixed-mode and involved postal self-completion questionnaires with follow-up telephone interviews among non-responding teachers in England and Wales using Computer Assisted Telephone Interviewing (CATI). Teachers were initially sent a mailing which included a covering letter, survey information leaflets, and questionnaire/s. The head teacher of the school also received an information pack containing a covering letter (which named the invited teacher/s), survey leaflets and a one-page flyer about the study to pass onto school office staff. Class teachers who did not respond to the initial mailing were sent a reminder letter, with another copy of the questionnaire/s, around two weeks later. The head teacher also received a reminder letter. If there was still no response from the teacher a few weeks after the reminder mailing, a telephone follow-up call was made to the school.

The use of a mixed methodology on this sweep is an innovation; the previous MCS4 Teacher Survey utilised postal self-completion questionnaires only. The decision to change methodology was taken in order to help maximise response rates. There would be a twofold effect from incorporating a telephone survey follow-up: firstly academic literature on mixed-mode surveys and Ipsos MORI’s practical experience highlights that telephone surveys of teachers can obtain high response rates and offering multiple modes of completion can help to boost response rates, and secondly it would mean that more teachers could be contacted before the end of the 2011-12 academic year than would be possible using a postal-only approach. At MCS4, 45% of teachers were contacted before the end of the academic year, but it was originally estimated that c.75% of teachers could be contacted before the end of summer term 2012 using the new mixed-mode approach in MCS5. We expected that this would improve response rates, as previous teacher surveys on MCS have shown that response rates are lower for teachers contacted in the subsequent school year, and also ensure that teacher survey data is collected as soon after the home interview as possible. Given that this methodology was a different approach to that used in previous sweeps it was essential that it was tested thoroughly in the first pilot and dress rehearsal.

During the MCS5 main respondent interview, the parent and cohort child were asked if they would consent to the child’s class teacher being invited to participate in the Teacher Survey. The child was only asked for their consent if their parent had given their consent first. If consent was provided by both parent and child, details of the child’s class teacher name were recorded by the interviewer.
2.2 Ethical approval

Ethical approval for the Teacher Survey was obtained by CLS. Approval for the Dress Rehearsal and Main Stage was given by the Northern and Yorkshire Multi-Centre Research Ethics Committee (MREC) of the NHS in (July) 2011 (approval for the first pilot survey had previously been obtained in March 2011). Further details can be found in “Millennium Cohort Study First, Second, Third, Fourth and Fifth Surveys: A Guide to the Datasets” (Forthcoming 2013), Centre for Longitudinal Studies, Institute of Education. Further approvals were sought and given for carrying out the survey in each country. For England, the survey was approved by the Star Chamber in the Department for Education; for Wales, it was approved by the Department for Children, Education, Lifelong Learning and Skills within the Welsh Government.

2.3 Teacher Survey pilot 1

2.3.1 Pilot 1 overview and procedures

The in-home MCS5 pilot 1 fieldwork was conducted among households in England and Wales between 2 and 26 April 2011. The geographical quota sample for MCS5 was recruited by Ipsos MORI with the objective of achieving 50 interviews with families who had a child in their final year of primary school, split equally across five locations chosen for the pilot study:

- London;
- Manchester/Liverpool;
- Newcastle;
- Cardiff;
- Glasgow.

During the interview, parents in the English and Welsh locations (i.e. the first four of the locations above) were asked to give written permission and children were asked to give verbal consent for their school class teacher to be asked to take part in a Teacher Survey. Consent was recorded on the Child Elements consent form, along with the child’s class teacher’s name. The child’s class teacher’s name and school name were also recorded in CAPI. Teachers were only contacted if written consent was received from the parent and verbal consent was received from the child.

After researchers verified the receipt of the consent forms and checked the teacher’s contact information, teachers were sent a survey mailing pack. This pack included:

- A covering letter (there were separate versions depending on whether the teacher was being sent a questionnaire for a single child or for multiple children);
- A questionnaire for each study child;
- A general information leaflet;

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5 For more information about the sampling process for the pilot study, see MCS5 Main survey Technical Report.
6 The ‘Child Elements’ consent form, a copy of which can be found in the Appendices.
A leaflet explaining how findings from the Age 7 Teacher Survey have been used;

A feedback form;

A first-class reply-paid envelope (for the return of the questionnaire/s and feedback form).

Teachers were informed that they would be given a £10 book token for each completed questionnaire and feedback form they returned as a thank you for taking part.

If a teacher had more than one pilot child in their class they were sent all questionnaires in one envelope, rather than in separate envelopes as was the case at previous sweeps. The purpose of this was to try to increase the response rate among teachers with multiple study children. This required manual de-duping of the sample to check which of the pilot children had the same teacher.

Teachers who did not respond to the postal mailout were contacted by phone and asked to do a telephone interview.

Prior to receiving the initial mailing, teachers may have received a letter about the Teacher Survey from cohort families. In-home interviewers left this letter (and an envelope) with consenting families to give to the teacher as advance warning about the study.

The head teacher of the study child’s teacher was also sent a letter and the two leaflets to let them know about the study and that a teacher, or teachers, in their school had been invited to take part in the study.

There was no Welsh translation of survey materials at pilot 1: teachers in Wales were sent materials in English language only.

The main aims of the MCS5 Teacher Survey pilot 1 were to:

- Test the content of the questionnaire, indicating how acceptable and comprehensible the questions were for respondents;
- Test the fieldwork materials (advance letters, leaflets etc);
- Estimate how long the questionnaire took to complete;
- Enable an initial assessment of the telephone follow up interviews – a method that had not been used in any previous sweeps.

Thirty-seven families in total were interviewed for the in-home MCS5 pilot. Of these, 31 (84%) families gave consent for Ipsos MORI to approach their child’s teacher and provided contact information for the teacher and the school.

Thirty-one questionnaires were sent out to 24 teachers; these are broken down by country and number of questionnaires per teacher in Table 1 below:
Table 1: Pilot 1 sample

<table>
<thead>
<tr>
<th>Number of questionnaires per teacher</th>
<th>Number of teachers - England</th>
<th>Number of teachers - Wales</th>
<th>Number of teachers – Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Two</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Three</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

There were two versions of the Teacher Survey questionnaire; one for England and one for Wales. The Wales version of the questionnaire was virtually identical to the England version, with the only differences being that the Welsh version:

- Asked about the language the child was educated in;
- Asked about Welsh in the subject specific questions;
- Referred to “Additional Learning Needs” alongside Special Educational Needs (SEN) in questions about this area for the study child and class groupings.

The paper questionnaires were 15 pages (England version) and 17 pages (Wales version). The questionnaire for both countries had three overarching sections; about the study child, about the teacher and their class in general. The questions about the study child were designed to collect information on their abilities in various areas, their behaviour and whether they have any special needs. The other parts of the questionnaire covered details of the teacher’s experience and details of the class they teach, such as the make-up of lessons and what support the class gets.

In the MCS5 pilot 1 survey questionnaire, teachers who had more than one study child were not asked to skip the questions about the child’s class or the questions about themselves. At MCS4 teachers were asked to skip these questions. This change was made at MCS5 to test whether it reduced the amount of missing data at these questions.

The dates of the postal mailing and telephone follow-ups in the pilot were as follows:

Table 2: Pilot 1 fieldwork dates

<table>
<thead>
<tr>
<th>(All dates 2011)</th>
<th>Pilot 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial mailing</td>
<td>5 May</td>
</tr>
<tr>
<td>Cut off for telephone interviews</td>
<td>1 June</td>
</tr>
<tr>
<td>Telephone interviews</td>
<td>7 – 17 June</td>
</tr>
</tbody>
</table>
2.3.2 Key findings from pilot 1

In summary, an overall 'child-level' response rate of 61% was achieved in pilot 1, as there were 19 completed surveys. A feedback form was received from 11 teachers, as shown in Table 3 below.

Table 3: Pilot 1 response rates

<table>
<thead>
<tr>
<th>Response</th>
<th>Teacher Survey (child-level response)</th>
<th>Feedback form (teacher-level response)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>By post</td>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td>By telephone</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Overall</td>
<td>19</td>
<td>61*</td>
</tr>
</tbody>
</table>

* Total does not add up due to rounding

Data from the pilot indicated that:

- The time taken to complete the paper questionnaire was between 5 and 60 minutes. The mean time take was 18.6 minutes;
- The average time taken to complete the telephone interview was 26 minutes;
- Almost all teachers found the questionnaire easy to complete;
- Four teachers (21%) were concerned about confidentiality;
- Teachers were positive about the survey letters and leaflets;
- All teachers with multiple children said it was helpful to receive all questionnaires in one envelope.

2.3.3 Pilot 1 telephone survey mode discussion

A mixed mode approach for the Teacher Survey was adopted for the first time at MCS5, comprising of the following steps:

1. Initial postal mailout of covering letter/leaflet/questionnaire to teachers;
2. Reminder postal mailout of covering letter/questionnaire to non-responders;
3. Telephone follow-up interviews with non-responders.

See section 5.3 for more detail on the telephone interviews.
The rationale behind this methodology was two-fold. Firstly, to increase the amount of data that could be collected before the end of the 2011-12 academic year when the child moves from primary to secondary school (telephone fieldwork being quicker than postal). Secondly, Ipsos MORI’s experience from other surveys amongst teachers indicated that the final response rate to two questionnaire mailings plus follow-up telephone interviews would be higher than the response rate to an initial questionnaire mailing plus three subsequent mailings. It would also offer teachers an additional method of completing the survey that may be more convenient for them.

Pilot 1 generated three telephone interviews from the 14 teachers that were suitable for a telephone follow-up. This equated to 10% of productive cases, although it is important to remember this is based on a very small sample size. This was slightly lower than the assumptions for the main survey, which were that 13% of productive cases would be achieved by telephone, and is also marginally lower than the 12.7% of productive cases achieved by the third and fourth reminder mailings at MCS4. However, given the small sample size, the evidence was not deemed strong enough at this stage to discount the approach. There were several areas identified that may have been a factor in the resulting response rate. Firstly, most phone calls were made at a time when the teacher was in the classroom or on lunch duty. Although telephone interviewers endeavoured to make appointments to speak with teachers at a convenient time, the short fieldwork period (7 – 17 June) did not always allow a suitable appointment to be made. Furthermore, two teachers reported not receiving the original postal mailing (perhaps due to inaccurate contact details in CAPI), which made it difficult to persuade them to participate over the phone. In addition, feedback from interviewers and teachers suggested that even if a telephone interview itself was not achieved, the telephone contact may have contributed to an increased postal response by serving as a reminder. It was therefore agreed to trial the postal plus telephone follow-up approach again at the dress rehearsal, with a number of revisions in place that may help improve the response rate.

2.3.4 Post pilot 1 changes
Changes following the first pilot were primarily about questionnaire content. Teacher feedback indicated that the survey could benefit from shortening the length of the questionnaire and removing a few potentially problematic questions. Subsequently all questions about within-class subject groups were removed from the ‘Class Groupings’ section. There were also three questions that were removed from ‘The Child’s Class’ section, including one about the percentage of lesson time that children in the cohort child’s class spend in specific groupings which proved to be difficult to complete. A question about parents’ attitudes towards the cohort child was also deleted.

There were minor changes to the question and/or answer text on a few questions in the ‘About the Child’ section and the introductory text was also changed to be more relevant to the dress rehearsal fieldwork timings (e.g. teacher’s were instructed to refer back to the 2011 summer term). There were some small changes to the formatting of the questionnaire, such as adding shading and boxes to instructions to make them stand out.

To address the concerns that several teachers had about confidentiality, the survey information was reviewed and amended to make it clearer that teacher’s responses would not be fed back to the study parent or child.
There was a change to the method used by the family to pass on the letter about the Teacher Survey to teachers, which in-home interviewers left with consenting families. Due to the timings of the dress rehearsal, families who consented to the Teacher Survey would be given a first-class stamped envelope along with the letter for the study child’s class teacher (giving them advance notice about the Teacher Survey). This was because the child would no longer be being taught by this teacher so they would not be able to deliver the letter by hand.

There were also several changes implemented to try and improve the telephone interview response rate. These included:

- Instructing telephone interviewers to concentrate phone calls to teachers before the school day, during lunchtimes and after the main school day;
- Informing teachers about the telephone interviews in the reminder letter and including a phone number for them to call to make an appointment. A small number of teachers did contact the research team during the main stage of fieldwork requesting an appointment for a telephone interview. The notification that the telephone centre would contact those teachers who did not complete the survey may also have encouraged teachers to return the postal questionnaire;
- Shortening the questionnaire length, to increase telephone participation as well as encouraging more teachers to complete the postal questionnaire.

2.4 Teacher Survey dress rehearsal pilot

2.4.1 Dress rehearsal pilot overview and procedures

Given the overall success of the logistics of pilot 1, similar procedures were repeated in the dress rehearsal but with the addition of a reminder mailing.

The main aims of the dress rehearsal pilot were to:

- Test the content and flow of the questionnaire, indicating how acceptable and comprehensible the questions were for respondents;
- Estimate how long the questionnaire would take to complete;
- Identify any issues administering the telephone follow-ups.

In-home fieldwork with cohort children and their families for the MCS5 dress rehearsal pilot took place between 25 August and 27 September 2011. The sample for the MCS5 dress rehearsal comprised two types. First, it included longitudinal sample previously recruited by CLS and used for the dress rehearsals in previous waves of MCS. Secondly, it included new cases selected from within some of the same area locations as the longitudinal sample. This was a top-up sample designed to enhance the sample size available from the longitudinal
cases. The top-up sample will be incorporated into the longitudinal sample for the purpose of
dress rehearsals in potential future sweeps of the MCS\(^8\).

The sample was spread across 13 areas:

- Preston;
- Lincolnshire;
- Crawley;
- Bexleyheath;
- Wembley;
- Manchester;
- Cheadle;
- Rotherham;
- Sunderland;
- Bath;
- Caerphilly;
- Glasgow;
- Belfast.

During the in-home dress rehearsal interviews, parents in England and Wales (i.e. the first 11
of the areas listed above) were asked to give written permission and children were asked to
give verbal consent for their school teacher to be asked to take part in a Teacher Survey.

The consenting families were asked to provide the name of the study child’s teacher, which
the interviewers recorded in CAPI and it was also written on the Child Elements consent form
for contingency purposes. The family were asked whether the child had changed schools
since the previous survey sweep, and if so then they were asked for the school name and
address, which were checked using a database in CAPI. If the school was not found in the
database, interviewers typed in the name of the school. Where school names were added by
an interviewer they were checked at a later date by researchers for spelling or other errors.

Questionnaire mailings were sent out to teachers following the in-home fieldwork and the
sample was issued in two batches, due to the length of the in-home fieldwork. Teachers were
sent an initial mailing and a reminder mailing. Teachers who did not respond to either postal
mailout were contacted by phone and asked to do a telephone interview instead. If a teacher
had more than one study child in a batch they were sent one pack of questionnaires.

The initial mailing to teachers contained the following materials:

- A covering letter (there were different versions depending on whether the teacher
  was being sent a questionnaire for a single child or for multiple children);
- A questionnaire for each study child;
- A general information leaflet;
- A leaflet summarising how findings from the previous Age 7 Teacher Survey have
  been used;

\(^8\) For more information about the dress rehearsal sampling process, see MCS5 Main survey Technical Report.
A first-class reply-paid return envelope.

Prior to the initial mailing, the class teacher may have received a letter from the family giving advance warning about the Teacher Survey. In-home interviewers had left this letter with consenting families to complete and post to the teacher after they had been interviewed (a stamped envelope was also provided).

The reminder mailing contained:

- A covering letter;
- A duplicate copy of the questionnaire for each study child;
- A first-class reply-paid return envelope.

It should be noted that the necessary schedule of the dress rehearsal fieldwork meant that teachers were no longer teaching the child they were being asked questions about, as the child had moved to secondary school. Because of this, teachers were asked to think back to the summer 2011 school term and answer retrospectively.

The head teacher of the study child’s school was sent a letter and the two leaflets (general information and summary of Age 7 findings) to let them know about the study and that a teacher or teachers in their school had been invited to take part in the study. Head teachers were also sent a reminder letter on the same dates as the class teacher.

Teachers in Welsh schools received copies of the survey materials in English and in Welsh.

The timings of the Teacher Survey dress rehearsal fieldwork are shown in Table 4.

**Table 4: Dress rehearsal fieldwork dates**

<table>
<thead>
<tr>
<th>(All dates 2011)</th>
<th>Batch 1</th>
<th>Batch 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial invitation mailing</td>
<td>23 September</td>
<td>4 October</td>
</tr>
<tr>
<td>Reminder mailing</td>
<td>13 October</td>
<td>20 October</td>
</tr>
<tr>
<td>Cut-off date for receipt of postal questionnaires</td>
<td></td>
<td>11 November</td>
</tr>
<tr>
<td>Telephone interviews</td>
<td>24 October – 11 November</td>
<td></td>
</tr>
</tbody>
</table>

In total, 115 families in England and Wales were interviewed for the MCS5 in-home dress rehearsal. Of these, 105 (91%) families gave consent for Ipsos MORI to approach their child’s teacher but only 103 provided enough details for a Teacher Survey mailing to be sent. Therefore, 103 questionnaires were sent out to 89 teachers.
As with pilot 1, there were two versions of the Teacher Survey questionnaire; one for England and one for Wales, and the Wales version was virtually identical to the England version apart from a few minor differences (outlined in section 2.3.1).

The questionnaire for both countries had three overarching themes: asking about the study child, about the teacher, and about their class in general.

### 2.4.2 Key findings in the dress rehearsal pilot

Out of 103 issued questionnaires, 56 questionnaires were completed by 51 teachers (see table below). The overall 'child-level' response rate was 54%. However, this may not be the most accurate reflection of responses as although parents were asked to give the name of their child’s primary school and teacher from the previous academic year, some gave their child’s secondary school details. When secondary schools were removed the overall ‘child-level’ response rate increased to 60%.

#### Table 5: Dress Rehearsal unadjusted response rates

<table>
<thead>
<tr>
<th>Response</th>
<th>Teacher Survey (% of children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By post</td>
<td>55 (53%)</td>
</tr>
<tr>
<td>By telephone</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Overall</td>
<td>56 (54%)</td>
</tr>
</tbody>
</table>

Feedback from the dress rehearsal indicated that:

- There was a sense of confusion among several families about which class teacher and school details to provide. Primary school details were needed but fieldwork for the MCS5 dress rehearsal took place in the autumn term of 2011, when children had just started secondary school;

- It is likely that the response rate was negatively affected by the fieldwork taking place after the children had left primary school, which meant that teachers were not currently teaching these children and were asked to remember details retrospectively when completing the questionnaire. Three members of school staff rang the survey Freephone number to query the fact that the child was no longer at their school and to ask whether the questionnaire was sent in error;

- The time taken to complete the one telephone interview was 20 minutes;

- There were no estimates about how long the paper questionnaire took to complete, as feedback forms were not sent out to teachers in the dress rehearsal. However, it is likely that the average length of the dress rehearsal questionnaire was shorter than the pilot (18.6 minutes), as several questions had been removed since the pilot.
2.4.3 Dress rehearsal telephone survey mode discussion

The response to the telephone survey was lower than expected. One telephone interview was achieved from the final telephone sample of 39 teachers, representing a response rate of 3%\(^9\). However, it was clear that the timings of the dress rehearsal fieldwork had a noticeable impact on the quality of the telephone sample and telephone interviewers’ ability to encourage teachers to participate.

It was also identified that a potential barrier to reaching the named teacher was when school office staff did not know about the survey. Following initial contact by telephone interviewers, there were several instances where researchers had to call schools to discuss the survey because school office staff were unwilling to put the call through until more information was provided. A recommendation was therefore made to produce a short flyer specifically for school office staff to increase awareness of the survey.

It was agreed that the mixed mode methodology would not be changed for the main stage, but would be reviewed in the early stages of fieldwork.

2.4.4 Post dress rehearsal pilot changes

There were a few changes implemented to the Age 11 Teacher Survey as a result of the dress rehearsal:

- The initial and reminder letters to class teachers were amended so that there was just one version applicable for a single child or multiple children. This was for simplicity purposes and to reduce the possibility of any mistakes occurring. It also brought the class teacher letters in line with the head teacher letters: there was one version of the initial letter for head teachers and one version of the reminder letter in each country, regardless of how many teachers the letter referred to;

- The reference to children having moved schools and instructions for referring to the summer 2011 school term when answering questions were removed from all survey materials;

- There were only very minor changes to the questionnaire. One question (‘When did you complete your teaching qualification?’) was removed. A few answer codes were slightly changed, such as ‘More able/highly able/talented/gifted/high IQ’ to ‘Gifted/High IQ/More able and talented/Highly able’ and ‘No support’ to ‘No help/No such problems’. Dashed lines were added to two questions to separate non-response categories from substantive response categories.

- Second-class postage was used for the reply-paid return envelope as the main stage fieldwork was to be considerably longer than that of the pilot and the dress rehearsal. First-class postage was used in the pilots because of the speed with which fieldwork and data processing needed to be turned around to fit within the timetable;

- A one-page flyer for school office staff was produced to raise awareness of the study among those answering school switchboards and to highlight what to do if and when

\(^9\) When the eight known instances of secondary school teachers were removed from the sample (leaving 31 leads), this still equated to a 3% response rate.
telephone interviewers call the school. This would be sent to head teachers in the initial mailing pack to pass onto the school office;

- Improvements were made to the school look-up database. This was because although the vast majority of school addresses were found during the dress rehearsal fieldwork, there was a problem with the Quancept programme retaining the data in the main output files where a number of cases did not appear to return a match from the school look up. This meant that details that were missing, such as school address or ID number, had to be manually added. This issue was resolved shortly after fieldwork.
3. Secondary data sources for the teacher survey and the school look-up database

Two secondary data sources were used in addition to the in-home survey data, in order to prepare the sample for the Teacher Survey. These were fed-forward school information from MCS4 and the EduBase school database. Information from these sources was also incorporated into a school look-up database to be used by in-home interviewers, and is explained in more detail below.

3.1 Fed-forward data

The fed-forward information relates to the school that the study child attended during the fourth sweep of MCS. It included the school name, address and Unique Reference Number (URN). If parents in MCS5 reported that the study child was still attending the same school as at the previous sweep then they were asked to confirm the school name from the fed-forward data. The research team then used the school URN recorded in the fed-forward data when preparing the sample for the MCS5 Teacher Survey.

3.2 EduBase

The EduBase database is produced by the Department for Education and provides up-to-date information on schools in England and Wales. It was used to supply the data for the in-home CAPI school look-up database, and also by the research team to provide the name, address, telephone number and head teacher name of schools for preparing postal and telephone sample.

3.3 School look-up database

A school look-up database was created for use during the in-home interviews, as the interviewer needed to be able to identify the correct school based on the parent’s recall of school details. Although parents would not know the school URN, it was expected that they would be able to recall their child’s school name and at least part of the address. A school look-up database was therefore created which adopted a fuzzy matching approach to enable the interviewer to identify the correct school from those details.

The fuzzy matching methodology used was based on trigram matching, whereby strings are broken into sequences of three characters (trigrams). Trigram matching is a way of matching strings that is very resistant to misspellings, and to word order.

The coding frame was provided by the Institute of Education and was derived from the EduBase database referred to above. It was split into separate lists of primary / mixed schools (27,585 schools) and secondary / mixed schools (9,782 schools). The information stored in the frame included school ID, school name, address, and Local Education Authority (LEA) ID.

Indexes were created showing trigram incidence in the frames - the entire school record was used in each case, including name, address and postcode.
During the in-home interview, the interviewer collected information on school names and addresses. These were broken into trigrams. The trigrams were matched against the frame index to identify the best matching records. On the initial run, only matching records from within the respondent's LEA were returned.

The candidate matches were then ranked in order of closeness of match using an algorithm based on common substring length and position. Ranking based on position means that, for example "St Mary's" will match a school name better than an address of "St Mary's Road", as the school name is positionally higher than the address.

Ranked candidate matches were then returned to the interviewer for selection. Tests conducted found that in the majority of cases the target school was found in the first or second row of the ranked candidate matches.

Where the interviewer was unable to locate the correct school within the LEA, the routine was called again, but this time the results were not restricted to the LEA.
4. The sample for the MCS5 Mainstage teacher survey

The total targeted sample for the MCS5 Mainstage Teacher Survey was all class teachers of children in England or Wales who were in the Millennium Cohort Study at the time of the MCS5 in-home interview.

The actual issued sample comprised class teachers of children in the MCS at the time of the MCS5 in-home interview and whom:

- The main respondent had given written consent and the child verbal consent for the teacher to be contacted, and;
- The contact details for the teacher and the school were complete enough for a questionnaire to be posted.

The information needed was collected from parents of the cohort children during the MCS5 main respondent interview, along with permission to send a questionnaire directly to the child’s class teacher. A full explanation of what Ipsos MORI in-home interviewers needed to do regarding the Teacher Survey was provided within their main face-to-face briefing sessions and also included in their interviewer instructions. The rest of this section explains each step in more detail following the order of where prompts to collect this information appeared in the in-home interview.

4.1 Collecting the school details

During MCS5, the school information was fed forward from MCS4 and the main respondent was asked if the cohort child was still attending the same school as last time. If the fed-forward school was an infants’ or first school then interviewers were asked to confirm with parents whether the child had moved up to a linked junior or middle school (which parents might otherwise consider to be the same establishment to the infant school).

If the cohort child had moved to another school, the interviewer asked the main respondent for the following details about the new school:

- Name;
- Town;
- Postcode;
- Local Education Authority.

Once interviewers entered this information (or part of the information) in CAPI, the programme then searched for the school in a school-name look-up database which was incorporated into the background of the questionnaire script. A list of possible matches was displayed in a new window on the interviewer’s laptop, and interviewers then selected the correct school from the list. Once the correct school had been chosen, interviewers were asked to confirm the selection with the respondent. If it was incorrect, interviewers could repeat the process.
However, as the school name look-up database contained the names and addresses of most - but not all - of the schools in the UK, it happened that on some occasions the interviewers could not find the correct school. In those cases, interviewers were instructed to code the school as not found, and then manually enter the following details in the CAPI:

- Name;
- Address;
- Town;
- Postcode;
- Local Education Authority.

### 4.2 Gaining consent for the Teacher Survey

One section of the ‘Child Elements’ consent form (for England and Wales) referred to the Teacher Survey (see Appendices). The interviewer referred the parent to the ‘What is Child of the New Century Age 11 Survey?’ leaflet as part of the consent process, and once they had read it the interviewer asked if the parent was willing for their child to be asked to give their consent to contact their class teacher. If the parent was happy for this to happen, the parent was asked for the name of the cohort child's teacher and this was written on the consent form. The parent and interviewer then signed the form. Later on, the interviewer coded whether or not consent was given in the CAPI programme at the CSCO variable of the ‘Other Elements’ script (see MCS5 Main Survey Technical Report).

If the parent gave written consent then the interviewer asked the child for verbal consent to approach their teacher. The child had already been notified of the Teacher Survey by the child leaflet, which was sent to them in the advance mailing. The text in the leaflet concerning the Teacher Survey was also read out by the interviewer when they came to obtaining the child’s consent:

“We’d like to send a short question booklet to your class teacher. This will tell us more about you and your class. Your teacher doesn’t have to take part if they don’t want to."

The interviewer then read out the following question to the study child:

“Are you OK for us to contact your teacher?”

The interviewer ensured that the child understood that it was fine for them to refuse if they did not want their teacher contacted, and that the child had asked the interviewer any questions they wanted to about this. The study child’s response was recorded by the interviewer in section 5 of the Child consent form, and also in the CTST variable of the CAPI Other Elements script.

### 4.3 Collecting the teacher’s name

As noted above, there was a space on the Child Elements consent form for the main respondent to write in the name of the teacher. This information was then entered into the CAPI interview by the interviewer when they completed the administration section of the interview at home.
Some children may have been taught by more than one teacher at the time of the interview. In such cases, interviewers were instructed to ask the parent to nominate the teacher who had/has spent the most time with the cohort child or who they considered the most appropriate to provide information about the child’s performance at school.

In the situation where parents could not remember the full name of the child’s teacher, interviewers were instructed to collect at least a partial name and the title.

The teacher’s contact information provided by the parents could be incomplete and/or contain misspellings. The cleaning and reconciliation process is described in the next sections.

4.3.1 Sample preparation

In order to prepare the sample for the Teacher Survey, the following data was extracted from the MCS5 in-home data:

- Household ID;
- Family interview date;
- Child name;
- Country of residence (i.e. England or Wales);\(^\text{10}\)
- School Unique Reference Number (URN) – this came from the fed-forward table if the child was still attending the same school, or otherwise from the school lookup database;
- Whether the child still attended the same school as at the previous sweep;
- School name and address;
- Parental consent to approach the child about the Teacher Survey;
- Child consent to the Teacher Survey;
- Teacher name.

The data was collated, checked and cleaned by the Ipsos MORI research team in advance of each mailing of Teacher Survey questionnaires. The checking of teacher names and the cleaning of incorrect school names were a manual process, and the sample preparation process was labour-intensive owing to the volume of data. This is described in the sections below.

4.3.2 Cohort children’s names

The information from CAPI was checked to ensure that the child’s title, first name and, surname were in the correct fields, i.e. no multiple entries in one field, and amended if necessary. Obvious typos (such as punctuation marks in a name) were corrected. A variable to flag whether a child’s name had changed was created.

4.3.3 Cohort children’s country of residence

The child’s country of residence was collected during the in-home interview. The research team compared the country coded by the interviewer in CAPI with the postcode from the

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\(^\text{10}\) Children living on the Isle of Man or Channel Islands were treated as England sample for the purposes of the Teacher Survey.
child’s address (using a look-up table of all UK postcodes). Where there was a discrepancy
between the reported country and the post code, an internet mapping site was used to
ascertain which country the child lived in (occasionally a discrepancy would occur because
the postcode straddled the border).

4.3.4 Teacher's names
Researchers undertook the following processes to clean the teacher name data:

- Each teacher’s name was manually checked for spelling mistakes;
- Where interviewers had incorrectly entered the teacher’s entire name into a single
  field, it was separated into title, first name and surname fields;
- Any entry other than a name (e.g. ‘don’t know’, ‘see form’) was removed;
- Missing names (or those suspected of containing a typo) were filled in from a scan of
  the relevant child’s Child Elements consent form (if this was available at the time);
- Teacher names that referred to the same person were reconciled (explained below).

Teacher name reconciliation was necessary because some teachers taught more than one
cohort child in their class and were therefore nominated by more than one parent in the
MCS5 interview. Despite referring to the same teacher, different parents might offer different
spellings or different levels of information. Therefore, the research team sorted the names
(surname and first name) within the same school, and compared information offered by
different parents to identify discrepancies. The team then reconciled the names and titles by
correcting obvious misspellings and by usually taking the majority view of the correct
spelling.

In addition to the manual processes described above, two automatic editing processes were
carried out in the sample preparation. Firstly, teacher names were put into title case (first
letters were capitalised). Secondly, in certain cases where the teacher surname was missing
the survey was addressed to ‘Head Teacher’. As noted above, in situations where the
surname was missing, a scan of the Child Elements consent form would be consulted to see
if it contained the teacher’s name. If the consent form had been booked in by Ipsos MORI,
but the scan was unavailable or the teacher’s name was missing from it, then the
questionnaire would be addressed to ‘Head Teacher’ and included in the next mailout.
However, if the consent form had not yet been booked in then the questionnaire would not be
sent out at that time; once the consent form had been booked in then the questionnaire
would be sent in the subsequent mailout.

4.3.5 School names and addresses
The Teacher Survey sample file contained three different sources for the school name and
address:

1. Fed-forward school information from the MCS4 data;
2. School information from the look-up database selected by the interviewer in the CAPI
   main respondent interview;
3. School information keyed by the interviewer during the CAPI main respondent interview where the school could not be found on the look-up database.

Interviewers collected information on whether the child had changed schools from the following question in the main parent interview:

SAMS

At the last interview on [^lidate], we were given the name of the school that [^Cohort child's name] was going to at that time. The school was:

[^textfill name and address of school from previous interview]11

Is [^Cohort child's name] still going to the same school?

This variable was collated in the sample and used to determine whether feed forward or CAPI data was used to ascertain the cohort child’s school. Around 62% of children still attended the same school as at the previous interview. For the remaining 38%, the interviewer had used the school look-up database. A very small number had moved up to a secondary school a year earlier than normal (i.e. September 2011): these secondary schools were included in the Teacher Survey and were treated identically to primary schools in terms of the survey process and materials, but the name and address of the school was recorded differently in the CAPI interview to the way primary schools are recorded. During the in-home interview, the parent was asked if their child was still attending the same school as at the previous sweep (i.e. MCS4 in 2008). Of those who were eligible for the Teacher Survey, 39 said that their child had already moved up to secondary school (0.4% of the 9,846 issued questionnaires). Owing to a delay in fieldwork (outlined in section 5), some of the in-home interviews took place post-September 2012, after the 2011/12 school year had finished. This included 13 of the 39 cases mentioned above. Although these parents were asked to give the school the child attended in the previous school year (2011/12) rather than their current one (2012/13), it is possible that this caused confusion and therefore some of those who said their child had moved up to secondary school should have given a primary school instead.

The following editing processes were applied to the school name and address:

- If the cohort child was still at the same school, but the fed-forward school URN was not recognised by the fuzzy-matching function (this was usually because the school had changed URN since the previous sweep) then a researcher would check the school name and address in the fed-forward data and manually find the school in the look-up database. They would then insert the current URN for that school from the look-up database into the cohort child’s record in the Teacher Survey sample;

- If the cohort child had changed schools, but a school URN was not returned by the fuzzy-matching function (this could be because the school was missing from the table, or the parent provided the former name for a school that had changed names)

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11 The form of this is as follows:
Name:[^textfill name]
Address:[^Textfill address]
then a researcher would check the school name and address from the CAPI data and manually find the school in the look-up database. If the school was missing from the database then the school details were looked up on the Edubase website (http://www.education.gov.uk/edubase/home.xhtml) and added to the database.

If the cohort child was home-schooled or attended a school outside the UK, they were deemed ineligible for the study and were not included in the Teacher Survey sample.
5. Conduct of fieldwork

5.1 Overview of the procedure for the Teacher Survey

Each fieldwork wave of the Teacher Survey had several stages. These are summarised in Figure 1 below and described in detail in the rest of this section.

Figure 1: Overview of processes in each Teacher Survey fieldwork wave
5.2 Fieldwork wave structure

The wave structure for the Teacher Survey was amended twice after the original number of waves and fieldwork dates had been agreed. The original structure is outlined in section 5.2.2, the changes are detailed in 5.2.3, and the final schedule is shown in 5.2.4. It was initially anticipated that there would be seven waves for the Teacher Survey fieldwork, but four extra waves were added after fieldwork started, making 11 in total. These extra waves were necessary because of delays to the in-home interviewing fieldwork, on which the Teacher Survey sample was dependent (see section 5.2.1 for more on this). The delays to the in-home fieldwork also had an impact on some of the survey materials used for the Teacher Survey, as there more fieldwork waves took place after the child had left their primary school class than originally anticipated. These minor revisions to materials used in fieldwork from September 2012 are described in section 6.

5.2.1 Devising the wave structure for the Teacher Survey

The schedule for the Teacher Survey was primarily dependent on the timing of the MCS5 in-home interviews because the information required for sending out the Teacher Survey, and the permission to do so, were collected in the main respondent interview.

In the MCS5 in-home survey, the sample was allocated to two overall waves determined by country of residence and dates of birth (and hence the school starting age) of the cohort children. The table below illustrates the final fieldwork structure for the in-home fieldwork, and does not include previous iterations. The Teacher Survey sample was solely from Wave 1 of the in-home survey and comprised cohort children living in England or Wales only.

Table 6: Final MCS5 in-home fieldwork wave structure and sample size

<table>
<thead>
<tr>
<th>MCS5 in-home wave name</th>
<th>Country</th>
<th>Final MCS5 in-home fieldwork dates</th>
<th>Issued sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wave 1a</td>
<td>England, Wales, Scotland and N.Ireland</td>
<td>30/01/12 – w/e 03/02/13</td>
<td>7,999 (6,075 England, 1,050 Wales, 389 Scotland, 485 N.Ireland)</td>
</tr>
<tr>
<td>Wave 1b</td>
<td>England, Wales and N.Ireland</td>
<td>24/03/12 – w/e 03/02/13</td>
<td>5,986 (4,479 England, 1,080 Wales, 337 N.Ireland)</td>
</tr>
<tr>
<td>Wave 1c</td>
<td>Wales</td>
<td>30/04/12 – w/e 20/01/13</td>
<td>200</td>
</tr>
</tbody>
</table>
| Wave 2                 | Scotland and N.Ireland                  | Scotland: 18/08/12 – w/e 03/02/13  
                        |                                     | N.Ireland: 01/09/12 – w/e – w/e 03/02/13 | 2,298 (1,516 Scotland, 782 N.Ireland) |
It was very important that as many Teacher Survey questionnaires as possible were completed by teachers before the end of the summer term 2012, before the cohort child moved to secondary school. Ipsos MORI identified three means by which the proportion of fieldwork completed before the end of the summer term could be increased compared with MCS4. These were:

- Use of a telephone mode to speed up the fieldwork administration;
- Structuring fieldwork allocations such that the majority of in-home interview fieldwork among non-movers in England and Wales could be completed by early July;
- Reducing the lag between in-home interview and first contact with teachers, by increasing the number of fieldwork batches to six and speeding up turnaround times for despatch.

Based on these measures, it was estimated that the vast majority of teachers would be contacted before the end of the summer term.

When devising the initial wave structure for the Teacher Survey, school term and relevant exam dates were also taken into consideration, as shown in Table 7 below. Fieldwork was planned so that it did not coincide with school holidays or anticipated exam times, and the aim was to contact c.75% of teachers before the end of the summer 2012 school term and the summer holidays began.

Table 7: School term/other relevant dates for the initial Teacher Survey Waves 1 – 7

<table>
<thead>
<tr>
<th>2011/2012 School term/holiday dates</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>February half term</td>
<td>13/02/12</td>
<td>17/02/12</td>
</tr>
<tr>
<td>Easter holiday</td>
<td>02/04/12</td>
<td>13/04/12</td>
</tr>
<tr>
<td>Year 6 SATs</td>
<td>14/05/12</td>
<td>18/05/12</td>
</tr>
<tr>
<td>Summer half term</td>
<td>04/06/12</td>
<td>08/06/12</td>
</tr>
<tr>
<td>Spring bank holiday</td>
<td>04/06/12</td>
<td>04/06/12</td>
</tr>
<tr>
<td>Queen’s Diamond Jubilee bank holiday</td>
<td>05/06/12</td>
<td>05/06/12</td>
</tr>
<tr>
<td>Summer holiday</td>
<td>23/07/12</td>
<td>31/08/12</td>
</tr>
</tbody>
</table>

The schedule for the four extra waves added after fieldwork had started took the school holiday dates shown in Table 8 into account.

Table 8: School term/other relevant dates for the extra Teacher Survey Waves 8 – 11

<table>
<thead>
<tr>
<th>2012/2013 School term/holiday dates</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer holiday</td>
<td>23/07/12</td>
<td>31/08/12</td>
</tr>
<tr>
<td>Autumn half term</td>
<td>29/10/12</td>
<td>02/11/12</td>
</tr>
<tr>
<td>Christmas holiday</td>
<td>24/12/12</td>
<td>04/01/13</td>
</tr>
</tbody>
</table>
5.2.2 Original wave structure and mail-out dates

The original dates proposed for the Teacher Survey are shown in Table 9 below.

Table 9: Original proposed wave structures for the Teacher Survey

<table>
<thead>
<tr>
<th>Wave</th>
<th>Initial mailout</th>
<th>Reminder mailout</th>
<th>Telephone fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/03/12</td>
<td>26/03/12</td>
<td>16/04/12 – 27/04/12</td>
</tr>
<tr>
<td>2</td>
<td>16/04/12</td>
<td>30/04/12</td>
<td>21/05/12 – 01/06/12</td>
</tr>
<tr>
<td>3</td>
<td>21/05/12</td>
<td>11/06/12</td>
<td>25/06/12 – 06/07/12</td>
</tr>
<tr>
<td>4</td>
<td>14/06/12</td>
<td>27/06/12</td>
<td>09/07/12 – 20/07/12</td>
</tr>
<tr>
<td>5</td>
<td>02/07/12</td>
<td>31/08/12</td>
<td>17/09/12 – 28/09/12</td>
</tr>
<tr>
<td>6</td>
<td>11/07/12</td>
<td>03/09/12</td>
<td>24/09/12 – 05/10/12</td>
</tr>
<tr>
<td>7</td>
<td>03/09/12</td>
<td>17/09/12</td>
<td>01/10/12 – 12/10/12</td>
</tr>
</tbody>
</table>

5.2.3 Revision of wave structure, mail-out dates and printing processes after fieldwork started

The Teacher Survey fieldwork wave structure and mail-out dates were revised twice after fieldwork had begun. The first revisions took place in July 2012 and were required because of delays in the MCS5 in-home fieldwork. Consequently the Teacher Survey wave structure had to be amended and it was agreed to introduce three extra waves of fieldwork, making 10 waves in total.

The second revision was made in December 2012, and was also due to delays with the in-home interviewing schedule. There were a small number of in-home appointments that had not been completed by the Wave 10 sample cut-off date, so it was agreed to form a new Wave 11 in which an initial mailing for these cases would be dispatched at the same time as the Wave 10 reminder mailing, and the telephone follow-ups would be combined with the scheduled Wave 10 telephone fieldwork. The Wave 11 sample were not sent a reminder mailing, as this was not feasible without extending the overall Teacher Survey fieldwork period.

In May 2012, there was a revision made to the printing process after receiving numerous calls to the survey Freephone number following the Wave 1 and Wave 2 reminder mailings. These calls were from teachers who had received a reminder mailing but had already returned their completed questionnaire. They wanted to check that the questionnaire had arrived and to query why they were receiving a reminder letter. There were no cases where a teacher said they had sent in a questionnaire and it was not received, so for efficiency purposes the time between initial and reminder mailings in future waves was extended where possible to help with de-duping the reminder sample of those who had returned questionnaires.

In order to further reduce unnecessary mailings, it was agreed with the printing department that there would be another de-duping stage after the printing proofs were issued. The printing department were sent a list of ID numbers for questionnaires that had been returned
after the reminder sample had been finalised, and the relevant study children were removed from the reminder mailing prior to printing.

5.2.4 Final wave structure, fieldwork dates and issued sample

The final wave structure was very similar to the original version with the exception of Waves 8–10 (added July 2012), and Wave 11 (added December 2012).

Table 10: Achieved wave structures, actual issued numbers for the Teacher Survey

<table>
<thead>
<tr>
<th>Wave</th>
<th>Initial mailout</th>
<th>Reminder mailout</th>
<th>Core telephone fieldwork*</th>
<th>Total issued sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/03/12</td>
<td>26/03/12</td>
<td>16/04/12 – 30/04/12</td>
<td>899</td>
</tr>
<tr>
<td>2</td>
<td>16/04/12</td>
<td>30/04/12</td>
<td>21/05/12 – 22/06/12</td>
<td>2,467</td>
</tr>
<tr>
<td>3</td>
<td>21/05/12</td>
<td>13/06/12</td>
<td>25/06/12 – 20/07/12</td>
<td>2,068</td>
</tr>
<tr>
<td>4</td>
<td>12/06/12</td>
<td>28/06/12</td>
<td>09/07/12 – 20/07/12</td>
<td>1,000</td>
</tr>
<tr>
<td>5</td>
<td>02/07/12</td>
<td>03/09/12</td>
<td>17/09/12 – 28/09/12</td>
<td>858</td>
</tr>
<tr>
<td>6</td>
<td>11/07/12</td>
<td>03/09/12</td>
<td>24/09/12 – 05/10/12</td>
<td>373</td>
</tr>
<tr>
<td>7</td>
<td>03/09/12</td>
<td>19/09/12</td>
<td>01/10/12 – 12/10/12</td>
<td>1,250</td>
</tr>
<tr>
<td>8</td>
<td>12/10/12</td>
<td>01/11/12</td>
<td>12/11/12 – 23/11/12</td>
<td>519</td>
</tr>
<tr>
<td>9</td>
<td>14/11/12</td>
<td>03/12/12</td>
<td>09/01/13 – 23/01/13</td>
<td>240</td>
</tr>
<tr>
<td>10</td>
<td>04/01/13</td>
<td>22/01/13</td>
<td>30/01/13 – 13/02/13</td>
<td>150</td>
</tr>
<tr>
<td>11</td>
<td>22/01/13</td>
<td>n/a</td>
<td>30/01/13 – 13/02/13</td>
<td>22</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>9,846</strong></td>
</tr>
</tbody>
</table>

* Extra fieldwork days were conducted on many waves due to a variety of factors (see below).

The time between the initial and reminder mailout was usually around 14 - 21 days, although this time was extended if school holidays fell between the postal mailings. There was normally a gap of around 10 - 20 days between the reminder mailout and the start of the telephone follow-up interviews.

For many waves, the telephone fieldwork continued slightly longer than the anticipated fortnight due to a variety of factors, as follows:

- **Wave 1**: included an extra couple of days for ‘mop-up’ interviews.
- **Wave 2**: it was found that many teachers were marking SATs exams during the initial two weeks of the Wave 2 telephone fieldwork, so interviewers continued phoning some schools for another few weeks. Wave 2 fieldwork was planned to commence after the SATs had been taken by the children, as it was anticipated that teachers would not be available during this time, but it was not expected that the subsequent

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12 Interviews with teachers that had expressed a preference to be called on days immediately after the scheduled end of fieldwork.
marking of the exams would be such a factor in the teachers’ availability to participate in the survey;

- **Wave 3:** fieldwork was extended due to lower than expected numbers of complete interviews in the scheduled fortnight;
- **Waves 5-7:** fieldwork was extended for longer than the original fortnight primarily because telephone interviewers found it more difficult to achieve interviews with teachers once the children had left the primary school (as was the case when these waves commenced);
- **Waves 8:** fieldwork was extended by a week to try and boost overall response rates for this wave, as postal response rates were decreasing with each wave.
- **Waves 9:** included a couple of extra days as snowy weather temporarily closed some schools.

In November 2012, it was decided to re-contact all non-responding teachers in Wales from across all waves within the Wave 9 telephone fieldwork. This was due to an interim analysis of response rates which showed that there was a lower response from teachers in Wales and that this may be due, in part, to a higher degree of clustering (number of study children a teacher had in their class) in Wales compared with England. It was hoped that re-contacting those teachers in Wales who had yet to respond could boost the response rate in Wales, even if only slightly.

### 5.3 Telephone follow-up fieldwork

Computer Assisted Telephone Interviewing (CATI) was conducted with class teachers following the two postal mailings. The Ipsos MORI CATI project supervisors were given a telephone briefing about how the fieldwork should be conducted to cascade to telephone interviewers, and this information was supplemented by full CATI interviewer instructions. Approximately 30 interviewers worked on the telephone follow-up interviewing across all the main stage waves.

#### 5.3.1 Telephone sample preparation

The telephone sample was prepared a few days before each wave of CATI fieldwork began. The eligible sample consisted of all those teachers who had been contacted by post in that wave but who had not returned a self-completion questionnaire. Those who had withdrawn from the survey and those whose school had informed the research team that the teacher was not available / not known at the school were excluded from the sample.

The telephone sample for each fieldwork wave comprised the following details:

- Teacher name and ID;
- Child name/s and ID/s;
- School name and ID;
- The town in which the school was based;
- The telephone number for the school (obtained from Edubase);
- The country of the cohort child (England or Wales);
- The date the cohort child participated in an in-home interview;
- The number of children that a teacher was to be asked about;
- Whether the teacher had been contacted during other fieldwork waves;
- Whether there were other teachers at the same school in this fieldwork wave.
Once the sample had been loaded into the CATI script, it was checked by researchers to ensure that the correct sample-based information was shown in the relevant places.

On the day before fieldwork began, and on a daily basis throughout fieldwork, the research team provided the Ipsos MORI Telephone Centre with a list of self-completion questionnaires that had been received by post that day, so that the relevant teachers could be removed from the telephone sample.

5.3.2 Calling the school

Telephone interviewers were provided with the general school switchboard number and the name of the teacher (provided by the family during the in-home interviews). The only instance when interviewers would not be speaking to the teacher named by the family was when a teacher from the original sample had referred an interviewer to another teacher during a previous call. If this happened, the CATI software spawned a new piece of sample for the referred teacher and the new name would appear in the CATI script.

In order to maximise the chance of the teacher being available to discuss the survey, telephone interviewers were instructed to concentrate phone calls in the following three timeslots:

- Before the school day begins (8 - 9am);
- During lunchtimes (12 – 2pm); and/or,
- After the school day ends (3 – 5pm).

Interviewers attempted to call each lead a minimum of seven times.

5.3.3 Following up teacher requests for information

Throughout fieldwork, a number of teachers contacted by the telephone interviewers requested further information about the study. Researchers were responsible for sending this additional information.

The most common request was for general information about the study, which the researchers would provide by email. Another frequent request from teachers was for proof of the parent’s consent to the Teacher Survey: this was provided by emailing a scan of the Child Elements consent form (redacted so that the teacher could not see what other parts of the study the parent had consented to).
6. Survey mailings and materials

Survey mailings were sent to class teachers and head teachers at schools identified by the parents of MCS5 cohort children. This section outlines what was included in these mailings and details of the individual survey materials. Copies of materials can be found in the Appendices.

6.1 Mailing to class teachers

Class teachers were sent two survey packs by post – an initial mailing and a reminder mailing. The content of each mailing is described below.

6.1.1 Initial mailing to class teachers

For each wave of the Teacher Survey, class teachers were sent the following survey materials in the initial mailing posted to their school:

- A covering letter;
- A questionnaire for each study child;
- A general information leaflet;
- A leaflet summarising findings from the previous Age 7 Teacher Survey;
- A second-class reply-paid return envelope.

Prior to receiving the initial mailing, teachers may have received a letter about the Teacher Survey from cohort families. In-home interviewers left this letter (and an envelope) with consenting families to give to the teacher as advance warning about the study. As a result of the in-home fieldwork delays (see section 5.2), this letter had minor revisions made to it from August 2012 onwards to explain that teachers were being invited to participate as they taught the child during the summer 2012 school term.

6.1.2 Reminder mailing to class teachers

For each wave of the Teacher Survey, class teachers were sent the following survey materials in the reminder mailing posted to their school:

- A covering letter;
- A duplicate copy of the questionnaire for each study child;
- A second-class reply-paid return envelope.

6.2 The self-completion questionnaire

Each questionnaire had the following information on the front page, as shown in Figure 2:

- Teacher name;
- Teacher serial number and barcode;
- Cohort child name;
- Child serial number and barcode;
- Family interview date.
Figure 2: Example of identifying information on paper questionnaires

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Mrs Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Serial:</td>
<td>1234561</td>
</tr>
<tr>
<td>Teacher Barcode:</td>
<td>#1260441#</td>
</tr>
<tr>
<td>Child Name:</td>
<td>Adam Smith</td>
</tr>
<tr>
<td>Child Serial:</td>
<td>1234567891100</td>
</tr>
<tr>
<td>Child Barcode:</td>
<td>#9823103410</td>
</tr>
</tbody>
</table>

The serial numbers on each teacher questionnaire were bar-coded to facilitate booking-in when the questionnaires were returned. The inclusion of the serial numbers also facilitated matching the teacher data with other MCS data.

The teacher serial number was made from a combination of the school unique reference number (URN) and a digit which indicated how many teachers at that school were invited to participate in the Teacher Survey, e.g. ‘1’ for the first teacher in that school to appear in the Teacher Survey, ‘2’ for the second, and so on. Because the school URNs are 7 digits in Wales and 6 digits in England, the teacher serial number was 8 digits for Wales and 7 digits for England.

The child serial number was 13 digits long, made up of a 10 digit household number and a 3 digit child number. The household number consisted of 8 core digits plus a check digit and a household digit. The household digit was ‘1’ unless there were twins/triplets split into different households, in which case one of them retained the original serial number, and the other retained the 8 core digits and check digit, but then the household number became a ‘2’. The child number was 100 for the first child in a household, 200 for the second child, and so on.

There were two versions of the questionnaire: one for teachers at schools in England and one for those in Wales. The Wales version was translated into Welsh language and teachers in Wales were sent copies of the questionnaire in both Welsh and English.

6.2.1 Format of the self-completion questionnaire

The England version of the Teacher Survey questionnaire was 12 pages and the Wales version was 13 pages (see Appendices). The Wales version was also translated into Welsh.

Questionnaires were printed in colour with a blue background. Further shading in blue was used to highlight questionnaire text and instructions. The text was black with the exception of question numbers and section headings, which were white with a dark blue background.

The England version comprised 48 questions and the Wales version had 52 questions. There was a mix of questions: some were dichotomous (e.g. yes/no), some were pre-coded questions with a list of options to choose from (e.g. about attitude or behaviour) and some
were open text questions mostly for recording numerical data (such as minutes spent on homework).

Due to MCS5 in-home fieldwork delays (see section 5.2 for more details), the questionnaire was changed once during fieldwork for use from Wave 5 onwards. The in-home fieldwork timings meant that 22% of questionnaire/s were sent to teachers in the new school year from September 2012 onwards, when the cohort child was no longer in their class. It had originally been expected that 25% of questionnaires would be sent to teachers from September 2012 onwards, but with all of these contacts happening in a single wave. Therefore, the number of waves increased to compensate for ongoing face-to-face fieldwork, despite having a lower number of teachers in the later sample. The questionnaire was amended to reflect that the child had now left the primary school and gave instructions to teachers about how to answer questions retrospectively.

6.2.2 Content of the self-completion questionnaire

The content of the survey questionnaire was adapted from the questionnaire used at MCS4. A major difference between the MCS5 and MCS4 questionnaires is that for MCS5 the final sections on the child’s class and the teacher were asked of all teachers, rather than just some of them (in MCS4 there was routing in place to filter out some teachers by this stage, depending on their previous answers). However, most of the questions had been tested during previous Teacher Survey sweeps and additionally in the MCS5 pilot and dress rehearsal studies conducted in 2011.

The Teacher Survey questionnaire was designed to investigate the development and behaviour of the cohort child from their teacher’s point of view, as well as providing additional information about the child’s learning environment.

There were instructions on the front page of the questionnaire asking teachers to refer to the school term in which the study child’s family was interviewed, unless stated otherwise. The day, month and year when the family was interviewed were clearly shown below this instruction.

The questionnaire had sections in the following order:

- **About the Child**
  This section contained questions about the child’s ability, attainment, emotion, concentration, behaviour, and attitude. It asked about whether the child has been temporarily suspended or excluded from school and if they had missed school without parental permission. Questions about support received due to a health problem, behavioural problem or disability were also included.

  The section inquired about the child’s friends in their class and whether the child has picked on other children, or been picked on him/herself. It also asked about how well prepared the child was for secondary school and the likelihood of them staying in education after 16.

  The England version asked whether the child receives English as an Additional Language support or has Special Educational Needs (SEN). The Wales/Welsh
version asked whether the child receives English or Welsh as an Additional Language support and also if the child has SEN or Additional Learning Needs.

Teachers in Wales were asked an additional question about which language is used to educate the child. They were also asked to rate the child’s Welsh skills in the bank of questions about ability and attainment.

The section comprised 19 questions (20 in Wales version).

- **The Child’s Parents**
  There was one question in this section, which asked about the parent’s interest in the study child’s education.

- **Streaming and Setting**
  Teachers were asked about types of grouping between classes in the child’s year (i.e. streaming and setting) followed by questions on the level of the child’s ability in relation to the grouping.

  Teachers in Wales were asked additional questions about sets for Welsh.

  This section contained 12 questions (15 in the Wales version).

- **The Child’s Class**
  This section consisted of questions about the study child’s class, peer groups and learning environment. These questions are designed to look at peer effects.

  It collected information on number of children in the class, if the class contained mixed year groups and number of classes in the child’s year. It asked about the needs and behaviour of other children in the class (such as SEN/Additional Learning Needs, exclusions and whether other children come from homes where English is an additional language). It also inquired about supply cover, time spent on teaching and homework and support provided to the class.

  There were 11 questions in this section.

  For teachers completing a telephone interview, this section was only asked once if the teacher had multiple children in the same class. However, if a teacher had multiple children and any of these children were in different classes, this section was asked again for the different class. Given that it was printed on every paper questionnaire, teachers completed this section for all children when filling in the postal version.

- **About You**
  This section collected information on the characteristics of the person answering the questionnaire. They are designed to look at teacher effects.

  Teachers were asked about their gender, position, number of years teaching and qualifications.

  This section had five questions.
For teachers completing a telephone interview, this section was only asked once if teacher had multiple children. Again, for paper questionnaires, it was completed for every child.

6.3 Survey materials used in class teacher mailing

This section describes the other materials included in the class teacher mailing. The two leaflets (general information leaflet and Age 7 findings) were also included in the mailing to head teachers (see section 6.4 for more detail on the head teacher mailings). Materials were sent in English and Welsh to teachers in Wales.

6.3.1 Outward envelopes

The envelopes used to send the survey materials to class teachers were printed specifically for the study. On the back of each envelope there were instructions on what to do if the teacher to whom the pack was addressed did not currently work at the school, as shown in Figure 3. This was designed to help trace teachers who had left a school. Recipients were asked to write in new contact information for the teacher (if known) and then return the letter to the Ipsos MORI Freepost address printed on the front of the envelope. Upon receipt of returned letters with new contact information, Ipsos MORI researchers would update the sample database with the details and the initial mailing would be despatched to the new address in the next fieldwork wave.
6.3.2 Initial mailing covering letter

A covering letter was enclosed in the initial mailing inviting the teacher to participate in the survey. It contained brief details about the Child of the New Century and Teacher Survey, the full name of the cohort child/ren and how their details were obtained.

The letter highlighted endorsement and funding from the government; the Department for Education for the England letters and the Department for Children, Education, Lifelong Learning and Skills for the Wales versions.

It also sought to reassure teachers about the study’s confidentiality and compliance with the Data Protection Act and explained that data would not be released in a form that would allow the teacher, the child or the school to be identified.

The letter provided details of where teachers could get further information about the study, including a Freephone number for the Ipsos MORI office and details of a Freephone number, email address and website for the study at the Institute of Education. The covering letter sent out in Wave 1 also contained the name and telephone number of the relevant government researcher to contact in the event of any queries. However, this information was removed from the letter from Wave 2 onwards as the calls that were made to these researchers would have been better directed to the Ipsos MORI Freephone number.
Further revisions were made to the initial covering letter from Wave 7 onwards due to the in-home fieldwork delays. These delays subsequently meant that more teachers than originally anticipated were to be invited to participate in the survey after the child had left their primary school class. Minor revisions were made to the covering letter used from September 2012 onwards to explain to the teacher that they were being asked to take part as they taught the child during the summer 2012 school term.

Copies of the initial covering letter can be found in the Appendices.

6.3.3 Reminder mailing covering letter

This covering letter reiterated information about the survey and sought to remind teachers of the importance of returning questionnaires. The letter also informed teachers that telephone interviewing would take place with those who had not participated by post.

There were minor revisions made to the reminder covering letter several times during fieldwork. From Wave 2, the contact details for the relevant government researcher were removed, as per the initial covering letter.

From Wave 3, a revision was introduced to minimise the number of calls received from teachers who had returned a postal questionnaire but still received a reminder mailing. Due to the time taken to receive and process postal questionnaires, this meant that records of completed questionnaires were behind real-time information and reminder mailings were sometimes sent to teachers who had already replied to the initial mailing. The revision to the letter explained this and confirmed that teachers did not need to do anything further if they had already returned their completed questionnaire/s.

From Wave 5 there was the addition of a sentence which reminded teachers that they were being invited to participate because one or more children they taught during the summer 2012 school term is part of the study, as per the changes to the initial covering letter from Wave 7.

Copies of the reminder covering letter are included in the Appendices.

6.3.4 The general information leaflet

The general information leaflet was designed to supplement the information contained in the covering letter. It included further details about the Millennium Cohort Study and the Teacher Survey. A Welsh translation of this leaflet was included in the mail-out in Wales.

Copies of this leaflet can be found in the Appendices.

6.3.5 The Age 7 findings leaflet

This leaflet summarised how findings from the previous Age 7 Teacher Survey have been used. It included information provided by children, parents and teachers. A Welsh translation of the Age 7 findings leaflet was included in the mailings to teachers in Wales.

Copies of this leaflet are in the Appendices.
6.4 Mailing to head teachers and survey materials used

Information about the survey was also sent to head teachers at the same time as the class teacher initial and reminder mailings. Head teacher mailings were sent out as a courtesy, but also in the hope that the head teacher may encourage the teacher to take part. Materials were sent in English and Welsh language to head teachers in Wales.

The content of each mailing is described below.

6.4.1 Initial mailing to head teachers

Head teachers were sent the following survey materials in the initial mailing posted to their school at each wave:

- A covering letter;
- A general information leaflet;
- A leaflet summarising findings from the previous Age 7 Teacher Survey;
- A flyer for school office staff.

The covering letter introduced the Teacher Survey and highlighted the importance of the teacher’s participation. The full name of the teacher/s selected to participate in the study was printed at the beginning of the letter. The letter explained the procurement of the teacher’s contact details and the permission given by the parent and cohort child for the teacher to be contacted. Guidance was provided in case of a teacher no longer being at the school or not feeling that they were the best person to answer the questionnaire(s). Head teachers were given advance warning about the telephone interviews and asked to pass on an enclosed one-page flyer about the survey to school office staff, so that they would know to expect the call. The endorsement from the relevant government department and data security information were also mentioned.

Revisions were made to this covering letter twice during fieldwork. As with the class teacher letter, the contact details for the relevant government researcher were removed from the letter from Wave 2 onwards. Also in line with the class teacher letter, amendments were made from Wave 7 onwards to explain that teachers were being asked to take part as they taught the study child/ren during the summer 2012 school term.

Details about the general information leaflet and Age 7 findings leaflet can be found in sections 6.3.4 and 6.3.5, respectively.

An information flyer specifically for school office staff was designed to provide those answering school switchboards with advance notification about the telephone interviewing. Head teachers were asked to pass on the flyer to school office staff so they would know to expect the call. The one-page flyer contained brief information about the survey and what we would like school office staff to do if they received a call from a telephone interviewer.

Copies of materials included in the initial mailing to head teachers can be found in the Appendices.
6.4.2 Reminder mailing to head teachers

The reminder mailing to head teachers at each wave consisted of a covering letter only. This letter informed the head teacher of the outstanding questionnaire/s and reiterated the importance of a high response rate and adherence of the survey to the Data Protection Act.

There were revisions made to this letter several times throughout fieldwork. From Wave 2 onwards, the contact details for the relevant government researcher were removed from this letter. From Wave 3, an amendment was made to explain the time delay between receiving and processing postal questionnaires which could mean reminder letters are sent out even though the teacher had returned their questionnaire/s. Finally, from Wave 5 there was an explanation that teachers were being asked to participate as they taught the study child/ren during the summer 2012 school term.

Copies of the head teacher letter are included in the Appendices.

6.5 CATI questionnaire

The questionnaire used for the telephone interviews was virtually identical to the self-completion questionnaire: each contained the same question content. From the outset, the postal and telephone questionnaires were designed to address any potential mode effects. For example, question approaches were chosen that can be used in both modes.

In the telephone interviews, there were several screening questions asked before the main body of the questionnaire. These included asking if the person being spoken to was the named teacher from the sample and if they were happy to complete a telephone interview.

The CATI questionnaire was changed once during fieldwork for use from Wave 5 onwards (fieldwork taking place from September 2012). This was to reflect that the child had now left the primary school and gave instructions to teachers about how to answer questions retrospectively.

Copies of the CATI questionnaires can be found in the Appendices.

6.6 Questionnaire design for a mixed-mode survey

As with all mixed mode studies, this sweep of the Teacher Survey involved a risk that the responses of teachers who responded by post would differ from those who responded by telephone. To minimise this risk a unimode design was adopted, which is described as ‘the writing and presenting of questions to respondents in a way that assures receipt by respondents of a common mental stimulus, regardless of survey mode’ (Dillman, 200713). A set of unimode design principles have been clearly articulated and disseminated by Dillman, such as making all response options the same across modes and incorporating them into the stem of the question, reducing the number of response options, using the same descriptive labels for response categories, and the Teacher Survey utilises many of these.

Thus, the content and format of the Teacher Survey questionnaire minimised the risk of mode effects, and other measures were also put in place to further reduce the risk.

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questionnaire does not include questions with long lists of pre-codes that could be subject to a primacy/recency effect. Similarly, questions use a forced ‘yes’ ‘no’ response rather than ‘tick all that apply’. The questions are not particularly sensitive so would not be subject to social desirability bias, and we can assume that teachers who took part in the telephone survey may have seen the paper questionnaire, so order effects should be less of an issue.

During CATI interviews, telephone interviewers had the option to code ‘don’t know’ or ‘not stated’ at most questions, but these were not read out to teachers if they were part of a ‘read out’ question. This was to replicate the paper questionnaire, where teachers were able to leave questions blank if they did not know an answer or did not want to answer the question. At questions where ‘don’t know’ etc was a response included in the paper questionnaire (e.g. at Q20), telephone interviewers were instructed to read this out to teachers in the telephone survey to replicate the paper questionnaire as close as possible.
7. Overall Fieldwork Outcomes

7.1 Summary of sample eligibility for the Teacher Survey

The selected sample for the Teacher Survey comprised all productive interviews from MCS5 in England and Wales that completed all the modules relevant to the Teacher Survey (these were three modules, which included consent to the survey, details of the child’s school, and the teacher’s name). The sample amounted to 10,506. Of these, 96.35% of parents (10,123) consented to participate in the Teacher Survey, and of these 98.68% of children (9,989) consented to the survey. This was an overall consent rate of 95.08%.

Out of those who gave consent, 99.47% (9,936) provided sufficient contact information for the teacher and school. Of these, 86 questionnaires were withdrawn from the sample prior to mailing. This was mainly due to either the teacher or school refusing in advance (i.e. the teacher or school had been contacted at an earlier wave and withdrawn from all future waves). A further four children were home educated, which made them ineligible for the Teacher Survey, therefore a total of 9,846 questionnaires were mailed out. However, eight children were retrospectively considered ineligible due to their parents withdrawing consent after the questionnaire had been sent out. From the total number of questionnaires mailed out there were 228 (2.32%) cases that were later classified as ‘out of scope’ for a variety of reasons. The most common reason for a case being out of scope (91 cases) was a wrong number or telephone reply unobtainable. The next most common were that the teacher left the school (32 cases) or that the teacher had never worked at the school (26 cases).

Table 11: Summary of sample eligibility for the Teacher Survey

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%*</td>
<td>N</td>
</tr>
<tr>
<td>Total selected sample (productive in-home child interviews)</td>
<td>10,506</td>
<td>n/a</td>
<td>8,700</td>
</tr>
<tr>
<td>Total ineligible</td>
<td>668</td>
<td>6.36</td>
<td>554</td>
</tr>
<tr>
<td>Total not included in sample:</td>
<td>574</td>
<td>5.46</td>
<td>481</td>
</tr>
<tr>
<td>Parent refused consent during in-home interview</td>
<td>383</td>
<td>3.65</td>
<td>327</td>
</tr>
<tr>
<td>School name incorrect / missing (insufficient details)</td>
<td>53</td>
<td>0.50</td>
<td>44</td>
</tr>
<tr>
<td>Child is home-schooled</td>
<td>4</td>
<td>0.04</td>
<td>4</td>
</tr>
<tr>
<td>Total withdrawn from sample:</td>
<td>94</td>
<td>0.89</td>
<td>73</td>
</tr>
<tr>
<td>Consent withdrawn following in-home interview</td>
<td>8</td>
<td>0.08</td>
<td>8</td>
</tr>
<tr>
<td>School has refused to receive further mailings</td>
<td>58</td>
<td>0.55</td>
<td>48</td>
</tr>
<tr>
<td>Other withdrawn (e.g. teacher)</td>
<td>28</td>
<td>0.27</td>
<td>17</td>
</tr>
</tbody>
</table>
A total of 9,610 cases were eligible and in-scope for the study. Of these, 77.32% were productive. The response rate was higher in England (79%) than in Wales (68.99%).

Table 12 shows the breakdown of response at child-level by country. Completed questionnaires returned to Ipsos MORI were categorised as either ‘Productive postal self-completion (initial mailing)’ or ‘Productive postal self-completion (reminder mailing)’ according to the self-reported date of completion on the front of the questionnaire. I.e. a questionnaire which was completed before the reminder mailing for that wave was included in the ‘initial mailing’ category. If the date of completion had been left blank then the date of scanning by Ipsos MORI’s Data Capture department was used as a proxy: any questionnaire scanned up to four days after the reminder mailing was included in the ‘initial mailing’ category (this was to allow for the time it took the questionnaire to arrive by second-class post at the Data Capture department).

Overall, the majority of productive questionnaires were returned after the initial mailing (46.34%). The telephone interview stage was responsible for the fewest productive responses (7.1%), however, it should be noted that the telephone response rate given does not usually include cases where a teacher returned a postal questionnaire AND answered a telephone interview for a child, and therefore may well underreport the true number of telephone interviews conducted (guidelines for how duplicate questionnaires were dealt with are outlined in the separate Coding and Editing booklet). Furthermore, the approach from telephone interviewers may have served as a ‘second reminder’, prompting some teachers to fill in a postal questionnaire when they would not otherwise have done. The CATI stage also uncovered some changes to sample teacher name and school which were fed back to the research team and led to some cases being re-sent a questionnaire.

Although, as mentioned above, the response rate was higher in England, the differences between the countries varied over the stages of fieldwork. At the initial mailing the response rate
rate was far higher in England (48.3%) than in Wales (36.63%). However, the response rate following the reminder mailing was broadly similar for both countries (24.21% and 22.24% respectively). At the telephone stage, Wales had a much higher response than England (10.13% against England’s 6.48%). There are two major causes that help explain this: proportionately speaking, there was a much larger pool of Welsh interviewees at the telephone stage precisely because fewer had responded to the self-completion questionnaire (and therefore still remained in the sample when the telephone list was compiled). Secondly, all outstanding cases in Wales from Waves 1 - 8 were re-included in the telephone sample for Wave 9, which yielded an extra 28 complete interviews (or 1.73% of eligible and in-scope children in Wales).

Table 12: Summary of response for Teacher Survey by number of children (by country)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total eligible and in-scope cases</td>
<td>9,610</td>
<td>n/a</td>
<td>7,991</td>
</tr>
<tr>
<td>Total productive</td>
<td>7,430</td>
<td>77.32</td>
<td>6,313</td>
</tr>
<tr>
<td>Productive postal self-completion (initial mailing)</td>
<td>4,453</td>
<td>46.34</td>
<td>3,860</td>
</tr>
<tr>
<td>Productive postal self-completion (reminder mailing)</td>
<td>2,295</td>
<td>23.88</td>
<td>1,935</td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td>682</td>
<td>7.10</td>
<td>518</td>
</tr>
<tr>
<td>Total unproductive</td>
<td>578</td>
<td>6.01</td>
<td>419</td>
</tr>
<tr>
<td>Refusals:</td>
<td>412</td>
<td>4.29</td>
<td>291</td>
</tr>
<tr>
<td>School refusal</td>
<td>109</td>
<td>1.13</td>
<td>82</td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td>82</td>
<td>0.85</td>
<td>54</td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td>103</td>
<td>1.07</td>
<td>63</td>
</tr>
<tr>
<td>Teacher refusal: q’re too long / too many q’res</td>
<td>63</td>
<td>0.66</td>
<td>49</td>
</tr>
<tr>
<td>Teacher refusal: not interested / doesn't see benefit</td>
<td>12</td>
<td>0.12</td>
<td>12</td>
</tr>
<tr>
<td>Teacher refusal: concerned about confidentiality</td>
<td>10</td>
<td>0.10</td>
<td>4</td>
</tr>
<tr>
<td>Teacher refusal: teacher spoke to child’s parent</td>
<td>2</td>
<td>0.02</td>
<td>2</td>
</tr>
<tr>
<td>Refusal: via CLS</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Refusal: other reason</td>
<td>31</td>
<td>0.32</td>
<td>25</td>
</tr>
<tr>
<td>Non-contact:</td>
<td>166</td>
<td>1.73</td>
<td>128</td>
</tr>
<tr>
<td>Teacher temporarily away from school / not available during fieldwork</td>
<td>160</td>
<td>1.66</td>
<td>122</td>
</tr>
<tr>
<td>Teacher retired</td>
<td>3</td>
<td>0.03</td>
<td>3</td>
</tr>
<tr>
<td>Teacher died</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Other non-contact reason (other than refusal)</td>
<td>3</td>
<td>0.03</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
<td>1,602</td>
<td>16.67</td>
<td>1,259</td>
</tr>
</tbody>
</table>
Table 13 shows the breakdown of response at teacher-level by country. There were 5,365 eligible and in-scope teachers in the survey sample. Of these, 5,079 gave a productive response to at least one of the children they were surveyed about (94.67%). The teacher-level response rate is higher than the child-level response rate because some teachers only completed a questionnaire or telephone interview for a fraction of the children they were surveyed about, and also because teachers with multiple children were less likely to respond altogether than those with just one child.

The teacher-level response for England was higher than that for Wales, and as with the child-level response this was different for each stage of fieldwork: Teachers in England gave a higher response to the initial mailing than those in Wales, the same response to the reminder mailing and a lower response to the telephone mailing.

Please note that the number of productive teachers and of unproductive teachers sum to more than the number of eligible and in-scope teachers, because some teachers with multiple children were productive for some of their children and unproductive for others, and therefore are counted for both the productive and unproductive figures.

Table 13: Summary of response for Teacher Survey by number of teachers (by country)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>England</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total eligible and in-scope cases</td>
<td>5,365</td>
<td>n/a</td>
<td>4,653</td>
</tr>
<tr>
<td>Total productive</td>
<td>5079</td>
<td>94.67</td>
<td>4408</td>
</tr>
<tr>
<td>Productive postal self-completion (initial mailing)</td>
<td>2898</td>
<td>54.02</td>
<td>2563</td>
</tr>
<tr>
<td>Productive postal self-completion (reminder mailing)</td>
<td>1654</td>
<td>30.83</td>
<td>1435</td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td>527</td>
<td>9.82</td>
<td>410</td>
</tr>
<tr>
<td>Total unproductive</td>
<td>319</td>
<td>5.95</td>
<td>253</td>
</tr>
<tr>
<td>Refusals:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School refusal</td>
<td>49</td>
<td>0.91</td>
<td>41</td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td>46</td>
<td>0.86</td>
<td>36</td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td>38</td>
<td>0.71</td>
<td>27</td>
</tr>
<tr>
<td>Teacher refusal: q're too long / too many q'res</td>
<td>27</td>
<td>0.50</td>
<td>20</td>
</tr>
<tr>
<td>Teacher refusal: not interested /doesn't see benefit</td>
<td>4</td>
<td>0.07</td>
<td>4</td>
</tr>
<tr>
<td>Teacher refusal: concerned about confidentiality</td>
<td>5</td>
<td>0.09</td>
<td>4</td>
</tr>
<tr>
<td>Teacher refusal: teacher spoke to child's parent</td>
<td>2</td>
<td>0.04</td>
<td>2</td>
</tr>
<tr>
<td>Refusal: via CLS</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Refusal: other reason</td>
<td>24</td>
<td>0.45</td>
<td>18</td>
</tr>
</tbody>
</table>
### Non-contact:

<table>
<thead>
<tr>
<th>Non-contact Reason</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher temporarily away from school/not available during fieldwork</td>
<td>118</td>
<td>2.2</td>
<td>95</td>
<td>2.04</td>
<td>23</td>
<td>3.22</td>
</tr>
<tr>
<td>Teacher retired</td>
<td>3</td>
<td>0.06</td>
<td>3</td>
<td>0.06</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Teacher died</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Other non-contact reason (other than refusal)</td>
<td>3</td>
<td>0.06</td>
<td>3</td>
<td>0.06</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### 7.3 Response to the Teacher Survey by wave

The overall response rate to the Teacher Survey was 77.32%. Waves 1 - 4 of the total 11 waves, accounting for 66.17% of the total sample, achieved response rates higher than 77%. Table 14 shows how response varied between different fieldwork waves.

Wave 1 had the highest response rate of all (89.9%) and there is a decline in response for each subsequent wave. However, a large fall occurs after the summer holidays. This can be seen within Wave 5, which had an initial mailing delivered during the summer term, and a reminder mailing after the summer holidays. The response to the initial mailing of Wave 5 is 51.3%, which is very similar to that of Waves 1 - 4 (in fact, it is even higher than Wave 1). However, its response rate for the reminder mailing was only 11.8%, around half of the Wave 4 rate. Wave 6 witnessed a decline in the initial response rate from previous waves (43.87%), perhaps because it was deployed near to the end of the summer term when teachers have a lot of pressing tasks to complete before the school year ends. Wave 7, which was deployed after the summer holidays, witnessed another fall in initial response (32.3%) and subsequent waves saw further declines.

Questionnaire mailings or telephone fieldwork that occurred after the summer holidays were addressed to the child’s year 6 teacher despite the fact that the child was no longer at that school (they would have moved up to secondary school already). This would have made it more difficult for teachers to recall or access the relevant information, and may have reduced their willingness to respond (some teachers may have considered that the survey was no longer ‘relevant’). There was also an increased number of non-contacts as some sample teachers moved to a different school in the new school year and were no longer reachable.

The response rate for the telephone fieldwork was 7.1% overall, but it did not follow a clear trend over the fieldwork waves. The response rate at Wave 1 was high (12.79%) but for Waves 2 - 4 it was below the average. Waves 5-6 have a telephone response rate close to the average, whereas for Waves 7 - 11 it is well above the average. One factor in explaining this is that waves with lower postal responses gave the opportunity for higher telephone responses (because a greater number of children remained in the sample at the telephone stage).
Table 14: Summary of response for Teacher Survey by number of children (by wave)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>W1</th>
<th>W2</th>
<th>W3</th>
<th>W4</th>
<th>W5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Total eligible and in-scope cases</td>
<td>9610</td>
<td>n/a</td>
<td>891</td>
<td>n/a</td>
<td>2440</td>
<td>n/a</td>
</tr>
<tr>
<td>Total productive</td>
<td>7430</td>
<td>77.32</td>
<td>801</td>
<td>89.90</td>
<td>2117</td>
<td>86.76</td>
</tr>
<tr>
<td>Productive postal self-completion (initial mailing)</td>
<td>4453</td>
<td>46.34</td>
<td>449</td>
<td>50.39</td>
<td>1213</td>
<td>49.71</td>
</tr>
<tr>
<td>Productive postal self-completion (reminder mailing)</td>
<td>2295</td>
<td>23.88</td>
<td>238</td>
<td>26.71</td>
<td>797</td>
<td>32.66</td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td>682</td>
<td>7.10</td>
<td>114</td>
<td>12.79</td>
<td>107</td>
<td>4.39</td>
</tr>
<tr>
<td>Total unproductive</td>
<td>578</td>
<td>6.01</td>
<td>13</td>
<td>1.46</td>
<td>57</td>
<td>2.34</td>
</tr>
<tr>
<td>Refusals:</td>
<td>412</td>
<td>4.29</td>
<td>12</td>
<td>1.35</td>
<td>51</td>
<td>2.09</td>
</tr>
<tr>
<td>School refusal</td>
<td>109</td>
<td>1.13</td>
<td>8</td>
<td>0.90</td>
<td>21</td>
<td>0.86</td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td>82</td>
<td>0.85</td>
<td>1</td>
<td>0.11</td>
<td>6</td>
<td>0.25</td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td>103</td>
<td>1.07</td>
<td>0</td>
<td>0.00</td>
<td>9</td>
<td>0.37</td>
</tr>
<tr>
<td>Teacher refusal: q're too long / too many q'res</td>
<td>63</td>
<td>0.66</td>
<td>2</td>
<td>0.22</td>
<td>6</td>
<td>0.25</td>
</tr>
<tr>
<td>Teacher refusal: not interested /doesn't see benefit</td>
<td>12</td>
<td>0.12</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>0.04</td>
</tr>
<tr>
<td>Teacher refusal: concerned about confidentiality</td>
<td>10</td>
<td>0.10</td>
<td>1</td>
<td>0.11</td>
<td>2</td>
<td>0.08</td>
</tr>
<tr>
<td>Teacher refusal: teacher spoke to child's parent</td>
<td>2</td>
<td>0.02</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Refusal: via CLS</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Refusal: other reason</td>
<td>31</td>
<td>0.32</td>
<td>0</td>
<td>0.00</td>
<td>6</td>
<td>0.25</td>
</tr>
<tr>
<td>Non-contact:</td>
<td>166</td>
<td>1.73</td>
<td>1</td>
<td>0.11</td>
<td>6</td>
<td>0.25</td>
</tr>
<tr>
<td>Teacher temporarily away from school / not available during fieldwork</td>
<td>160</td>
<td>1.66</td>
<td>1</td>
<td>0.11</td>
<td>5</td>
<td>0.20</td>
</tr>
</tbody>
</table>
Table 14 (continued): Summary of response for Teacher Survey by number of children (by wave)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>W6</th>
<th>W7</th>
<th>W8</th>
<th>W9</th>
<th>W10</th>
<th>W11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total eligible and in-scope cases</td>
<td>9610</td>
<td>n/a</td>
<td>367</td>
<td>n/a</td>
<td>1188</td>
<td>n/a</td>
<td>495</td>
</tr>
<tr>
<td>Total productive</td>
<td>7430</td>
<td>77.3</td>
<td>249</td>
<td>67.8</td>
<td>755</td>
<td>63.5</td>
<td>299</td>
</tr>
<tr>
<td>Productive postal self-completion (initial mailing)</td>
<td>4453</td>
<td>46.3</td>
<td>161</td>
<td>43.8</td>
<td>384</td>
<td>32.3</td>
<td>167</td>
</tr>
<tr>
<td>Productive postal self-completion (reminder mailing)</td>
<td>2295</td>
<td>23.8</td>
<td>62</td>
<td>16.8</td>
<td>268</td>
<td>22.5</td>
<td>91</td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td>682</td>
<td>7.10</td>
<td>26</td>
<td>7.08</td>
<td>103</td>
<td>8.67</td>
<td>41</td>
</tr>
<tr>
<td>Total unproductive</td>
<td>578</td>
<td>6.01</td>
<td>26</td>
<td>7.08</td>
<td>77</td>
<td>6.48</td>
<td>37</td>
</tr>
<tr>
<td>Refusals:</td>
<td>412</td>
<td>4.29</td>
<td>25</td>
<td>6.81</td>
<td>63</td>
<td>5.30</td>
<td>30</td>
</tr>
<tr>
<td>School refusal</td>
<td>109</td>
<td>1.13</td>
<td>4</td>
<td>1.09</td>
<td>19</td>
<td>1.60</td>
<td>1</td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td>82</td>
<td>0.85</td>
<td>9</td>
<td>2.45</td>
<td>12</td>
<td>1.01</td>
<td>8</td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td>103</td>
<td>1.07</td>
<td>7</td>
<td>1.91</td>
<td>16</td>
<td>1.35</td>
<td>6</td>
</tr>
<tr>
<td>Teacher refusal: q’re too long / too many q’es</td>
<td>63</td>
<td>0.66</td>
<td>2</td>
<td>0.54</td>
<td>4</td>
<td>0.34</td>
<td>9</td>
</tr>
<tr>
<td>Teacher refusal: not interested /doesn’t see benefit</td>
<td>12</td>
<td>0.12</td>
<td>0</td>
<td>0.00</td>
<td>5</td>
<td>0.42</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: concerned about</td>
<td>10</td>
<td>0.10</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>0.17</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 15 below shows the breakdown of response at teacher-level by wave. The overall teacher response rate was 94.67%. As with the child-level response, the greatest response occurred for Wave 1 (90.79%) and the response fell in every subsequent wave. A similar pattern to the child-level response is discernible for individual stages: a large drop occurs after the summer holidays, which is at Wave 5 for the reminder mailing and at Wave 7 for the initial mailing. The telephone response rate is more volatile, and does not have a clear trend over the fieldwork waves.

Please note that the wave columns in the table do not sum to the total column because a teacher that appears in multiple waves will be counted individually for each wave, but only once in the total column.

Table 15: Summary of response for Teacher Survey by number of teachers (by wave)

<table>
<thead>
<tr>
<th>confidentiality</th>
<th>Teacher refusal: teacher spoke to child’s parent</th>
<th>Refusal: via CLS</th>
<th>Refusal: other reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 0.02 0 0.00 1 0.08 0 0.00 0 0.00 0 0.00 0 0.00</td>
<td>0 0.00 0 0.00 0 0.00 0 0.00 0 0.00 0 0.00</td>
<td>31 0.32 3 0.82 4 0.34 6 1.21 1 0.47 1 0.76 0 0.00</td>
</tr>
</tbody>
</table>

| Non-contact:   | 166 1.73 1 0.27 14 1.18 7 1.41 5 2.37 2 1.52 0 0.00 |
| Teacher temporarily away from school/not available during fieldwork | 160 1.66 1 0.27 9 0.76 7 1.41 5 2.37 2 1.52 0 0.00 |
| Teacher retired | 3 0.03 0 0.00 3 0.25 0 0.00 0 0.00 0 0.00 0 0.00 |
| Teacher died    | 0 0.00 0 0.00 0 0.00 0 0.00 0 0.00 0 0.00 0 0.00 |
| Other non-contact reason (other than refusal) | 3 0.03 0 0.00 2 0.17 0 0.00 0 0.00 0 0.00 0 0.00 |
| No response    | 1602 16.6 7 92 25.0 7 356 29.9 7 159 32.1 2 91 43.1 3 54 40.9 1 11 57.8 9 |

Table 15: Summary of response for Teacher Survey by number of teachers (by wave) | TOTAL | W1 | W2 | W3 | W4 | W5 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total eligible and in-scope cases</td>
<td>5,365 n/a</td>
<td>738 n/a</td>
<td>1813 n/a</td>
<td>1510 n/a</td>
<td>793 n/a</td>
<td>714 n/a</td>
</tr>
<tr>
<td>Total productive</td>
<td>5079 94.67</td>
<td>670 90.79</td>
<td>1605 88.53</td>
<td>1258 83.31</td>
<td>639 80.58</td>
<td>533 74.65</td>
</tr>
<tr>
<td>Productive postal self-completion (initial mailing)</td>
<td>2898 54.02</td>
<td>377 51.08</td>
<td>924 50.97</td>
<td>810 53.64</td>
<td>409 51.58</td>
<td>370 51.82</td>
</tr>
<tr>
<td>Productive postal self-</td>
<td>1654 30.83</td>
<td>201 27.24</td>
<td>590 32.54</td>
<td>352 23.31</td>
<td>184 23.20</td>
<td>92 12.89</td>
</tr>
<tr>
<td>Completion (reminder mailing)</td>
<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>
<td></td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total unproductive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Refusals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School refusal</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: q’re too long / too many q’es</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: not interested / doesn’t see benefit</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: concerned about confidentiality</td>
<td></td>
</tr>
<tr>
<td>Teacher refusal: teacher spoke to child’s parent</td>
<td></td>
</tr>
<tr>
<td>Refusal: via CLS</td>
<td></td>
</tr>
<tr>
<td>Refusal: other reason</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-contact:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher temporarily away from school/not available during fieldwork</td>
<td></td>
</tr>
<tr>
<td>Teacher retired</td>
<td></td>
</tr>
<tr>
<td>Teacher died</td>
<td></td>
</tr>
<tr>
<td>Other non-contact reason (other than refusal)</td>
<td></td>
</tr>
</tbody>
</table>

Table 15 (continued): Summary of response for Teacher Survey by number of teachers (by wave)

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>W6</th>
<th>W7</th>
<th>W8</th>
<th>W9</th>
<th>W10</th>
<th>W11</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Total eligible and in-scope cases</td>
<td>5,365</td>
<td>n/a</td>
<td>330</td>
<td>n/a</td>
<td>930</td>
<td>n/a</td>
</tr>
<tr>
<td>Total productive</td>
<td>5,079</td>
<td>94.6</td>
<td>7</td>
<td>233</td>
<td>70.6</td>
<td>1</td>
</tr>
<tr>
<td>Productive postal self-completion</td>
<td>2,898</td>
<td>54.0</td>
<td>2</td>
<td>150</td>
<td>45.4</td>
<td>5</td>
</tr>
</tbody>
</table>

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As discussed above, a steep decline in response rates occurred after the summer holidays: see Table 16. Waves 1 - 4, which had all their fieldwork conducted before the summer holidays, had an overall response rate of 84%. Waves 5 - 6 had the initial mailing sent before the summer holidays, but the reminder mailing and telephone interviews were conducted.

<table>
<thead>
<tr>
<th>(initial mailing)</th>
<th>30.8</th>
<th>60</th>
<th>18.1</th>
<th>216</th>
<th>23.2</th>
<th>80</th>
<th>18.7</th>
<th>38</th>
<th>19.2</th>
<th>20</th>
<th>16.1</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive postal self-completion</td>
<td>1654</td>
<td>3</td>
<td>60</td>
<td>18.1</td>
<td>8</td>
<td>1</td>
<td>0.23</td>
<td>1</td>
<td>0.51</td>
<td>1</td>
<td>0.81</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>(reminder mailing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productive telephone interview</td>
<td>527</td>
<td>9.82</td>
<td>23</td>
<td>6.97</td>
<td>83</td>
<td>8.92</td>
<td>41</td>
<td>9.60</td>
<td>19</td>
<td>9.64</td>
<td>13</td>
<td>10.4</td>
<td>8</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total unproductive</td>
<td>319</td>
<td>5.95</td>
<td>20</td>
<td>6.06</td>
<td>65</td>
<td>6.99</td>
<td>31</td>
<td>7.26</td>
<td>8</td>
<td>4.06</td>
<td>7</td>
<td>5.65</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusals:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School refusal</td>
<td>49</td>
<td>0.91</td>
<td>3</td>
<td>0.91</td>
<td>11</td>
<td>1.18</td>
<td>1</td>
<td>0.23</td>
<td>1</td>
<td>0.51</td>
<td>1</td>
<td>0.81</td>
<td>1</td>
</tr>
<tr>
<td>Teacher refusal: no reason given</td>
<td>46</td>
<td>0.86</td>
<td>7</td>
<td>2.12</td>
<td>10</td>
<td>1.08</td>
<td>6</td>
<td>1.41</td>
<td>2</td>
<td>1.02</td>
<td>1</td>
<td>0.81</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: too busy</td>
<td>38</td>
<td>0.71</td>
<td>4</td>
<td>1.21</td>
<td>19</td>
<td>2.04</td>
<td>4</td>
<td>0.94</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>0.81</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: q’re too long / too many q’es</td>
<td>27</td>
<td>0.50</td>
<td>2</td>
<td>0.61</td>
<td>4</td>
<td>0.43</td>
<td>9</td>
<td>2.11</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>0.81</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: not interested /doesn’t see benefit</td>
<td>4</td>
<td>0.07</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>0.22</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: concerned about confidentiality</td>
<td>5</td>
<td>0.09</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>0.22</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Teacher refusal: teacher spoke to child’s parent</td>
<td>2</td>
<td>0.04</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>0.11</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Refusal: via CLS</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Refusal: other reason</td>
<td>24</td>
<td>0.45</td>
<td>3</td>
<td>0.91</td>
<td>4</td>
<td>0.43</td>
<td>5</td>
<td>1.17</td>
<td>1</td>
<td>0.51</td>
<td>1</td>
<td>0.81</td>
<td>0</td>
</tr>
<tr>
<td>Non-contact:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher temporarily away from school/not available during fieldwork</td>
<td>118</td>
<td>2.20</td>
<td>1</td>
<td>0.30</td>
<td>7</td>
<td>0.75</td>
<td>6</td>
<td>1.41</td>
<td>4</td>
<td>2.03</td>
<td>2</td>
<td>1.61</td>
<td>0</td>
</tr>
<tr>
<td>Teacher retired</td>
<td>3</td>
<td>0.06</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
<td>0.32</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Teacher died</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Other non-contact reason (other than refusal)</td>
<td>3</td>
<td>0.06</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>0.22</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
</tbody>
</table>

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after; their response rate was 71%. Waves 7 - 11 took place after the summer holidays, and had an overall response of 61%.

Table 16: Summary of response to Teacher Survey by when fieldwork took place

<table>
<thead>
<tr>
<th>Wave</th>
<th>When fieldwork took place</th>
<th>Eligible and in scope sample</th>
<th>Productive interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>All fieldwork completed before summer holiday 2012</td>
<td>891</td>
<td>801</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2,440</td>
<td>2,117</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2,041</td>
<td>1,628</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>987</td>
<td>785</td>
</tr>
<tr>
<td></td>
<td>TOTAL 1-4</td>
<td>6,359</td>
<td>5,331</td>
</tr>
<tr>
<td>5</td>
<td>Fieldwork before and after summer holiday 2012</td>
<td>839</td>
<td>607</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>367</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>TOTAL W5-6</td>
<td>1,206</td>
<td>856</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>1,188</td>
<td>755</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>495</td>
<td>299</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>211</td>
<td>111</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>132</td>
<td>71</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>TOTAL W7-11</td>
<td>2,045</td>
<td>1,243</td>
</tr>
<tr>
<td></td>
<td>GRAND TOTAL</td>
<td>9,610</td>
<td>7,430</td>
</tr>
</tbody>
</table>

7.4 Response to the Teacher Survey by number of children per teacher

Table 17 overleaf shows the response rates associated with each number of children per teacher (note that the response rate is expressed at the child-level, so a teacher with four survey children who completed two questionnaires would have a 50% response rate).

Lower response rates are associated with a larger number of children per teacher: this is to be expected, as teachers may become discouraged after receiving a large number of questionnaires.

However, the fall in response rates is not steep, and there are some outliers (e.g. the response rate rises going from 13 to 14 children per teacher). One reason for this may be that teachers with a large number of survey children usually received the questionnaires over several waves; had they received a large number of questionnaires all at once they might have withdrawn straight away. As it was, there was a rise in refusals from Wave 3 onwards (see Table 14), but many of those who refused due to receiving too many questionnaires had already completed some questionnaires or telephone interviews.
Table 17: Child-level response rates by number of children per teacher

<table>
<thead>
<tr>
<th>Number of children per teacher</th>
<th>Total response rate</th>
<th>England response rate</th>
<th>Wales response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>80%</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>3</td>
<td>74%</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td>4</td>
<td>74%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>5</td>
<td>73%</td>
<td>76%</td>
<td>65%</td>
</tr>
<tr>
<td>6</td>
<td>58%</td>
<td>67%</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>69%</td>
<td>72%</td>
<td>60%</td>
</tr>
<tr>
<td>8</td>
<td>64%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>9</td>
<td>76%</td>
<td>73%</td>
<td>84%</td>
</tr>
<tr>
<td>10</td>
<td>90%</td>
<td>93%</td>
<td>50%</td>
</tr>
<tr>
<td>11</td>
<td>66%</td>
<td>74%</td>
<td>48%</td>
</tr>
<tr>
<td>12</td>
<td>79%</td>
<td>67%</td>
<td>92%</td>
</tr>
<tr>
<td>13</td>
<td>35%</td>
<td>35%</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>50%</td>
<td>50%</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>73%</td>
<td>73%</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>68%</td>
<td>68%</td>
<td>-</td>
</tr>
</tbody>
</table>

7.5 Response to telephone fieldwork

In total, Ipsos MORI telephone interviewers made 33,108 telephone calls to schools in the course of ten waves of telephone fieldwork (telephone follow-ups for Waves 10 and 11 of postal fieldwork were combined into a single telephone wave). The three key timeslots\(^\text{14}\) (8 – 9am, 12 – 2pm and 3 – 5pm) accounted for 76% of all calls made, and 90% of telephone interviews achieved. The 3 – 5pm timeslot proved to be most productive, providing half of all interviews (from receiving 34% of calls).

\(^{14}\) See section 5.3.2 for more on key timeslots.
Table 18: Breakdown of CATI calls and interviews by timeslot

<table>
<thead>
<tr>
<th>Time</th>
<th>Calls N</th>
<th>Calls %</th>
<th>Interviews achieved N</th>
<th>Interviews achieved %</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00 – 07:59</td>
<td>12</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>08:00 – 08:59</td>
<td>2,146</td>
<td>6.5</td>
<td>29</td>
<td>4.7</td>
</tr>
<tr>
<td>09:00 – 11:59</td>
<td>6,799</td>
<td>20.5</td>
<td>42</td>
<td>6.8</td>
</tr>
<tr>
<td>12:00 – 13:59</td>
<td>11,645</td>
<td>35.2</td>
<td>215</td>
<td>34.8</td>
</tr>
<tr>
<td>14:00 – 14:59</td>
<td>1,110</td>
<td>3.4</td>
<td>20</td>
<td>3.2</td>
</tr>
<tr>
<td>15:00 – 16:59</td>
<td>11,383</td>
<td>34.4</td>
<td>310</td>
<td>50.2</td>
</tr>
<tr>
<td>17:00 – 23:59</td>
<td>13</td>
<td>0.0</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33,108</strong></td>
<td><strong>100</strong></td>
<td><strong>617</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Inside key timeslots</strong></td>
<td><strong>25,174</strong></td>
<td><strong>76.0</strong></td>
<td><strong>554</strong></td>
<td><strong>89.8</strong></td>
</tr>
<tr>
<td><strong>Outside key timeslots</strong></td>
<td><strong>7,934</strong></td>
<td><strong>24.0</strong></td>
<td><strong>63</strong></td>
<td><strong>10.2</strong></td>
</tr>
</tbody>
</table>

If a teacher was not available when a telephone interviewer called, they would attempt to make an appointment with the teacher for a later time. This might be a ‘hard appointment’, i.e. a firm agreement that the interviewer would call at a given time when the teacher would be free to carry out the interview, or a ‘soft appointment’, i.e. a convenient time suggested by the school administrator or the teacher themselves but with no certainty that the teacher would be available. Over all ten waves of fieldwork, 257 of the telephone interviews were attained following a hard appointment (42% of the total) and 223 were attained following a soft appointment (36%). For the remaining 137 interviews (22%), the interviewer was able to get hold of the teacher for an interview without being given guidance on what time to call.

The inclusion of all non-responding teachers in Wales to date in the Wave 9 CATI fieldwork yielded complete interviews about 28 children (out of 334 children included). Although this is a small proportion, it is not unexpected given that the teachers had already chosen not to respond to several previous invitations to participate, the length of time that had passed since receiving the initial survey invitation, and because they may have had a greater number of cohort children in their class.
8. Data Preparation

The processing of all data, postal and from CATI, was undertaken by Ipsos MORI. The questionnaire contained a small amount of routing and there were only a few open-ended response categories, so consequently the editing of data was relatively straightforward. The England version of the questionnaire had three ‘other-specify’ questions and the Wales version had four. There were no open-ended questions included in the questionnaire. Codeframes were developed using coding from previous sweeps of the survey, which were harmonised with the codes emerging from this fifth sweep. Details of the coding and editing applied to the data can be found under separate cover (Coding and Editing booklet).

8.1 Survey outputs

There were several Teacher Survey outputs produced for MCS5: questionnaire data (unedited and edited), a coding and editing booklet, paradata (consisting of child ID numbers and final outcome for all eligible cases, teacher ID numbers/names, school ID numbers/names/addresses for all issued cases, and wave allocation and, if applicable, number of telephone calls made to try and contact each teacher), reports on pilot 1 and the dress rehearsal, and this technical report.

Table 21: Teacher Survey outputs

<table>
<thead>
<tr>
<th>Output</th>
<th>Date delivered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pilot 1</strong></td>
<td></td>
</tr>
<tr>
<td>Questionnaire data</td>
<td>September 2011</td>
</tr>
<tr>
<td>Report</td>
<td>September 2011</td>
</tr>
<tr>
<td><strong>Dress Rehearsal</strong></td>
<td></td>
</tr>
<tr>
<td>Questionnaire data</td>
<td>November 2011</td>
</tr>
<tr>
<td>Paradata</td>
<td>November 2011</td>
</tr>
<tr>
<td>Report</td>
<td>November 2011</td>
</tr>
<tr>
<td><strong>Main Survey</strong></td>
<td></td>
</tr>
<tr>
<td>Questionnaire data</td>
<td>March 2013</td>
</tr>
<tr>
<td>Paradata</td>
<td>April 2013</td>
</tr>
<tr>
<td>Technical report</td>
<td>April 2013</td>
</tr>
<tr>
<td>Coding and editing booklet</td>
<td>April 2013</td>
</tr>
</tbody>
</table>
9. Appendices

All materials are from the main stage of fieldwork.

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>‘Child Elements’ consent form for Teacher Survey – English</td>
<td>1</td>
</tr>
<tr>
<td>A2</td>
<td>‘Child Elements’ consent form for Teacher Survey – Welsh</td>
<td>2</td>
</tr>
<tr>
<td>A3</td>
<td>Letter from parent to teacher – England, used until July 2012</td>
<td>3</td>
</tr>
<tr>
<td>A4</td>
<td>Letter from parent to teacher – Wales, used until July 2012</td>
<td>4</td>
</tr>
<tr>
<td>A5</td>
<td>Letter from parent to teacher – England, used from August 2012 onwards</td>
<td>5</td>
</tr>
<tr>
<td>A6</td>
<td>Letter from parent to teacher – Wales, used from August 2012 onwards</td>
<td>6</td>
</tr>
<tr>
<td>A7</td>
<td>Teacher postal questionnaire – England, used Waves 1 – 5 initial</td>
<td>7</td>
</tr>
<tr>
<td>A8</td>
<td>Teacher postal questionnaire – Wales (English), used Waves 1 – 5 initial</td>
<td>19</td>
</tr>
<tr>
<td>A9</td>
<td>Teacher postal questionnaire – Wales (Welsh), used Waves 1 – 5 initial</td>
<td>32</td>
</tr>
<tr>
<td>A10</td>
<td>Teacher postal questionnaire – England, used Waves 5 reminder – 11</td>
<td>45</td>
</tr>
<tr>
<td>A11</td>
<td>Teacher postal questionnaire – Wales (English), used Waves 5 reminder – 11</td>
<td>57</td>
</tr>
<tr>
<td>A12</td>
<td>Teacher postal questionnaire – Wales (Welsh), used Waves 5 reminder - 11</td>
<td>70</td>
</tr>
<tr>
<td>A13</td>
<td>Teacher telephone questionnaire – England, used Waves 1 – 4</td>
<td>83</td>
</tr>
<tr>
<td>A14</td>
<td>Teacher telephone questionnaire – Wales (English), used Waves 1 – 4</td>
<td>99</td>
</tr>
<tr>
<td>A15</td>
<td>Teacher telephone questionnaire – England, used Waves 5 – 11</td>
<td>117</td>
</tr>
<tr>
<td>A16</td>
<td>Teacher telephone questionnaire – Wales (English), used Waves 5 – 11</td>
<td>133</td>
</tr>
<tr>
<td>A17</td>
<td>Class teacher initial letter – England, used Wave 1</td>
<td>151</td>
</tr>
<tr>
<td>A18</td>
<td>Class teacher initial letter – Wales (English), used Wave 1</td>
<td>153</td>
</tr>
<tr>
<td>A19</td>
<td>Class teacher initial letter – Wales (Welsh), used Wave 1</td>
<td>155</td>
</tr>
<tr>
<td>A20</td>
<td>Class teacher initial letter – England, used Waves 2 – 6</td>
<td>157</td>
</tr>
<tr>
<td>A21</td>
<td>Class teacher initial letter – Wales (English), used Waves 2 – 6</td>
<td>159</td>
</tr>
<tr>
<td>A22</td>
<td>Class teacher initial letter – Wales (Welsh), used Waves 2 – 6</td>
<td>161</td>
</tr>
<tr>
<td>A23</td>
<td>Class teacher initial letter – England, used Waves 7 – 11</td>
<td>163</td>
</tr>
<tr>
<td>A24</td>
<td>Class teacher initial letter – Wales (English), used Waves 7 – 11</td>
<td>165</td>
</tr>
<tr>
<td>A25</td>
<td>Class teacher initial letter – Wales (Welsh), used Waves 7 – 11</td>
<td>167</td>
</tr>
<tr>
<td>A26</td>
<td>Class teacher reminder letter – England, used Wave 1</td>
<td>169</td>
</tr>
<tr>
<td>A27</td>
<td>Class teacher reminder letter – Wales (English), used Wave 1</td>
<td>171</td>
</tr>
<tr>
<td>A28</td>
<td>Class teacher reminder letter – Wales (Welsh), used Wave 1</td>
<td>173</td>
</tr>
<tr>
<td>A29</td>
<td>Class teacher reminder letter – England, used Wave 2</td>
<td>175</td>
</tr>
<tr>
<td>A30</td>
<td>Class teacher reminder letter – Wales (English), used Wave 2</td>
<td>177</td>
</tr>
<tr>
<td>A31</td>
<td>Class teacher reminder letter – Wales (Welsh), used Wave 2</td>
<td>179</td>
</tr>
<tr>
<td>A32</td>
<td>Class teacher reminder letter – England, used Waves 3 – 4</td>
<td>181</td>
</tr>
<tr>
<td>A33</td>
<td>Class teacher reminder letter – Wales (Welsh), used Waves 3 – 4</td>
<td>183</td>
</tr>
<tr>
<td>A34</td>
<td>Class teacher reminder letter – Wales (English), used Waves 3 – 4</td>
<td>185</td>
</tr>
<tr>
<td>A35</td>
<td>Class teacher reminder letter – England, used Waves 5 – 10</td>
<td>187</td>
</tr>
<tr>
<td>A36</td>
<td>Class teacher reminder letter – Wales (English), used Waves 5 – 10</td>
<td>189</td>
</tr>
<tr>
<td>A37</td>
<td>Class teacher reminder letter – Wales (Welsh), used Waves 5 – 10</td>
<td>191</td>
</tr>
</tbody>
</table>
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A42. Head teacher initial letter – Wales (English), used Waves 2 – 6............................... 201
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A44. Head teacher initial letter – England, used Waves 7 – 11......................................... 205
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A46. Head teacher initial letter – Wales (Welsh), used Waves 7 – 11.............................. 209
A47. Head teacher reminder letter – England, used Wave 1............................................. 211
A48. Head teacher reminder letter – Wales (English), used Wave 1............................... 213
A49. Head teacher reminder letter – Wales (Welsh), used Wave 1................................... 215
A50. Head teacher reminder letter – England, used Wave 2............................................ 217
A51. Head teacher reminder letter – Wales (English), used Wave 2............................... 219
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A60. General information leaflet: Welsh........................................................................ 239
A61. Age 7 findings leaflet .............................................................................................. 243
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A63. Flyer for school office staff..................................................................................... 251
A64. Flyer for school office staff: Welsh.......................................................................... 252
Teachers Survey:
Appendices
Child questionnaires

I give my consent to the interviewer named below to ask my child if they would be willing to complete the Child Questionnaire:

<table>
<thead>
<tr>
<th>Child assessments</th>
<th>Child Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Verbal similarities task</td>
<td>a) Height</td>
</tr>
<tr>
<td>b) Memory task</td>
<td>b) Weight</td>
</tr>
<tr>
<td>c) Decision making task</td>
<td>c) Body fat percentage</td>
</tr>
</tbody>
</table>

My child’s teacher

I give my consent to the interviewer named below to ask my child if they are willing for their class teacher to be contacted. The teacher will be asked to complete a questionnaire about my child’s education and experiences at school. I understand that the teacher is under no obligation to complete the questionnaire.

Full name of class teacher (print):

<table>
<thead>
<tr>
<th>Title</th>
<th>First Name</th>
<th>Surname</th>
</tr>
</thead>
</table>

Parental confirmation

I have read or heard the information leaflet ("MORE INFORMATION ABOUT THE VISIT") about my child’s participation in the Child of the New Century: Age 11 Survey. I understand what the study involves and have discussed any outstanding questions with the interviewer named below. I am happy for my child named above to participate in the Survey if they want to. I understand that my child or I can stop any part of the survey at any point or decline any part of it. I understand that all information will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

Signed by parent/guardian: 

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Interviewer confirmation

I confirm that I have explained the nature of the proposed studies to the person named on this form. I confirm that the person named on this form has read or heard the information leaflet ("MORE INFORMATION ABOUT THE VISIT"). I confirm that I have answered any questions they had. I believe that they have a sufficient understanding of the study and have given their consent voluntarily. I have left a copy of this form with them.

Name of interviewer (print):

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Interviewer number: 

<table>
<thead>
<tr>
<th>EW</th>
<th>ENG</th>
</tr>
</thead>
</table>

Interviewer use only:
**Llofnodwch â llythrennau cyntaf enw**

**Llofnodwch â llythrennau cyntaf enw**

**Llofnodwch â llythrennau cyntaf enw**

**Llofnodwch â llythrennau cyntaf enw**

<table>
<thead>
<tr>
<th>Enw'r plentyn (printiwch)</th>
<th>Enw'r rhiant/gwarchodwr (printiwch)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Holiadur plentyn**

Rwy'n rhoi fy nghaniatâd i'r gyfelydd a enw i m'm plentyn a yw'n barod i gwblhau Holiadur Plentyn:

<table>
<thead>
<tr>
<th>Llofnodwch à llythrennau cyntaf enw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Asesiadau'r plentyn**

Rwy'n rhoi fy nghaniatâd i'r gyfelydd a enw isod o'fn i'm plentyn a yw'n barod i gymryd rhan yn:

<table>
<thead>
<tr>
<th>Llofnodwch à llythrennau cyntaf enw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| a) Tasg nodwedddion geiriol tebyg |
| b) Tasg cof                        |
| c) Tasg gwneud penderfyniadau      |

| a) Taldra |
| b) Pwysau |
| c) Canran braster y corff |

**Mesuriadau'r plentyn**

Rwy'n rhoi fy nghaniatâd i'r cyfelydd a enw isod o'fn i'm plentyn a yw'n barod i roi'r mesuriadau canlynol:

<table>
<thead>
<tr>
<th>Llofnodwch à llythrennau cyntaf enw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Athro fy mhlentyn**

Rwy'n rhoi fy nghaniatâd i'r gyfelydd a enw isod o'fn i'm plentyn a yw'n fodlon eich bod yn csylltu â'u hathro dosbarth. Gofynnir i'r athro gwblhau holiadur ynglŷn ag addysg a phrofiad m'm plentyn yn yr ysgol. Rwy'n deall nad oes unrhyw reidrwydd ar yr athro i'w gwblhau'r holiadur.

<table>
<thead>
<tr>
<th>Llofnodwch à llythrennau cyntaf enw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Enw llawn yr athro dosbarth (printiwch):**

<table>
<thead>
<tr>
<th>Teitl</th>
<th>Enw Cyntaf</th>
<th>Cyfenw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cadarnhad rhiant**

Rydw i wedi darllen neu glywed y daflen wybodaeth ("RHAGOR O WYBODAETH YNGLŷN Â’R YMWEILIAD") ynglŷn â chyfraniogiad fy mhlentyn yn Plentyn y Ganrif Newydd: Arolwg 11 Oed. Rwy'n deall beth fydd yr arolwg y golewy ac wedi trafod un rhyw gwestiynau sy'n weddi gyda'i gyfelydd a enw isod. Rwy'n hapsu i m'm plentyn a enw uchod gymryd rhan y'r yr Arolwg os yw eisialw. Rwy'n deall y gall fy mhlentyn neu minnau atal unrhyw ran o'r astudiaeth ar unrhyw adeg neu wrthod cymryd ran mewn unrhyw ran ohoi. Rwy'n deall y bydd yr holl wybodaeth ym cael ei thrin y gwbl gyfrinachol ym unol â'r Ddeddf Diogelu Data ac yn cael ei defnyddio i ddibenion ymchwil ym unig.

<table>
<thead>
<tr>
<th>Llofnodwyd gan y rhiant/gwarcheidwad</th>
<th>Dyddiad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cadarnhad y gyfelyddydd**

Rwy'n cadarnhau fy mod wedi esbionio natur yr astudiaethau arfaethig i'r sawl a enw'r yr ffurflen hon. Rwy'n cadarnhau bod y sawl a enw'r yr ffurflen hon wedi darllen neu glywed y daflen wybodaeth ("RHAGOR O WYBODAETH YNGLŷN Â’R YMWEILIAD"). Rwy'n cadarnhau fy mod wedi ateb unrhyw gwestiynau oedd ganddynt. Credaf fod ganddynt ddealltwaith ddigonol o'r astudiaeth a'u bod wedi rhoi ef eu caniatâd yn wirfoddol. Rwyf wedi gadael copi o'r ffurflen hon gyda nhw.

<table>
<thead>
<tr>
<th>Llofnodwyd gan y gyfelyddydd</th>
<th>Dyddiad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enw'r gyfelyddydd (printiwch)**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

|                             |         |

**Interviewer number:**

BARCODE

W  WEL
Dear …………………………………………….

My child ………………………………………

is taking part in the Age 11 Survey of the Child of the New Century study.

This important national study is exploring what it is like to grow up in the 21st Century by following over 19,000 children born in the UK in 2000/2001 throughout their lives. Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. An important part of the study involves collecting information on various aspects of the child’s education at school from their class teacher.

The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school. My child and I have already taken part in this survey.

I am writing to let you know that I have given my written permission and my child has agreed for you to be invited to take part in this survey too. As part of this I have provided your name and the school name and address. If you do participate in this survey, please be assured that your responses will not be shared with me or my child.

Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies at the Institute of Education. Ipsos MORI is an independent research organisation. All information you provide will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

You do not have to do anything for now. Ipsos MORI will send you a questionnaire through the post and more information about the study in the near future. If you have any questions, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can visit the study website: www.childnc.net

With kind regards,

Name ...........................................................................................................................................................

Signed .................................................................................................................................................... Date

...............................................................

Appendices Page 3
Plentyn y Ganrif Newydd - Arolwg 11 Oed
Llythyr i’r Athro Dosbarth

Annwyl

Mae fy mhlintyn

yn cymryd rhan yn Arolwg 11 Oed yr astudiaeth Plentyn y Ganrif Newydd.

Mae’r astudiaeth bwysig hon yn archwilio sut brofiad ydi hi i dyfu fyny yn yr 21ain Ganrif trwy ddilyn dros 19,000 o blant a aned yn y Deyrnas Unedig yn 2000/2001 trwy gydol eu bywydau. Cynhaliwyd arolygon blaenorol pan oedd y plant yn 9 mis oed ac yn 3, 5 a 7 oed. Mae rhan bwysig o’r astudiaeth yn cynnwys casglu gwybodaeth ar amrywiol agweddu o addysg y plentyn yn yr ysgol gan eu hathro dosbarth.

Mae’r Arolwg 11 Oed yn cael ei cael ei gyflawni yn ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o ysgol gynradd. Mae fy mhlintyn a minnau eisoes wedi cymryd rhan yn yr astudiaeth.

Rwy'n ysgrifennu i roi gwybod i chi fy mod wedi rhoi fy nghaniatâd ysgrifenedig ac mae fy mhlintyn wedi cytuno i chi gael eich gwasanaeth i gymryd rhan yn yr ysgol hwn. Yn rhan o hyn rwyf wedi darparu’ch enw ac enw a chyfeiriad yr ysgol. Os byddwch yn cymryd rhan yn yr ysgol, gallaf eich sicrhau na fydd eich atebion yn cael eu rhannu gyda mi na fy mhlintyn.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies yn y Sefydliad Addysg. Mae Ipsos MORI yn sefydliad ymchwil annibynnol. Bydd yr holl wybodaeth a ddarparwch yn cael ei thrin yn yr holl ei ddefnyddio i ddibenion ymchwil yn unig.

Does dim rhaid i chi wneud dim byd am y tro. Bydd Ipsos MORI yn anfon holiadur trwy’r post a rhagor o wybodaeth ynglŷn â’r astudiaeth yn y dyfodolagos. Os oes gennych unrhyw wybodaeth, gallwch ymhweld â’r gwefan: www.childnc.net

Cofion cynnes,

Enw

Llofnodwyd

Dyddiad
Dear ……………………………………………

My child ………………………………………

is taking part in the Age 11 Survey of the Child of the New Century study.

This important national study is exploring what it is like to grow up in the 21st Century by following over 19,000 children born in the UK in 2000/2001 throughout their lives. Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. An important part of the study involves collecting information on various aspects of the child’s education during their last year at primary school from their Year 6 class teacher.

The Age 11 Survey is taking place during 2012, when the children are 11 years of age. My child and I have already taken part in this survey.

I am writing to let you know that I have given my written permission and my child has agreed for you to be invited to take part in this survey too, as you were their Year 6 class teacher during the summer 2012 term. As part of this I have provided your name and the school name and address. If you do participate in this survey, please be assured that your responses will not be shared with me or my child.

Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies at the Institute of Education. Ipsos MORI is an independent research organisation. All information you provide will be treated in the strictest confidence in accordance with the Data Protection Act and will be used for research purposes only.

You do not have to do anything for now. Ipsos MORI will send you a questionnaire through the post and more information about the study in the near future. If you have any questions, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can visit the study website: www.childnc.net

With kind regards,

Name …………………………………………………………………………………………………………………………………………………………………

Signed …………………………………………………………………………………………………………………………………………………………… Date…

Ipsos MORI
Plentyn y Ganrif Newydd - Arolwg 11 Oed
Llythyr i Athro Dosbarth Blywyddyn 6

Annwyl

Mae fy mhlyntyn

yn cymryd rhan yn Arolwg 11 Oed yr astudiaeth Plentyn y Ganrif Newydd.

Mae’r astudiaeth bwysig hon yn archwilio sut brofiad ydi hi i dyfu fyny yn yr 21\textsuperscript{st} ganrif Ganrif trwy ddilyn dros 19,000 o blant a aned yn y Deyrnas Unedig yn 2000/2001 trwy gydol eu bywydau. Cynhaliwyd arolygon blaenorol pan oedd yr plant yn 9 mis oed ac yn 3, 5 a 7 oed. Mae rhan bwysig o’r astudiaeth yn cynnwys casgliad gwybodaeth ar amrywiol agweddau o addysg yr plentyn yn ystod ei flwyddyn olaf yn yr ysgol gynradd gan ei athro dosbarth yn mwyddyn 6.

Mae’r Arolwg 11 Oed yn cael ei gyflawni yn yr 11 oed. Mae fy mhlyntyn a minnau eisoes wedi cymryd rhan yr yr astudiaeth.

Rwy’n ysgrifennu i roi gwybod i chi fy mod wedi rhoi hyn. Mae rhan bwysig o’r astudiaeth wedi cytuno i chi gael eich sicr hawdd i ganolfan adnodd ESRC wedi ei leoli yn yr IOE.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies yn y Sefydliad Addysg. Mae Ipsos MORI yn sefydliad addysg annibynnol. Bydd yr holl wybodaeth a ddarparwch yn cael ei thrin yn gwyl gyfrinachol yn unol â’r Ddeddf Diogelu Data ac yn cael ei defnyddio i ddibenion ymchwil yn unig.

Does dim rhaid i chi wneud dim byd am y tro. Bydd Ipsos MORI yn anfon holadur o gydwi yr 2012, pan fydd yr plant yn 11 oed. Mae rhan bwysig o’r astudiaeth wedi cymryd rhan yr yr astudiaeth.

Cofion cynnes,

Enw

Llofnodwyd

Dyddiad
Please answer the questions about the child named below.

The questionnaire should take around 15 minutes to complete. You can miss out any question you cannot or do not want to answer. If you require any assistance or have any questions, you can call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

Unless stated otherwise, please answer the questions by referring to the school 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 the questions by referring to the term before the holiday.

Date of completion WRITE IN:
Day  /  Month  /  20__

Are you the teacher named on the label to the left?
Yes  
No  Please write your name in the boxes below

Title  Forename  Surname
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 ✓ ➔ Go to 2
No ☐ ➔ Go to 4

If you make a mistake, fill in the box with the wrong answer and place a tick in the correct box, like this:

Yes ☐
No ✓

Please try to make sure your tick is inside the box as this ensures we read your answers correctly.

Thank you very much for your help. Now please start answering the questions on the next page.
About the Child

1 How long has this child been in your class?
WRITE IN NUMBER OF MONTHS

This question asks you to rate some aspects of this child’s ability and attainment.

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

TICK ONE BOX ON EVERY ROW

<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>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Art and Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 This question asks about this child’s attitude to school.
How often does this child...

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>…seem to enjoy school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>…seem bored by school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>…try their best at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>…misbehave or cause trouble in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>…hand their homework in late?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 How well does this child work independently?

TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
</table>
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></th>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Is considerate of other people’s feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Is restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Often complains of headaches, stomach aches or sickness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Shares readily with other children (treats, toys, pencils etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Often has temper tantrums or hot tempers</td>
<td></td>
<td></td>
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<td>f</td>
<td>Is rather solitary, tends to play alone</td>
<td></td>
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<tr>
<td>g</td>
<td>Is generally obedient, usually does what adults request</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>h</td>
<td>Has many worries, often seems worried</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>i</td>
<td>Is helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>j</td>
<td>Constantly fidgets or squirms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>k</td>
<td>Has at least one good friend</td>
<td></td>
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<td></td>
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<tr>
<td>l</td>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>m</td>
<td>Is often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>n</td>
<td>Is generally liked by other children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>o</td>
<td>Is easily distracted, concentration wanders</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>p</td>
<td>Is nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>q</td>
<td>Is kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>Often lies or cheats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>Is picked on or bullied by other children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>t</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>u</td>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>Gets on better with adults than with other children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>x</td>
<td>Has many fears, is easily scared</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>y</td>
<td>Sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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?

TICK ONE BOX ONLY

Yes, minor difficulties
Yes, definite difficulties
Yes, severe difficulties
No

During this school year has this child been temporarily suspended or temporarily excluded from school for at least one day?

TICK ONE BOX ONLY

Yes ➔ Go to 8
No ➔ Go to 9

How many times has this happened?

WRITE IN

During this school year has this child missed school without parental permission, even if only for half a day or a single lesson?

TICK ONE BOX ONLY

Yes
No

Does he/she receive English as an Additional Language support?

TICK ONE BOX ONLY

Yes
No

Does this child have Special Educational Needs (SEN)?

TICK ONE BOX ONLY

Yes ➔ Go to 12
No ➔ Go to 14

Does this child have a full statement of SEN?

TICK ONE BOX ONLY

Yes
No
**13. Are any of the following the reason or reasons for this child’s Special Educational Needs (SEN)?**

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Dyslexia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Behavioural problems / hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Problem with speech or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Problem with sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Problem with hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Other physical disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>Medical or health problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>Mental illness / depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>Gifted/High IQ/More able and talented/Highly able</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>Other reason(s) (please describe below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**14. Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?**

**TICK ALL THAT APPLY**

- 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 below)

No help/No such problems
15 Thinking about this child's friends in their class, are these friends...
TICK ONE BOX ONLY

...more likely than most children in the class to misbehave or cause trouble? □
...as likely as most children in the class to misbehave or cause trouble? □
...less likely than most children in the class to misbehave or cause trouble? □

16 Thinking about this child's friends in their class, are these friends...
TICK ONE BOX ONLY

...more able academically than most children in the class? □
...of a similar academic ability to most children in the class? □
...less able academically than most children in the class? □

17 During this school year how often, if at all...
TICK ONE BOX ON EVERY ROW

Most days □ About once a week □ About once a month □ Every few months □ Less often □ Never □

a ...have other children at school hurt or picked on this child on purpose? □ □ □ □ □ □
b ...has this child hurt or picked on other children at school on purpose? □ □ □ □ □ □

18 How well prepared do you think this child is for secondary school?

Very well prepared □ Quite well prepared □ Not very well prepared □ Not at all prepared □ Not moving to secondary school next year □

TICK ONE BOX ONLY □ □ □ □ □

19 How likely do you think it is that this child will...
TICK ONE BOX ON EVERY ROW

Very likely □ Fairly likely □ Not very likely □ Not at all likely □

a ... stay on in full-time education after age 16? □ □ □ □
b ... go to university? □ □ □ □
The Child’s Parents

20 How interested would you say this child’s parents or parent figures appear to be in his or her education?

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th></th>
<th>Very interested</th>
<th>Fairly interested</th>
<th>Neither interested or uninterested</th>
<th>Fairly uninterested</th>
<th>Very uninterested</th>
<th>Cannot say</th>
<th>No mother or father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mother or Mother-figure
Father or Father-figure

Streaming and Setting

We are interested to know about class groupings in this child’s year.

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

Questions 21 to 23 ask about streaming.

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

Questions 24 to 32 ask about setting.

Some schools may not use any general or subject specific ability groupings.

Please answer the questions on streaming and the questions on setting.

Streaming: grouping children by general ability

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

TICK ONE BOX ONLY

Yes   Go to 22
No     Go to 24

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

WRITE IN

23 Which stream is this child in?

TICK ONE BOX ONLY

Highest  Middle  Lowest
Setting: grouping children by ability for certain subjects

24 In this child’s year are there sets for English?
TICK ONE BOX ONLY

Yes □ Go to 25
No □ Go to 27

25 How many sets are there in this child’s year for English?
WRITE IN

26 Which set is this child in for English?

Highest □
Middle □
Lowest □
TICK ONE BOX ONLY

27 In this child’s year are there sets for maths?
TICK ONE BOX ONLY

Yes □ Go to 28
No □ Go to 30

28 How many sets are there in this child’s year for maths?
WRITE IN

29 Which set is this child in for maths?

Highest □
Middle □
Lowest □
TICK ONE BOX ONLY

30 In this child’s year are there sets for science?
TICK ONE BOX ONLY

Yes □ Go to 31
No □ Go to 33

31 How many sets are there in this child’s year for science?
WRITE IN

32 Which set is this child in for science?

Highest □
Middle □
Lowest □
TICK ONE BOX ONLY
The Child’s Class

33 How many children are there on this child’s class register?

WRITE IN

34 Does this child’s class contain mixed year groups?

TICK ONE BOX ONLY

Yes
No

35 How many classes are there in this child’s year?

WRITE IN

36 How many children in this child’s class have SEN statements?

WRITE IN (IF NONE WRITE 0 IN BOX)

37 How many children in this child’s class have been excluded from school since the beginning of the school year?

WRITE IN (IF NONE WRITE 0 IN BOX)

38 How many children in this child’s class come from homes where English is an additional language?

WRITE IN (IF NONE WRITE 0 IN BOX)

39 Are there any children in this child’s class whose behaviour in class prevents other children from learning?

TICK ONE BOX ONLY

Yes
No

40 How many days in this term has supply cover been used for this child’s class?

WRITE IN (IF NONE WRITE 0 IN BOX)
In an average week, how many hours a week are spent teaching this child’s class?

a. English? WRITE IN __________

b. Maths? WRITE IN __________

c. Science? WRITE IN __________

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

WRITE IN NUMBER OF MINUTES

E.G. ONE HOUR = 60

(IF NONE WRITE 0 IN BOX)

This term, did this 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 describe below)

None

About You

Are you male or female?

TICK ONE BOX ONLY

- Male
- Female
**45** Are you this child’s...

**TICK ONE BOX ONLY**

- Class teacher
- Head teacher
- Other teacher
- Teaching assistant/Higher level teaching assistant
- School administrative assistant
- Other

**Go to 46**

**46** In total, how many years have you been teaching?

**WRITE IN NUMBER IN YEARS**

**47** How many years have you taught at this school?

**WRITE IN NUMBER IN YEARS**

**48** 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

---

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER OUR QUESTIONS. ALL YOUR ANSWERS WILL REMAIN CONFIDENTIAL.

PLEASE RETURN THE QUESTIONNAIRE, ALONG WITH ANY OTHERS YOU MAY HAVE COMPLETED, IN THE ENVELOPE PROVIDED. PLEASE CHECK THAT YOUR DETAILS ARE FILLED IN ON THE FRONT OF THE FORM AND THAT YOU HAVE DATED IT.
Child of the New Century
Age 11 Survey
Teacher Questionnaire - Wales
CONFIDENTIAL

Please answer the questions about the child named below.
The questionnaire should take around 15 minutes to complete. You can miss out any question you cannot or do not want to answer. If you require any assistance or have any questions, you can call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

Unless stated otherwise, please answer the questions by referring to the school 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 the questions by referring to the term before the holiday.

Date of completion WRITE IN:
Day / Month / Year

Are you the teacher named in the panel to the left?
Yes ☐ No ☐

Please write your name in the boxes below:
Title ☐ Forename ☐ Surname ☐
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  ✔  ➔ Go to 2
- No   ❌  ➔ Go to 4

If you make a mistake, fill in the box with the wrong answer and place a tick in the correct box, like this:

- Yes  ❌
- No   ✔

Please try to make sure your tick is inside the box as this makes sure we read your answers correctly.

Thank you very much for your help. Now please start answering the questions on the next page.
## About the Child

### 1 How long has this child been in your class?

WRITE IN NUMBER OF MONTHS

### 2 Please state in which language this child is educated.

TICK **ALL** THAT APPLY

- Welsh only
- Mainly Welsh
- Welsh and English in roughly equal proportion
- Mainly English
- English only
- Other (please specify below)

### 3 This question asks you to rate some aspects of this child's ability and attainment.

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

TICK **ONE** BOX ON **EVERY** ROW

<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>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Art and Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Information and Communication Technology (ICT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This question asks about this child’s attitude to school. How often does this child…

<table>
<thead>
<tr>
<th></th>
<th>TICK ONE BOX ON EVERY ROW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>a</td>
<td>…seem to enjoy school?</td>
</tr>
<tr>
<td>b</td>
<td>…seem bored by school?</td>
</tr>
<tr>
<td>c</td>
<td>…try their best at school?</td>
</tr>
<tr>
<td>d</td>
<td>…misbehave or cause trouble in class?</td>
</tr>
<tr>
<td>e</td>
<td>…hand their homework in late?</td>
</tr>
</tbody>
</table>

How well does this child work independently?

<table>
<thead>
<tr>
<th></th>
<th>TICK ONE BOX ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very well</td>
</tr>
</tbody>
</table>

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>TICK ONE BOX ON EVERY ROW</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Not true</td>
</tr>
<tr>
<td>b</td>
<td>Is considerate of other people’s feelings</td>
</tr>
<tr>
<td>c</td>
<td>Is restless, overactive, cannot stay still for long</td>
</tr>
<tr>
<td>d</td>
<td>Often complains of headaches, stomach aches or sickness</td>
</tr>
<tr>
<td>e</td>
<td>Shares readily with other children (treats, toys, pencils etc.)</td>
</tr>
<tr>
<td>f</td>
<td>Often has temper tantrums or hot tempers</td>
</tr>
<tr>
<td>g</td>
<td>Is rather solitary, tends to play alone</td>
</tr>
<tr>
<td>h</td>
<td>Is generally obedient, usually does what adults request</td>
</tr>
<tr>
<td>i</td>
<td>Has many worries, often seems worried</td>
</tr>
<tr>
<td>j</td>
<td>Is helpful if someone is hurt, upset or feeling ill</td>
</tr>
<tr>
<td>k</td>
<td>Constantly fidgets or squirms</td>
</tr>
<tr>
<td>l</td>
<td>Has at least one good friend</td>
</tr>
<tr>
<td>m</td>
<td>Often fights with other children or bullies them</td>
</tr>
<tr>
<td>n</td>
<td>Is generally liked by other children</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>o</td>
<td>Is easily distracted, concentration wanders</td>
</tr>
<tr>
<td>p</td>
<td>Is nervous or clingy in new situations, easily loses confidence</td>
</tr>
<tr>
<td>q</td>
<td>Is kind to younger children</td>
</tr>
<tr>
<td>r</td>
<td>Often lies or cheats</td>
</tr>
<tr>
<td>s</td>
<td>Is picked on or bullied by other children</td>
</tr>
<tr>
<td>t</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
</tr>
<tr>
<td>u</td>
<td>Thinks things out before acting</td>
</tr>
<tr>
<td>v</td>
<td>Steals from home, school or elsewhere</td>
</tr>
<tr>
<td>w</td>
<td>Gets on better with adults than with other children</td>
</tr>
<tr>
<td>x</td>
<td>Has many fears, is easily scared</td>
</tr>
<tr>
<td>y</td>
<td>Sees tasks through to the end, good attention span</td>
</tr>
</tbody>
</table>

7 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?

**TICK ONE BOX ONLY**

Yes, minor difficulties [ ]
Yes, definite difficulties [ ]
Yes, severe difficulties [ ]
No [ ]

8 During this school year has this child been temporarily suspended or temporarily excluded from school for at least one day?

**TICK ONE BOX ONLY**

Yes [ ]  ➔ Go to 9
No [ ]  ➔ Go to 10

9 How many times has this happened?

WRITE IN [ ]

10 During this school year has this child missed school without parental permission, even if only for half a day or a single lesson?

**TICK ONE BOX ONLY**

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

TICK ONE BOX ONLY

Yes ☐
No ☐

12 Does this child have Special Educational Needs (SEN) or Additional Learning Needs?

TICK ONE BOX ONLY

Yes ☐ → Go to 13
No ☐ → Go to 15

13 Does this child have a full statement of SEN or Additional Learning Needs?

TICK ONE BOX ONLY

Yes ☐
No ☐

14 Are any of the following the reason or reasons for this child’s Special Educational Needs (SEN) or Additional Learning Needs?

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Dyslexia</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b</td>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c</td>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d</td>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e</td>
<td>Behavioural problems / hyperactivity</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f</td>
<td>Problem with speech or language</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g</td>
<td>Problem with sight</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h</td>
<td>Problem with hearing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i</td>
<td>Other physical disability</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j</td>
<td>Medical or health problem</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k</td>
<td>Mental illness / depression</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l</td>
<td>Gifted/High IQ/More able and talented/Highly able</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m</td>
<td>Other reason(s) (please describe below)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
15 **Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?**

**TICK ALL THAT APPLY**

- 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 below)

No help/No such problems

16 **Thinking about this child’s friends in their class, are these friends...**

**TICK ONE BOX ONLY**

- ...more likely than most children in the class to misbehave or cause trouble?
- ...as likely as most children in the class to misbehave or cause trouble?
- ...less likely than most children in the class to misbehave or cause trouble?

17 **Thinking about this child’s friends in their class, are these friends...**

**TICK ONE BOX ONLY**

- ...more able academically than most children in the class?
- ...of a similar academic ability to most children in the class?
- ...less able academically than most children in the class?

18 **During this school year how often, if at all...**

**TICK ONE BOX ON EVERY ROW**

<table>
<thead>
<tr>
<th></th>
<th>Most days</th>
<th>About once a week</th>
<th>About once a month</th>
<th>Every few months</th>
<th>Less often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  ...have other children at school hurt or picked on this child on purpose?

b  ...has this child hurt or picked on other children at school on purpose?
19 How well prepared do you think this child is for secondary school?

TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th>Very well prepared</th>
<th>Quite well prepared</th>
<th>Not very well prepared</th>
<th>Not at all prepared</th>
<th>Not moving to secondary school next year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20 How likely do you think it is that this child will...

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not very likely</th>
<th>Not at all likely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a ... stay on in full-time education after age 16?

b ... go to university?

The Child’s Parents

21 How interested would you say this child’s parents or parent figures appear to be in his or her education?

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th>Very interested</th>
<th>Fairly interested</th>
<th>Neither interested or uninterested</th>
<th>Fairly uninterested</th>
<th>Very uninterested</th>
<th>Cannot say</th>
<th>No mother or father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Mother or Mother-figure

b Father or Father-figure

Streaming and Setting

We are interested to know about class groupings in this child’s year.

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

Questions 22 to 24 ask about streaming.

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

Questions 25 to 36 ask about setting.

Some schools may not use any general or subject specific ability groupings.

Please answer the questions on streaming **and** the questions on setting.
Streaming: grouping children by general ability

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

TICK ONE BOX ONLY

Yes □ ➔ Go to 23
No □ ➔ Go to 25

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

WRITE IN

24 Which stream is this child in?

TICK ONE BOX ONLY

Highest □
Middle □
Lowest □

Setting: grouping children by ability for certain subjects

25 In this child’s year are there sets for English?

TICK ONE BOX ONLY

Yes □ ➔ Go to 26
No □ ➔ Go to 28

26 How many sets are there in this child’s year for English?

WRITE IN

27 Which set is this child in for English?

TICK ONE BOX ONLY

Highest □
Middle □
Lowest □

28 In this child’s year are there sets for Welsh?

TICK ONE BOX ONLY

Yes □ ➔ Go to 29
No □ ➔ Go to 31
29 How many sets are there in this child’s year for Welsh?

WRITE IN __________

30 Which set is this child in for Welsh?

TICK ONE BOX ONLY

Highest    Middle    Lowest

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

TICK ONE BOX ONLY

Yes    Go to 32
No    Go to 34

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

WRITE IN __________

33 Which set is this child in for maths?

TICK ONE BOX ONLY

Highest    Middle    Lowest

34 In this child’s year are there sets for science?

TICK ONE BOX ONLY

Yes    Go to 35
No    Go to 37

35 How many sets are there in this child’s year for science?

WRITE IN __________

36 Which set is this child in for science?

TICK ONE BOX ONLY

Highest    Middle    Lowest

The Child’s Class

37 How many children are there on this child’s class register?

WRITE IN __________
38. Does this child’s class contain mixed year groups?
   **TICK ONE BOX ONLY**
   - Yes
   - No

39. How many classes are there in this child’s year?
   **WRITE IN**

40. How many children in this child’s class have SEN or Additional Learning Needs statements?
   **WRITE IN (IF NONE WRITE 0 IN BOX)**

41. How many children in this child’s class have been excluded from school since the beginning of the school year?
   **WRITE IN (IF NONE WRITE 0 IN BOX)**

42. How many children in this child’s class have come from homes where English or Welsh is an additional language?
   **WRITE IN (IF NONE WRITE 0 IN BOX)**

43. Are there any children in this child’s class whose behaviour in class prevents other children from learning?
   **TICK ONE BOX ONLY**
   - Yes
   - No

44. How many days in this term has supply cover been used for this child’s class?
   **WRITE IN (IF NONE WRITE 0 IN BOX)**

45. In an average week, how many hours a week are spent teaching this child’s class...
   - ...English? **WRITE IN**
   - ...Welsh? **WRITE IN**
   - ...Maths? **WRITE IN**
   - ...Science? **WRITE IN**
How long are children in this child’s class expected to spend on homework in an average week?

WRITE IN NUMBER OF MINUTES
E.G. ONE HOUR = 60
(IF NONE WRITE 0 IN BOX)

This term, did this 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 describe below) 

About You

Are you male or female?

TICK ONE BOX ONLY

Male
Female

Are you this child’s...

TICK ONE BOX ONLY

...Class teacher
...Head teacher
...Other teacher
...Teaching assistant/Higher level teaching assistant
...School administrative assistant
...Other

Go to 50

END
In total, how many years have you been teaching?

WRITE IN NUMBER IN YEARS

How many years have you taught at this school?

WRITE IN NUMBER IN YEARS

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

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER OUR QUESTIONS.

ALL YOUR ANSWERS WILL REMAIN CONFIDENTIAL.

PLEASE RETURN THE QUESTIONNAIRE, ALONG WITH ANY OTHERS YOU MAY HAVE COMPLETED, IN THE ENVELOPE PROVIDED. PLEASE CHECK THAT YOUR DETAILS ARE FILLED IN ON THE FRONT OF THE FORM AND THAT YOU HAVE DATED IT.
Plentyn y Ganrif Newydd
Arolwg 11 Oed
Holiadur Athro - Cymru
CYFRINACHOL

Atebwch y cwestiynau ynglŷn â'r plentyn a enwir isod.

Dylai'r holiadur gymryd oddeutu 15 munud i'w gwblhau. Gallwch adael unrhyw gwestiynau na oes gennych unrhyw gwestiynau, gallwch ffonio James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Oni bai y nodwyd fel arall, atebwch y cwestiynau trwy gyfeirio at y tymor ysgol pan gafodd teulu plentyn yr astudiaeth eu cyfweld. Dangosir y dydd, mis a blwyddyn pan gafodd y teulu eu cyfweld isod. Os yw'r dyddiad hwn yn ystod gwyliau ysgol, atebwch y cwestiynau trwy gyfeirio at y tymor cyn y gwyliau.

CWBLHEWCH YR WYBODAETH ISOD

Ai chi yw'r athro a enwir ar y label i'r chwith?

Ie  
Na  

Rhowch eich enw yn y blychau isod

Teitl  Enw cyntaf  Cyfenw

Dyddiad cwblhau YSGRIFENNWWCH

Diwrnod  Mis  Blwyddyn

/  / 20 /
Sut i ateb y cwestiynau

I gwblhau'r holiadur dylid ystyried pob cwestiwn ar wahân a'i ddarllen yn ofalus. Atebwch y cwestiynau trwy:

Dicio blwch, fel hyn:  

Neu ysgrifennu rhif mewn blwch, fel hyn: 3

Weithiau fe welwch gyfarwyddyd yn dweud wrthych pa gwestiwn i'w ateb nesaf, fel hyn:

Ie ✔  ➔ Ewch i 2
Na ❌  ➔ Ewch i 4

Os byddwch yn gwneud camgymeriad, llenwch y blwch gyda'r ateb anghywir a rhoi tic yn y blwch cywir, fel hyn:

Ie ❌
Na ✔

Ceisiwch sicrhau bod y tic tu fewn i'r blwch gan fod hyn yn sicrhau ein bod yn darllen eich atebion yn gywir.

Diolch yn fawr iawn am eich help. Nawr dechreuwch ateb y cwestiynau ar y dudalen nesaf.
Ynglŷn â'r Plentyn

1 Ers faint mae'r plentyn hwn wedi bod yn eich dosbarth?

YSGRIFENNWCH NIFER O
FISOEDD

2 Nodwch ym mha iait yr addysgir y plentyn.

TICIWCH BOB UN SY’N GYMWYS

- Cymraeg yn unig
- Cymraeg yn bennaf
- Cymraeg a Saesneg, fwy neu lai yn gyfartal
- Saesneg yn bennaf
- Saesneg yn unig
- Arall (noder isod)

Mae'r cwestiwn hwn yn gofyn i chi raddio rhai agweddau o allu a chyrhaeddiad y plentyn. I’r fath raddau ac y bydd eich profiad proffesiynol yn caniatáu, graddiwch y plentyn hwn mewn perthynas â’r holl blant o'i oed (h.y. nid yn unig y dosbarth presennol neu, hyd yn oed, yr ysgol).

3

TICIWCH UN BLWCH AR GYFER POB RHES

<table>
<thead>
<tr>
<th></th>
<th>Llawer uwch na’r cyfartaledd</th>
<th>Uwch na’r cyfartaledd</th>
<th>Cyfartalog</th>
<th>Is na’r cyfartaledd</th>
<th>Llawer is na’r cyfartaledd</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Saesneg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Cymraeg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Mathemateg</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Gwyddoniaeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Celf a Dylunio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Cerddoriaeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Addysg Gorfforol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Technoleg Gwybodaeth a Chyfathrebu (TGCh)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Mae’r cwestiwn hwn yn gofyn am agwedd y plentyn i’r ysgol. Pa mor am l Mae’r plentyn hwn yn...

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>...ymddangos i fod yn mwynhau’r ysgol?</td>
</tr>
<tr>
<td>b</td>
<td>...ymddangos i fod wedi diflasu yn yr ysgol?</td>
</tr>
<tr>
<td>c</td>
<td>...gwneud ei orau yn yr ysgol?</td>
</tr>
<tr>
<td>d</td>
<td>...camymddwyn neu achosi trafferth yn y dosbarth?</td>
</tr>
<tr>
<td>e</td>
<td>...cyflwyno gwaith cartref yn hwyr?</td>
</tr>
</tbody>
</table>

5 Pa mor dda Mae’r plentyn hwn yn gweithio’n annibynnol?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Yn ystyried teimladau pobl eraill</td>
</tr>
<tr>
<td>b</td>
<td>Yn aflonydd, gorfywiog, yn methu aros yn llonydd yn hir</td>
</tr>
<tr>
<td>c</td>
<td>Yn aml yn cwyno o gur pen, poen yn y bol neu salwch</td>
</tr>
<tr>
<td>d</td>
<td>Yn barod i rannu â phlant eraill (danteithion, teganau, pensiliau ac ati)</td>
</tr>
<tr>
<td>e</td>
<td>Yn aml yn colli tymer neu gyda thymer wylit</td>
</tr>
<tr>
<td>f</td>
<td>Yn blentyn unig sy’n hoffi chwarae ar ei ben ei hun</td>
</tr>
<tr>
<td>g</td>
<td>Yn gyffredinol ufudd, fel arfer yn gwneud beth mae oedolion yn ofyn</td>
</tr>
<tr>
<td>h</td>
<td>Gyda nifer o bryderon, yn aml yn ymddangos i fod yn bryderus</td>
</tr>
<tr>
<td>i</td>
<td>Yn gymwynasgar os bydd rhywun wedi brifo, cynhryfu neu’n teimlo’n sâl</td>
</tr>
<tr>
<td>j</td>
<td>Yn aflonydd neu’n gwingo o hyd</td>
</tr>
<tr>
<td>k</td>
<td>Ag o leiaf un ffrind da</td>
</tr>
<tr>
<td>l</td>
<td>Yn aml yn ymladd gyda phlant eraill neu’n eu bwlio</td>
</tr>
<tr>
<td>m</td>
<td>Yn aml yn anhapus, digalon neu ddagneuol</td>
</tr>
<tr>
<td>n</td>
<td>Yn gyffredinol boblogaid ymysg plant eraill</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>o</td>
<td>Yn hawdd tynnu ei sylw o'i waith, heb allu i ganolbwyntio</td>
</tr>
<tr>
<td>p</td>
<td>Yn nerfus neu’n anghenus mewn sefyllfaoedd newydd, colli hyder yn hawdd</td>
</tr>
<tr>
<td>q</td>
<td>Yn garedig i’r plant iau</td>
</tr>
<tr>
<td>r</td>
<td>Yn aml yn dweud celwydd neu’n twylo</td>
</tr>
<tr>
<td>s</td>
<td>Mae plant eraill yn ei gam-drin neu fwlio</td>
</tr>
<tr>
<td>t</td>
<td>Yn aml yn gwirfoddoli i helpu eraill (rhieni, athrawon, plant eraill)</td>
</tr>
<tr>
<td>u</td>
<td>Yn ystyried pethau cyn gweithredu</td>
</tr>
<tr>
<td>v</td>
<td>Yn dwyn o adref, yr ysgol neu lefydd eraill</td>
</tr>
<tr>
<td>w</td>
<td>Yn tynnu ymlaen yn well ag oedolion na phlant eraill</td>
</tr>
<tr>
<td>x</td>
<td>Gyda nifer o ofnau, yn hawdd ei ddychryn</td>
</tr>
<tr>
<td>y</td>
<td>Yn cwblhau tasgau, gallu da i ganolbwyntio</td>
</tr>
</tbody>
</table>

7 Ar y cyfan, i grynhoi, ydych chi’n meddwl bod gan y plentyn hwn anawsterau yn un neu fwy o’r meysydd canlynol: emosiynau, canolbwyntio, ymddygiad neu’n gallu tynnu ymlaen gyda phobl eraill?

   TICIWCH UN BLWCH YN UNIG

   Oes, mân anawsterau
   Oes, anawsterau pendant
   Oes, anawsterau difrifol
   Nac oes

8 Yn ystod y flwyddyn ysgol hon, a yw’r plentyn erioed wedi atal dros dro neu ei eithrio dros dro o’r ysgol am o leiaf un diwrnod?

   TICIWCH UN BLWCH YN UNIG

   Do ➔ Ewch i 9
   Naddo ➔ Ewch i 10

9 Pa mor aml mae hyn wedi digwydd?

   YSGRIFFENNWCH

10 Yn ystod y flwyddyn ysgol hon, a yw’r plentyn erioed wedi colli’r ysgol heb ganiatâd ei rieni, hyd yn oed os mai dim ond ar gyfer hanner diwrnod neu un wers?

   TICIWCH UN BLWCH YN UNIG

   Do

   Naddo
11 A yw’n derbyn Saesneg neu Gymraeg fel cefnogaeth laith Ychwanegol?

<table>
<thead>
<tr>
<th>TICIWHCH</th>
<th>UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ydi</td>
<td></td>
</tr>
<tr>
<td>Nac Ydi</td>
<td></td>
</tr>
</tbody>
</table>

12 A oes gan y plentyn hwn Anghenion Addysgol Arbennig (AAA) neu Anghenion Dysgu Ychwanegol?

<table>
<thead>
<tr>
<th>TICIWHCH</th>
<th>UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oes</td>
<td>Ewch i 13</td>
</tr>
<tr>
<td>Nac oes</td>
<td>Ewch i 15</td>
</tr>
</tbody>
</table>

13 A oes gan y plentyn hwn ddatganiad llawn o AAA neu Anghenion Dysgu Ychwanegol?

<table>
<thead>
<tr>
<th>TICIWHCH</th>
<th>UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oes</td>
<td></td>
</tr>
<tr>
<td>Nac oes</td>
<td></td>
</tr>
</tbody>
</table>

14 Ai unrhyw un o’r canlynol yw'r rheswm neu resymau dros Anghenion Addysgol arbennig (AAA) neu Anghenion Dysgu Ychwanegol y plentyn?

<table>
<thead>
<tr>
<th>TICIWHCH</th>
<th>UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>le</td>
<td>Na</td>
</tr>
<tr>
<td>Dyslecsia</td>
<td></td>
</tr>
<tr>
<td>Anawsterau dysgu (yn cynnwys dyspracsia / dyscalcwlia)</td>
<td></td>
</tr>
<tr>
<td>Anhwylder Diffyg Canolbwntio a Gorfywiogrwydd (ADHD)</td>
<td></td>
</tr>
<tr>
<td>Awtistiaeth, Syndrom Asperger neu anhwyler ar y sbectrwm awtistig</td>
<td></td>
</tr>
<tr>
<td>Probleau ymddygiad / gorfywiogrwydd</td>
<td></td>
</tr>
<tr>
<td>Problem gyda lleferydd neu iaith</td>
<td></td>
</tr>
<tr>
<td>Problem gyda golwg</td>
<td></td>
</tr>
<tr>
<td>Problem gyda’r clyw</td>
<td></td>
</tr>
<tr>
<td>Anabledd corfforol arall</td>
<td></td>
</tr>
<tr>
<td>Problem feddygol neu iechyd</td>
<td></td>
</tr>
<tr>
<td>Salwch meddyliol / iselder</td>
<td></td>
</tr>
<tr>
<td>Dawnus / IQ Uchel / Mwy galluog a thalentog / Galluog iawn</td>
<td></td>
</tr>
<tr>
<td>Rheswm neu resymau eraill (disgrifiwch isod)</td>
<td></td>
</tr>
</tbody>
</table>
15 A yw'r plentyn yn derbyn unrhyw un o'r mathau canlynol o gymorth yn yr ysgol oherwydd problem iechyd neu ymddygiod neu anabledd?

TICIWCH BOB UN SY'N GYMWYS

Cefnogaeth unigol yn y dosbarth gan
yr athro / cynorthwydd
Cefnogaeth unigol yn y dosbarth gan
aelod o'r teulu
Dosbarthiadau arbennig
Gwnaethpwyd addasiadau i'r
amgylchedd corfforol
Darparwyd offer
Yn mynychu ysgol arbennig
Arall (disgrifiwch isod)

Dim help / dim problemau o'r fath

16 Gan feddwl am ffrindiau'r plentyn hwn yn eu dosbarth, a yw'r ffrindiau hyn...

TICIWCH UN BLWCH YN UNIG

...yn fwy tebygol na'r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosi trafferth?
...yr un mor debygol â'r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosi trafferth?
...yn llai tebygol na'r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosi trafferth?

17 Gan feddwl am ffrindiau'r plentyn hwn yn eu dosbarth, a yw'r ffrindiau hyn...

TICIWCH UN BLWCH YN UNIG

...yn fwy galluog yn academaidd na'r rhan fwyaf o blant yn y dosbarth?
...o allu academaidd tebyg i'r rhan fwyaf o blant yn y dosbarth?
...yn llai galluog yn academaidd na'r rhan fwyaf o blant yn y dosbarth?

18 Yn ystod y tymor ysgol hwn, pa mor aml, os o gwbl...

TICIWCH UN BLWCH AR GYFER POB RHES

Bron bob dydd
Tua unwaith yr wythnos
Tua unwaith y mis
Pob ychydig fisoedd
Llai aml
Byth

a ...mae plant eraill yn yr ysgol wedi brif o neu bigo ar y plentyn hwn ar bwrpas?

b ...mae'r plentyn hwn wedi brif o neu bigo ar blant eraill yn yr ysgol ar bwrpas?
19 Pa mor barod ydych chi’n meddwl yw’r plentyn hwn i fynd i’r ysgol uwchradd?

<table>
<thead>
<tr>
<th>Parod iawn</th>
<th>Eithaf parod</th>
<th>Ddim yn barod iawn</th>
<th>Ddim yn barod o gwbl</th>
<th>Ddim yn symud i’r ysgol uwchradd fwyddyn nesaf</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TICIWCH UN BLWCH YN UNIG  

20 Pa mor debygol ydych chi’n meddwl ydi hi y bydd y plentyn hwn yn...

<table>
<thead>
<tr>
<th>TICIWCH UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tebygol iawn</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a ...aros ymlaen mewn addysg llawn amser wedi 16 oed?

b ...mynd i’r brifysgol?

Rhieni’r Plentyn

21 Faint o ddiddordeb fydech chi’n ddweud sydd gan rieni’r plentyn neu ffigurau rhieni’r plentyn yn ei addysg?

<table>
<thead>
<tr>
<th>TICIWCH UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Llawer o ddiddordeb</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a Mam neu ffigwr Mam

b Tad neu ffigwr Tad

Ffrydio a Setio

Mae gennym ddiddordeb mewn cael gwybod am grwpiau dosbarth ym mlwyddyn y plentyn.

Mae rhai ysgolion yn grwpio plant o wahanol ddosbarthiadau yn yr un llwyddyn yn ôl gallu cyffredinol ac fe ddysgir plant yn y grwpiau ar gyfer y rhan fwyaf o’u gwersi. Rydym yn cyfeirio at hyn fel ffrydio.

Mae cwestiynau 22 - 24 yn holi am ffrydio.

Mae rhai ysgolion y grwpio plant o wahanol d/osbarthiadau yn yr un llwyddyn yn ôl gallu ar gyfer pynciau penodol yn unig ac fe ellir dysgu plant mewn g/wahanol grwpiau gallu i wahanol bynciau. Rydym yn cyfeirio at hyn fel setio.

Mae cwestiynau 25 - 36 yn holi am setio.

Efallai na fydd rai ysgolion yn defnyddio grwpiau gallu cyffredinol na phenodol i bwcs.

Atebwch y cwestiynau ar ffrydio a’r cwestiynau ar setio.
<table>
<thead>
<tr>
<th>Ffrydio: grwpio plant yn ôl gallu cyffredinol</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>22</strong> Ym mlwydden y plentyn hwn, a oes ffrydio?</td>
</tr>
<tr>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes [ ] ➔ Ewch i <strong>23</strong></td>
</tr>
<tr>
<td>Nac oes [ ] ➔ Ewch i <strong>25</strong></td>
</tr>
<tr>
<td><strong>23</strong> Sawl ffrwd sydd yna ym mlwydden y plentyn hwn?</td>
</tr>
<tr>
<td>YSGRIFENNWCH [ ]</td>
</tr>
<tr>
<td><strong>24</strong> Ym mha ffrwd mae’r plentyn?</td>
</tr>
<tr>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Uchaf [ ]  Canol [ ]  Isaf [ ]</td>
</tr>
<tr>
<td><strong>Setio: grwpio plant yn ôl gallu ar gyfer pynciau penodol</strong></td>
</tr>
<tr>
<td><strong>25</strong> Ym mlwydden y plentyn hwn, a oes setiau ar gyfer Saesneg?</td>
</tr>
<tr>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes [ ] ➔ Ewch i <strong>26</strong></td>
</tr>
<tr>
<td>Nac oes [ ] ➔ Ewch i <strong>28</strong></td>
</tr>
<tr>
<td><strong>26</strong> Sawl set sydd yna ym mlwydden y plentyn hwn ar gyfer Saesneg?</td>
</tr>
<tr>
<td>YSGRIFENNWCH [ ]</td>
</tr>
<tr>
<td><strong>27</strong> Ym mha set mae’r plentyn ar gyfer Saesneg?</td>
</tr>
<tr>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Uchaf [ ]  Canol [ ]  Isaf [ ]</td>
</tr>
<tr>
<td><strong>28</strong> Ym mlwydden y plentyn hwn, a oes setiau ar gyfer Cymraeg?</td>
</tr>
<tr>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes [ ] ➔ Ewch i <strong>29</strong></td>
</tr>
<tr>
<td>Nac oes [ ] ➔ Ewch i <strong>31</strong></td>
</tr>
<tr>
<td><strong>29</strong> Sawl set sydd yna ym mlwydden y plentyn hwn ar gyfer Cymraeg?</td>
</tr>
<tr>
<td>YSGRIFENNWCH [ ]</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Mathemateg?</th>
<th>Oes</th>
<th>Nac oes</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>TICIWCH <strong>UN</strong> BLWCH YN UNIG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Oes</th>
<th>Ewch i 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nac oes</td>
<td>Ewch i 34</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer mathemateg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym mha set mae’r plentyn ar gyfer mathemateg?</th>
<th>Uchaf</th>
<th>Canol</th>
<th>Isaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>TICIWCH <strong>UN</strong> BLWCH YN UNIG</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer gwyddoniaeth?</th>
<th>Oes</th>
<th>Nac oes</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>TICIWCH <strong>UN</strong> BLWCH YN UNIG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Oes</th>
<th>Ewch i 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nac oes</td>
<td>Ewch i 37</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer gwyddoniaeth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym mha set mae’r plentyn ar gyfer gwyddoniaeth?</th>
<th>Uchaf</th>
<th>Canol</th>
<th>Isaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>TICIWCH <strong>UN</strong> BLWCH YN UNIG</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Faint o blant sydd yna ar gofrestr dosbarth y plentyn hwn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>
38 A yw dosbarth y plentyn yn cynnwys grwpiau oedran blynyddoedd cymysg?

TICIWCH UN BLWCH YN UNIG

Ydi   □
Nac ydi □

39 Sawl dosbarth sydd yna ym mlwyddyn y plentyn hwn?

YSGRIFENNWCH □

40 Faint o blant yn nosbarth y plentyn hwn sydd à datganiadau AAA neu Anghenion Dysgu Ychwanegol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) □

41 Faint o blant yn nosbarth y plentyn hwn sydd wedi eu heithrio o’r ysgol ers dechrau’r flwyddyn ysgol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) □

42 Faint o blant yn nosbarth y plentyn hwn sy’n dod o gartrefi ble mae Saesneg neu Gymraeg yn iaith ychwanegol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) □

43 A oes plant yn nosbarth y plentyn hwn y mae eu hymddygiad yn y dosbarth yn atal plant eraill rhag dysgu?

TICIWCH UN BLWCH YN UNIG

Oes □
Nac oes □

44 Sawl diwrnod yn ystod y tymor hwn y defnyddiwyd athro llanw ar gyfer dosbarth y plentyn hwn?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) □

45 Mewn wythnos arferol, sawl awr yr wythnos a dreulir yn dysgu dosbarth y plentyn hwn...

a ...Saesneg? YSGRIFENNWCH □

b ...Cymraeg? YSGRIFENNWCH □

c ...Mathemateg? YSGRIFENNWCH □

d ...Gwyddoniaeth? YSGRIFENNWCH □
Pa mor hir mae disgwyl i blant yn nosbarth y plentyn hwn dreulio ar waith cartref mewn wythnos arferol?

YSGRIFENNWCH NIFER O FUNUDAU
E.E. UN AWR = 60
(OS DIM RHOWCH 0 YN Y BLWCH)

Yn ystod y tymor hwn, a dderbyniodd dosbarth y plentyn gefnogaeth reolaidd gan unrhyw un o’r rhain? (Gyda rheolaidd, rydym yn golygu o leiaf unwaith yr wythnos ar gyfer rhan fwyaf o’r tymor)

TICIWCH BOB UN SY’N GYMWYS

- Athro arall (arbenigol)
- Athro anghenion arbennig
- Cynorthwyydd dysgu/Cynorthwyydd dysgu lefel uwch
- Myfyrwr dysgu
- Gwirfoddolwr
- Rhieni
- Arall (disgrifiwch isod)

Dim

Amdanoch Chi

Ydy chi’n wryw neu’n fenyw?

TICIWCH UN BLWCH YN UNIG

- Gwrywaidd
- Benywaidd

Eich perthynas à’r plentyn yw...

TICIWCH UN BLWCH YN UNIG

...Athro dosbarth
...Pennaeth
...Athro arall
...Cynorthwyydd dysgu/Cynorthwyydd dysgu lefel uwch
...Cynorthwyydd gweinyddol yr ysgol
...Arall

Ewch i

DIWEDD
50. Gyda’i gilydd, ers faint o flynyddoedd ydych chi wedi bod yn dysgu?

YSGRIFENNWBCH NIFER O
FLYNYDDOEDD

51. Ers faint o flynyddoedd ydych chi wedi bod yn dysgu yn yr ysgol hon?

YSGRIFENNWBCH NIFER O
FLYNYDDOEDD

52. Pa u o’r cymwysterau a restrir isod sydd gennych?

TICIWCH BOB UN SY’N GYMWS

Gradd uwch yn bennaf trwy ymchwil
(e.e. PhD, DPhil)
Gradd uwch yn bennaf trwy gwrs a
ddysgwyd (e.e. MA, MSc)
Tystysgrif Addysg i Raddedigion
(TAR)
Diploma neu dystysgrif öl-raddedig
arall
Baglor Addysg (BEd)
Graff gyntaf arall (e.e. BA, BSc)
Diploma neu dystysgrif dysgu
Cymhwyster proffesiynol (e.e.
Cyfrifeg)
Dim un o’r rhain
Ddim eisiau ateb

DIOLCH YN FAWR I CHI AM GYMRYD AMSER I ATEB EIN CWESTIYNAU.

BYDD EICH HOLL ATEBION YN PARHAU I FOD YN GyFRINACHOL.

DYCHWELER YR HOLIADUR, YNGHYD AG UNRHYW UN ARALL YR YDYCH WEDI CWBLHAU, YN YR AMLEN A DDARPARWYD. GWIRIWCH FOD EICH MANYLION WEDI EU CWBLHAU AR FLAEN Y FFURFLEN A’CH BOD WEDI EI DYDDIO.
Please answer the questions about the child named below.

The questionnaire should take around 15 minutes to complete. You can miss out any question you cannot or do not want to answer. If you require any assistance or have any questions, you can call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

We know that you are not currently teaching this child, but we would like you to complete the questionnaire because you taught the child during the 2011/2012 school year.

Unless stated otherwise, please think back and answer the questions by referring to the summer 2012 school term, and your knowledge of the child at and up to that point.

Please fill in the information below

Date of completion WRITE IN:
Day Month Year

Are you the teacher named on the label to the left?
Yes
No Please write your name in the boxes below

Title Forename Surname
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 ✓ ➔ Go to 2
No ❌ ➔ Go to 4

If you make a mistake, fill in the box with the wrong answer and place a tick in the correct box, like this:

Yes ❌
No ✓

Please try to make sure your tick is inside the box as this ensures we read your answers correctly.

For any questions that refer to ‘your class’, ‘this school year’, ‘this child’s year’ or ‘this child’s class’, please answer with reference to the 2011/2012 school year.

For questions that refer to ‘this term’, please answer for the summer 2012 term.

For questions that refer to ‘the last 6 months’, please refer to the 6 months ending July 2012.

Thank you very much for your help. Now please start answering the questions on the next page.
About the Child

1. How long has this child been in your class?

WRITE IN NUMBER OF MONTHS

This question asks you to rate some aspects of this child’s ability and attainment. In so far as your professional experience will allow, please rate this child in relation to all children of this age (i.e. not just their present class or, even, school).

2. This question asks you to rate some aspects of this child’s ability and attainment. In so far as your professional experience will allow, please rate this 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>English</th>
<th>Maths</th>
<th>Science</th>
<th>Art and Design</th>
<th>Music</th>
<th>Physical Education (PE)</th>
<th>Information and Communication Technology (ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

3. This question asks about this child’s attitude to school. How often does this child...

TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>b</td>
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<td>e</td>
<td></td>
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</tr>
</tbody>
</table>

4. How well does this child work independently?

TICK ONE BOX ONLY

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Is somewhat true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Is considerate of other people’s feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Is restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Often complains of headaches, stomach aches or sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Shares readily with other children (treats, toys, pencils etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Often has temper tantrums or hot tempers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Is rather solitary, tends to play alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Is generally obedient, usually does what adults request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Has many worries, often seems worried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Is helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>Constantly fidgets or squirms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>Has at least one good friend</td>
<td></td>
<td></td>
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<tr>
<td>l</td>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
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<tr>
<td>m</td>
<td>Is often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>Is generally liked by other children</td>
<td></td>
<td></td>
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<tr>
<td>o</td>
<td>Is easily distracted, concentration wanders</td>
<td></td>
<td></td>
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<tr>
<td>p</td>
<td>Is nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q</td>
<td>Is kind to younger children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>Often lies or cheats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>Is picked on or bullied by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>Gets on better with adults than with other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Has many fears, is easily scared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>Sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

TICK ONE BOX ONLY

Yes, minor difficulties
Yes, definite difficulties
Yes, severe difficulties
No

During this school year has this child been temporarily suspended or temporarily excluded from school for at least one day?

TICK ONE BOX ONLY

Yes  ➔ Go to 8
No  ➔ Go to 9

How many times has this happened?

WRITE IN

During this school year has this child missed school without parental permission, even if only for half a day or a single lesson?

TICK ONE BOX ONLY

Yes
No

Does he/she receive English as an Additional Language support?

TICK ONE BOX ONLY

Yes
No

Does this child have Special Educational Needs (SEN)?

TICK ONE BOX ONLY

Yes  ➔ Go to 12
No  ➔ Go to 14

Does this child have a full statement of SEN?

TICK ONE BOX ONLY

Yes
No
### 13 Are any of the following the reason or reasons for this child’s Special Educational Needs (SEN)?

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>Dyslexia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>Behavioural problems / hyperactivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>Problem with speech or language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>g</strong></td>
<td>Problem with sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>Problem with hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>i</strong></td>
<td>Other physical disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>j</strong></td>
<td>Medical or health problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>k</strong></td>
<td>Mental illness / depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>l</strong></td>
<td>Gifted/High IQ/More able and talented/Highly able</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>m</strong></td>
<td>Other reason(s) (please describe below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 14 Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?

**TICK ALL THAT APPLY**

- 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 below)

No help/No such problems
15 Thinking about this child’s friends in their class, are these friends...
   TICK ONE BOX ONLY
   …more likely than most children in the class to misbehave or cause trouble? □
   …as likely as most children in the class to misbehave or cause trouble? □
   …less likely than most children in the class to misbehave or cause trouble? □

16 Thinking about this child’s friends in their class, are these friends...
   TICK ONE BOX ONLY
   …more able academically than most children in the class? □
   …of a similar academic ability to most children in the class? □
   …less able academically than most children in the class? □

17 During this school year how often, if at all...
   TICK ONE BOX ON EVERY ROW
   …have other children at school hurt or picked on this child on purpose? □ □ □ □ □ □ □
   …has this child hurt or picked on other children at school on purpose? □ □ □ □ □ □ □

18 How well prepared do you think this child is for secondary school?
   TICK ONE BOX ONLY
   Very well prepared □
   Quite well prepared □
   Not very well prepared □
   Not at all prepared □
   Not moving to secondary school next year □

19 How likely do you think it is that this child will...
   TICK ONE BOX ON EVERY ROW
   … stay on in full-time education after age 16? □ □ □ □
   … go to university? □ □ □ □
The Child’s Parents

20 How interested would you say this child’s parents or parent figures appear to be in his or her education?

<table>
<thead>
<tr>
<th></th>
<th>Very interested</th>
<th>Fairly interested</th>
<th>Neither interested or uninterested</th>
<th>Fairly uninterested</th>
<th>Very uninterested</th>
<th>Cannot say</th>
<th>No mother or father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Mother or Mother-figure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Father or Father-figure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Streaming and Setting

We are interested to know about class groupings in this child’s year.

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

Questions 21 to 23 ask about streaming.

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

Questions 24 to 32 ask about setting.

Some schools may not use any general or subject specific ability groupings.

Please answer the questions on streaming and the questions on setting.

Streaming: grouping children by general ability

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

TICK ONE BOX ONLY

Yes [ ] ➔ Go to 22

No [ ] ➔ Go to 24

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

WRITE IN __________

23 Which stream is this child in?

TICK ONE BOX ONLY

Highest [ ]  Middle [ ]  Lowest [ ]
Setting: grouping children by ability for certain subjects

24 In this child's year are there sets for English?
  TICK ONE BOX ONLY
  Yes  ➔ Go to 25
  No  ➔ Go to 27

25 How many sets are there in this child's year for English?
  WRITE IN __________

26 Which set is this child in for English?
  Highest  Middle  Lowest
  TICK ONE BOX ONLY

27 In this child's year are there sets for maths?
  TICK ONE BOX ONLY
  Yes  ➔ Go to 28
  No  ➔ Go to 30

28 How many sets are there in this child's year for maths?
  WRITE IN __________

29 Which set is this child in for maths?
  Highest  Middle  Lowest
  TICK ONE BOX ONLY

30 In this child's year are there sets for science?
  TICK ONE BOX ONLY
  Yes  ➔ Go to 31
  No  ➔ Go to 33

31 How many sets are there in this child's year for science?
  WRITE IN __________

32 Which set is this child in for science?
  Highest  Middle  Lowest
  TICK ONE BOX ONLY
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>How many children are there on this child’s class register?</td>
</tr>
<tr>
<td>34</td>
<td>Does this child’s class contain mixed year groups?</td>
</tr>
<tr>
<td>35</td>
<td>How many classes are there in this child’s year?</td>
</tr>
<tr>
<td>36</td>
<td>How many children in this child’s class have SEN statements?</td>
</tr>
<tr>
<td>37</td>
<td>How many children in this child’s class have been excluded from school since the beginning of the school year?</td>
</tr>
<tr>
<td>38</td>
<td>How many children in this child’s class come from homes where English is an additional language?</td>
</tr>
<tr>
<td>39</td>
<td>Are there any children in this child’s class whose behaviour in class prevents other children from learning?</td>
</tr>
<tr>
<td>40</td>
<td>How many days in this term has supply cover been used for this child’s class?</td>
</tr>
</tbody>
</table>

WRITE IN (IF NONE WRITE 0 IN BOX)
In an average week, how many hours a week are spent teaching this child’s class...

...English? WRITE IN

...Maths? WRITE IN

...Science? WRITE IN

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

WRITE IN NUMBER OF MINUTES

E.G. ONE HOUR = 60

(IF NONE WRITE 0 IN BOX)

This term, did this 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 describe below)

About You

Are you male or female?

TICK ONE BOX ONLY

Male

Female
Are you this child’s...

TICK ONE BOX ONLY

...Class teacher
...Head teacher
...Other teacher
...Teaching assistant/Higher level teaching assistant
...School administrative assistant
...Other

Go to 46

45

In total, how many years have you been teaching?

WRITE IN NUMBER IN YEARS

46

How many years have you taught at this school?

WRITE IN NUMBER IN YEARS

47

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

48

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER OUR QUESTIONS. ALL YOUR ANSWERS WILL REMAIN CONFIDENTIAL.

PLEASE RETURN THE QUESTIONNAIRE, ALONG WITH ANY OTHERS YOU MAY HAVE COMPLETED, IN THE ENVELOPE PROVIDED. PLEASE CHECK THAT YOUR DETAILS ARE FILLED IN ON THE FRONT OF THE FORM AND THAT YOU HAVE DATED IT.
Child of the New Century
Age 11 Survey
Teacher Questionnaire - Wales
CONFIDENTIAL

Please answer the questions about the child named below.
The questionnaire should take around 15 minutes to complete. You can miss out any question you cannot or do not want to answer. If you require any assistance or have any questions, you can call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

We know that you are not currently teaching this child, but we would like you to complete the questionnaire because you taught the child during the 2011/2012 school year.

Unless stated otherwise, please think back and answer the questions by referring to the summer 2012 school term, and your knowledge of the child at and up to that point.

Please fill in the information below

Date of completion WRITE IN:  
Day  /  Month  /  Year

Are you the teacher named in the panel to the left?  
Yes  No

Title  Forename  Surname

Please write your name in the boxes below
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 ✓ ➔ Go to 2
No ☐ ➔ Go to 4

If you make a mistake, fill in the box with the wrong answer and place a tick in the correct box, like this:

Yes ☐
No ✓

Please try to make sure your tick is inside the box as this makes sure we read your answers correctly.

For any questions that refer to ‘your class’, ‘this school year’, ‘this child’s year’ or ‘this child’s class’, please answer with reference to the 2011/2012 school year.

For questions that refer to ‘this term’, please answer for the summer 2012 term.

For questions that refer to ‘the last 6 months’, please refer to the 6 months ending July 2012.

Thank you very much for your help. Now please start answering the questions on the next page.
About the Child

1 How long has this child been in your class?

WRITE IN NUMBER OF MONTHS

2 Please state in which language this child is educated.

TICK ALL THAT APPLY

Welsh only
Mainly Welsh
Welsh and English in roughly equal proportion
Mainly English
English only
Other (please specify below)

3 This question asks you to rate some aspects of this child’s ability and attainment.

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

TICK ONE BOX ON EVERY ROW

<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>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Maths</td>
<td></td>
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<td></td>
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<tr>
<td>d</td>
<td>Science</td>
<td></td>
<td></td>
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<td>e</td>
<td>Art and Design</td>
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<td>f</td>
<td>Music</td>
<td></td>
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<tr>
<td>g</td>
<td>Physical Education (PE)</td>
<td></td>
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<tr>
<td>h</td>
<td>Information and Communication Technology (ICT)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
4 This question asks about this child’s attitude to school. How often does this child…

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>…seem to enjoy school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>…seem bored by school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>…try their best at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>…misbehave or cause trouble in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>…hand their homework in late?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 How well does this child work independently?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 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></th>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>Is considerate of other people’s feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>Is restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>Often complains of headaches, stomach aches or sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>Shares readily with other children (treats, toys, pencils etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>Often has temper tantrums or hot tempers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>Is rather solitary, tends to play alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td>Is generally obedient, usually does what adults request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>Has many worries, often seems worried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td>Is helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td></td>
<td>Constantly fidgets or squirms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
<td>Has at least one good friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td>Is often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td></td>
<td>Is generally liked by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Is easily distracted, concentration wanders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>Is nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q</td>
<td>Is kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>Often lies or cheats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>Is picked on or bullied by other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>Gets on better with adults than with other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Has many fears, is easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>Sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 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?

**TICK ONE BOX ONLY**

- Yes, minor difficulties
- Yes, definite difficulties
- Yes, severe difficulties
- No

8 During this school year has this child been temporarily suspended or temporarily excluded from school for at least one day?

**TICK ONE BOX ONLY**

- Yes ➔ Go to 9
- No ➔ Go to 10

9 How many times has this happened?

WRITE IN

10 During this school year has this child missed school without parental permission, even if only for half a day or a single lesson?

**TICK ONE BOX ONLY**

- Yes
- No
11 Does he/she receive English or Welsh as an Additional Language support?
TICK ONE BOX ONLY

Yes ☐  No ☐

12 Does this child have Special Educational Needs (SEN) or Additional Learning Needs?
TICK ONE BOX ONLY

Yes ☐ ➔ Go to 13  No ☐ ➔ Go to 15

13 Does this child have a full statement of SEN or Additional Learning Needs?
TICK ONE BOX ONLY

Yes ☐  No ☐

14 Are any of the following the reason or reasons for this child’s Special Educational Needs (SEN) or Additional Learning Needs?
TICK ONE BOX ON EVERY ROW

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Dyslexia</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b</td>
<td>Learning difficulties (including dyspraxia / dyscalculia)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c</td>
<td>Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d</td>
<td>Autism, Asperger's syndrome or autistic spectrum disorder</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e</td>
<td>Behavioural problems / hyperactivity</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f</td>
<td>Problem with speech or language</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g</td>
<td>Problem with sight</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h</td>
<td>Problem with hearing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i</td>
<td>Other physical disability</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j</td>
<td>Medical or health problem</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k</td>
<td>Mental illness / depression</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l</td>
<td>Gifted/High IQ/More able and talented/Highly able</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m</td>
<td>Other reason(s) (please describe below)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>


15 **Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?**

**TICK ALL THAT APPLY**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual support in class from teacher / assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual support in class from a family member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptations have been made to physical environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment has been provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends a special school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please describe below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**No help/No such problems**

16 **Thinking about this child’s friends in their class, are these friends...**

**TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>...more likely than most children in the class to misbehave or cause trouble?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...as likely as most children in the class to misbehave or cause trouble?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...less likely than most children in the class to misbehave or cause trouble?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17 **Thinking about this child’s friends in their class, are these friends...**

**TICK ONE BOX ONLY**

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>...more able academically than most children in the class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...of a similar academic ability to most children in the class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...less able academically than most children in the class?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 **During this school year how often, if at all...**

<table>
<thead>
<tr>
<th></th>
<th>Most days</th>
<th>About once a week</th>
<th>About once a month</th>
<th>Every few months</th>
<th>Less often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  ...have other children at school hurt or picked on this child on purpose?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b  ...has this child hurt or picked on other children at school on purpose?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19 How well prepared do you think this child is for secondary school?

<table>
<thead>
<tr>
<th>Very well prepared</th>
<th>Quite well prepared</th>
<th>Not very well prepared</th>
<th>Not at all prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TICK ONE BOX ONLY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20 How likely do you think it is that this child will...

<table>
<thead>
<tr>
<th>Very likely</th>
<th>Fairly likely</th>
<th>Not very likely</th>
<th>Not at all likely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TICK ONE BOX ON EVERY ROW</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a ... stay on in full-time education after age 16?

b ... go to university?

The Child’s Parents

21 How interested would you say this child’s parents or parent figures appear to be in his or her education?

<table>
<thead>
<tr>
<th>Very interested</th>
<th>Fairly interested</th>
<th>Neither interested or uninterested</th>
<th>Fairly uninterested</th>
<th>Very uninterested</th>
<th>Cannot say</th>
<th>No mother or father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TICK ONE BOX ON EVERY ROW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Mother or Mother-figure

b Father or Father-figure

Streaming and Setting

We are interested to know about class groupings in this child’s year.

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

Questions 22 to 24 ask about streaming.

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

Questions 25 to 36 ask about setting.

Some schools may not use any general or subject specific ability groupings.

Please answer the questions on streaming and the questions on setting.
Streaming: grouping children by general ability

22 In this child’s year, is there streaming?
   TICK ONE BOX ONLY
   Yes □ ➔ Go to 23
   No □ ➔ Go to 25

23 How many streams are there in this child’s year?
   WRITE IN

24 Which stream is this child in?
   Highest □  Middle □  Lowest □
   TICK ONE BOX ONLY

Setting: grouping children by ability for certain subjects

25 In this child’s year are there sets for English?
   TICK ONE BOX ONLY
   Yes □ ➔ Go to 26
   No □ ➔ Go to 28

26 How many sets are there in this child’s year for English?
   WRITE IN

27 Which set is this child in for English?
   Highest □  Middle □  Lowest □
   TICK ONE BOX ONLY

28 In this child’s year are there sets for Welsh?
   TICK ONE BOX ONLY
   Yes □ ➔ Go to 29
   No □ ➔ Go to 31
29 How many sets are there in this child's year for Welsh?

WRITE IN [ ]

30 Which set is this child in for Welsh?

TICK ONE BOX ONLY

Highest [ ]

Middle [ ]

Lowest [ ]

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

TICK ONE BOX ONLY

Yes [ ]  Go to 32

No [ ]  Go to 34

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

WRITE IN [ ]

33 Which set is this child in for maths?

TICK ONE BOX ONLY

Highest [ ]

Middle [ ]

Lowest [ ]

34 In this child's year are there sets for science?

TICK ONE BOX ONLY

Yes [ ]  Go to 35

No [ ]  Go to 37

35 How many sets are there in this child's year for science?

WRITE IN [ ]

36 Which set is this child in for science?

TICK ONE BOX ONLY

Highest [ ]

Middle [ ]

Lowest [ ]

The Child’s Class

37 How many children are there on this child's class register?

WRITE IN [ ]
### 38. Does this child’s class contain mixed year groups?

**TICK ONE BOX ONLY**

- Yes [ ]
- No [ ]

### 39. How many classes are there in this child’s year?

**WRITE IN**

### 40. How many children in this child’s class have SEN or Additional Learning Needs statements?

**WRITE IN (IF NONE WRITE 0 IN BOX)**

### 41. How many children in this child’s class have been excluded from school since the beginning of the school year?

**WRITE IN (IF NONE WRITE 0 IN BOX)**

### 42. How many children in this child’s class have come from homes where English or Welsh is an additional language?

**WRITE IN (IF NONE WRITE 0 IN BOX)**

### 43. Are there any children in this child’s class whose behaviour in class prevents other children from learning?

**TICK ONE BOX ONLY**

- Yes [ ]
- No [ ]

### 44. How many days in this term has supply cover been used for this child’s class?

**WRITE IN (IF NONE WRITE 0 IN BOX)**

### 45. In an average week, how many hours a week are spent teaching this child’s class...

- **English? WRITE IN**
- **Welsh? WRITE IN**
- **Maths? WRITE IN**
- **Science? WRITE IN**
46 How long are children in this child's class expected to spend on homework in an average week?

WRITE IN NUMBER OF MINUTES  
E.G. ONE HOUR = 60  
(IF NONE WRITE 0 IN BOX) 

47 This term, did this 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 describe below) 

None 

48 Are you male or female?  

TICK ONE BOX ONLY 

Male 
Female 

49 Are you this child's...  

TICK ONE BOX ONLY 

...Class teacher  
...Head teacher  
...Other teacher  
...Teaching assistant/Higher level teaching assistant  
...School administrative assistant  
...Other  

Go to 50 

END
50 In total, how many years have you been teaching?

WRITE IN NUMBER IN YEARS

51 How many years have you taught at this school?

WRITE IN NUMBER IN YEARS

52 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

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER OUR QUESTIONS.

ALL YOUR ANSWERS WILL REMAIN CONFIDENTIAL.

PLEASE RETURN THE QUESTIONNAIRE, ALONG WITH ANY OTHERS YOU MAY HAVE COMPLETED, IN THE ENVELOPE PROVIDED. PLEASE CHECK THAT YOUR DETAILS ARE FILLED IN ON THE FRONT OF THE FORM AND THAT YOU HAVE DATED IT.
Plentyn y Ganrif Newydd
Arolwg 11 Oed
Holiadur Athro - Cymru
CYFRINACHOL

Atebwch y cwestiynau ynglŷn à’r plentyn a enwir isod.

Dylai’r holiadur gymryd oddeutu 15 munud i’w gwblhau. Gallwch dael unrhyw gwestiwn na o oes gennych unrhyw gwestiynau, gallwch ffonio James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Rydym yn gwybod nad ydych yn addysgu’r plentyn hwn ar hyn o bryd, ond hoffem i chi gwbilhau’r holiadur oherwydd buoch yn addysgu’r plentyn yn ystod blwyddyn ysgol 2011/2012.

Oni bai y nodwyd fel arall, meddyliwch yn ôl ac ateb y cwestiynau trwy gyfeirio at dymor yr haf 2012, a’ch gwybodaeth o’r plentyn yn ystod a hyd at y pwynt hwnnw.

CWBLHEWCH YR WYBODAETH ISOD
Dyddiad cwblhau YSGRIFENNWCH
Diwrnod / Mis / Blwyddyn

Ai chi yw’r athro a enwir ar y label i’r chwith?

Teitl

Enw cyntaf

Cyfenw

Rhouch eich enw yn y blychau isod

1
Sut i ateb y cwestiynau

I gwblhau'r holiadur dyliid ystyried pob cwestiwn ar wahân a'i ddarllen yn ofalus. Atebwch y cwestiynau trwy:

Dicio blwch, fel hyn: ✔

Neu ysgrifennu rhif mewn blwch, fel hyn: 3

Weithiau fe welwch gyfarwyddyd yn dweud wrthych pa gwestiwn i’w ateb nesaf, fel hyn:

Ie ✔ ➔ Ewch i 2
Na ❌ ➔ Ewch i 4

Os byddwch yn gwneud camgymeriad, llenwch y blwch gyda’r ateb anghywir a rhoi tic yn y blwch cywir, fel hyn:

Ie ❌
Na ✔

Ceisiwch sicrhau bod y tic tu fewn i’r blwch gan fod hyn yn sicrhau ein bod yn darllen eich atebion yn gywir.


Ar gyfer cwestiynau sy’n cyfeirio at ‘y tymor hwn’, atebwch ar gyfer tymor yr haf 2012.

Ar gyfer cwestiynau sy’n cyfeirio at y ‘6 mis diwethaf’, cyfeiriwch at y 6 mis yn dod i ben Gorffennaf 2012.

Diolch yn fawr iawn am eich help. Nawr dechreuwch ateb y cwestiynau ar y dudalen nesaf.
**Ynglŷn â'r Plentyn**

1. **Ers faint mae’r plentyn hwn wedi bod yn eich dosbarth?**

   *YSGRIFENNWCH NIFER O FISOEDD*

2. **Nodwch ym mha iaih yr addysgir y plentyn.**

   *TICIWCH BOB UN SY’N GYMWYS*

   - Cymraeg yn unig
   - Cymraeg yn bennaf
   - Cymraeg a Saesneg, fwy neu lai yn gyfartal
   - Saesneg yn bennaf
   - Saesneg yn unig
   - Arall (noder isod)

---

Mae’r cwestiwn hwn yn gofyn i chi raddio rhai agweddau o allu a chyrhaeddiad y plentyn.

I’r fath raddau ac y bydd eich profiad proffesiynol yn caniatáu, graddiwch y plentyn hwn mewn perthynas â’r holl blant o’i oed (h.y. nid yn unig y dosbarth presennol neu, hyd yn oed, yr ysgol).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Llawer uwch na’r cyfartaledd</th>
<th>Uwch na’r cyfartaledd</th>
<th>Cyfartalog</th>
<th>Is na’r cyfartaledd</th>
<th>Llawer is na’r cyfartaledd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>Saesneg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>Cymraeg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>Mathemateg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>Gwyddoniaeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>Celf a Dylumio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>f</strong></td>
<td>Cerddoriaeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>g</strong></td>
<td>Addysg Gorfforol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>h</strong></td>
<td>Technoleg Gwybodaeth a Chyfathrebu (TGCh)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 Mae'r cwestiwn hwn yn gofyn am agwedd y plentyn i'r ysgol. Pa mor aml mae'r plentyn hwn yn...

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>...ymddangos i fod yr mwyhau'r ysgol?</td>
</tr>
<tr>
<td>b</td>
<td>...ymddangos i fod wedi diflasu yr ysgol?</td>
</tr>
<tr>
<td>c</td>
<td>...gwneud ei orau yr ysgol?</td>
</tr>
<tr>
<td>d</td>
<td>...cymydmtwyn neu achos traether yr y dosbarth?</td>
</tr>
<tr>
<td>e</td>
<td>...cyflwyno gwaith cartref yn hwyraeth?</td>
</tr>
</tbody>
</table>

5 Pa mor dda mae'r plentyn hwn yn gweithio'n annibynnol?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Yn ystyried teimladau pobl eraill</td>
</tr>
<tr>
<td>b</td>
<td>Yn afonydd, gorfywiog, yn methu aros yr llonydd yn hir</td>
</tr>
<tr>
<td>c</td>
<td>Yn aml yn cwyno o gur pen, poen yn y bol neu salwch</td>
</tr>
<tr>
<td>d</td>
<td>Yn barod i rannu â phlant eraill (danteithion, teganau, pensiliau ac ati)</td>
</tr>
<tr>
<td>e</td>
<td>Yn aml yn colli tymer neu gyda thymer wyllt</td>
</tr>
<tr>
<td>f</td>
<td>Yn blentyn unig sy'n hoffi chwarae ar ei ben ei hun</td>
</tr>
<tr>
<td>g</td>
<td>Yn gyffredinol ufudd, fel arfer yn gwneud beth mae oedolion yn ofyn</td>
</tr>
<tr>
<td>h</td>
<td>Gyda nifer o bryderon, yn aml yn ymddangos i fod yn bryderus</td>
</tr>
<tr>
<td>i</td>
<td>Yn gymwynasgar os bydd rhywun wedi brifo, cynhryfu neu'n teimlo'n sâl</td>
</tr>
<tr>
<td>j</td>
<td>Yn afonydd neu'n gwingo o hyd</td>
</tr>
<tr>
<td>k</td>
<td>Ag o leiaf un ffrind da</td>
</tr>
<tr>
<td>l</td>
<td>Yn aml yn ymladd gyda phlant eraill neu'n eu bwlio</td>
</tr>
<tr>
<td>m</td>
<td>Yn aml yn anhapus, digalon neu ddagreuel</td>
</tr>
<tr>
<td>n</td>
<td>Yn gyffredinol boblogaidd ymysg plant eraill</td>
</tr>
</tbody>
</table>
Yn hawdd tynnu ei sylw o’i waith, heb allu i ganolbwyntio

Yn nerfus neu’n anghenus mewn sefyllfaoedd newydd, colli hyder yn hawdd

Yn garedig i’r plant iau

Yn aml yn dweud celwydd neu’n twylo

Mae plant eraill yn ei gam-drin neu fwli

Yn aml yn gwirfoddoli i helpu eraill (rhieni, athrawon, plant eraill)

Yn ystyried pethau cyn gweithredu

Yn dwyn o adref, yr ysgol neu lefydd eraill

Yn tynnu ymlaen yn well ag oedolion na phlant eraill

Gyda nifer o ofnau, yn hawdd ei ddychryn

Yn cwblhau tasgau, gallu da i ganolbwyntio

Ar y cyfan, i grynhoi, ydych chi’n meddwl bod gan y plentyn hwn anawsterau yn un neu fwy o’r meysydd canlynol: emosiynau, canolbwyntio, ymddygiad neu’n gallu tynnu ymlaen gyda phobl eraill?

TICIWCH UN BLWCH YN UNIG

Oes, mân anawsterau

Oes, anawsterau pendant

Oes, anawsterau difrifol

Nac oes

Yn ystod y flwyddyn ysgol hon, a yw’r plentyn erioed wedi colli’r ysgol heb ganiatâd ei rieni, hyd yn oed os mai dim ond ar gyfer hanner diwrnod neu un wers?

TICIWCH UN BLWCH YN UNIG

Do

Naddo

Pa mor aml mae hyn wedi digwydd?

YSGRIFENNWCH

Yn ystod y flwyddyn ysgol hon, a yw’r plentyn erioed wedi colli’r ysgol heb ganiatâd ei rieni, hyd yn oed os mai dim ond ar gyfer hanner diwrnod neu un wers?

TICIWCH UN BLWCH YN UNIG

Do

Naddo
### 11 A yw’n derbyn Saesneg neu Gymraeg fel cefnogaeth laith Ychwanegol?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ydi</td>
<td></td>
</tr>
<tr>
<td>Nac Ydi</td>
<td></td>
</tr>
</tbody>
</table>

### 12 A oes gan y plentyn hwn Anghenion Addysgol Arbennig (AAA) neu Anghenion Dysgu Ychwanegol?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oes</td>
<td>➔ Ewch i 13</td>
</tr>
<tr>
<td>Nac oes</td>
<td>➔ Ewch i 15</td>
</tr>
</tbody>
</table>

### 13 A oes gan y plentyn hwn ddatganiad llawn o AAA neu Anghenion Dysgu Ychwanegol?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH YN UNIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oes</td>
<td></td>
</tr>
<tr>
<td>Nac oes</td>
<td></td>
</tr>
</tbody>
</table>

### 14 Ai unrhyw un o’r canlynol yw'r rheswm neu resymau dros Anghenion Addysgol arbennig (AAA) neu Anghenion Dysgu Ychwanegol y plentyn?

<table>
<thead>
<tr>
<th></th>
<th>TICIWCH UN BLWCH AR GYFER POB RHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Dyslecsia</td>
</tr>
<tr>
<td>b</td>
<td>Anawsterau dysgu (yn cynnwys dyspracsia / dyscalcwlia)</td>
</tr>
<tr>
<td>c</td>
<td>Anhwylder Diffyg Canolbwntio a Gorfywigrwyd (ADHD)</td>
</tr>
<tr>
<td>d</td>
<td>Awtistiaeth, Syndrom Asperger neu anhwylder ar y sbectrwm awtistig</td>
</tr>
<tr>
<td>e</td>
<td>Probleu mddygiad / gorfywigrwydd</td>
</tr>
<tr>
<td>f</td>
<td>Problem gyda lleferydd neu iaiith</td>
</tr>
<tr>
<td>g</td>
<td>Problem gyda golwg</td>
</tr>
<tr>
<td>h</td>
<td>Problem gydair clwy</td>
</tr>
<tr>
<td>i</td>
<td>Anabledd corfforol arall</td>
</tr>
<tr>
<td>j</td>
<td>Problem feddyol neu iechyd</td>
</tr>
<tr>
<td>k</td>
<td>Salwch meddyliol / iselder</td>
</tr>
<tr>
<td>l</td>
<td>Dawnus / IQ Uchef / Mwy galluog a thalentog / Galluog iawn</td>
</tr>
<tr>
<td>m</td>
<td>Rheswm neu resymau eraill (disgrifiwch isod)</td>
</tr>
</tbody>
</table>

---

[Appendices Page 75]
A yw’r plentyn yn derbyn unrhyw un o’r mathau canlynol o gymorth yn yr ysgol oherwydd problem iechyd neu ymddygiad neu anabledd?

TICIWCH **BOB UN SY’N GYMWYS**

- Cefnogaeth unigol yn y dosbarth gan yr athro / cynorthwydd
- Cefnogaeth unigol yn y dosbarth gan aelod o’r teulu
- Dosbarthiadau arbennig
- Gwnaethpwyd addasiadau i’r amgylchedd corfforol
- Darparwyd offer
- Yn mynychu ysgol arbennig
- Arall (disgrifiwch isod)

Dim help / dim problemau o’r fath

**16** Gan feddwl am ffrindiau’r plentyn hwn yn eu dosbarth, a yw’r ffrindiau hyn...

TICIWCH **UN BLWCH YN UNIG**

...yn fwy tebygol na’r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosí traferth?
...yr un mor debygol â’r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosí traferth?
...yn llai tebygol na’r rhan fwyaf o blant yn y dosbarth i gamymddwyn neu achosí traferth?

**17** Gan feddwl am ffrindiau’r plentyn hwn yn eu dosbarth, a yw’r ffrindiau hyn...

TICIWCH **UN BLWCH YN UNIG**

...yn fwy galluog yn academadd na’r rhan fwyaf o blant yn y dosbarth?
...o allu academadd tebyg i’r rhan fwyaf o blant yn y dosbarth?
...yn llai galluog yn academadd na’r rhan fwyaf o blant yn y dosbarth?

**18** Yn ystod y tymor ysgol hwn, pa mor aml, os o gwbl...

TICIWCH **UN BLWCH AR GYFER** **POB RHES**

<table>
<thead>
<tr>
<th>Bron bob dydd</th>
<th>Tua unwaith yr wythnos</th>
<th>Tua unwaith y mis</th>
<th>Pob ychydig fiscoedd</th>
<th>Llai aml</th>
<th>Byth</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pa mor barod ydych chi’n meddwl yw’r plentyn hwn i fynd i’r ysgol uwchradd?

Parod iawn  Eithaf parod  Ddim yn barod iawn  Ddim yn barod o gwbl

TICIWCH **UN** BLWCH YN UNIG  

Pa mor debygol ydych chi’n meddwl ydi hi y bydd y plentyn hwn yn...

Tebygol iawn  Gweddol debygol  Ddim yn debygol iawn  Ddim yn debygol o gwbl

**a**  ...aros ymlaen mewn addysg llawn amser wedi 16 oed?

**b**  ...mynd i’r brifysgol?

---

**Rhieni’r Plentyn**

Faint o ddiddordeb fyddech chi’n ddweud sydd gan rieni’r plentyn neu ffigurau rhieni’r plentyn yn ei addysg?

Llawer o ddiddordeb  Rhywfaint o ddiddordeb  Nid y naill na’r llall  Dim llawer o ddiddordeb  Dim ddiddordeb o gwbl  Methu dweud  Dim ffigwr mam na thad

**a**  Mam neu ffigwr Mam

**b**  Tad neu ffigwr Tad

---

**Ffrydio a Setio**

Mae gennym ddiddordeb mewn cael gwybod am grwpiau dosbarth ym mlwyddyn y plentyn.

Mae rhai ysgolion yn grwpio plant o wahanol dosbarthiadau yn yr yr un flwyddyn yn ôl gallu cyffredinol ac fe ddygir plant yn y grwpiau ar gyfer y rhai fwyaf o’u gwresi. Rydym yn cyfeirio at hyn fel **ffrydio**.

Mae cwestiynau **22** - **24** yn holi am ffrydio.

Mae rhai ysgolion y grwpio plant o wahanol dosbarthiadau yn yr yr un flwyddyn yn ôl gallu ar gyfer pynciau penodol yn unig ac fe ellir dysgu plant mewn gwahanol grwpiau gallu i wahanol bynciau. Rydym yn cyfeirio at hyn fel **setio**.

Mae cwestiynau **25** - **36** yn holi am setio.

Effallai na fydd rhai ysgolion yn defnyddio grwpiau gallu cyffredinol na phenodol i bwnc.

Atebwch y cwestiynau ar ffrydio a’r cwestiynau ar setio.
## Ffrydio: grwpio plant yn ôl gallu cyffredinol

<table>
<thead>
<tr>
<th></th>
<th>Ym mlwyddyn y plentyn hwn, a oes ffrydio?</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes</td>
<td>➔ Ewch i 23</td>
</tr>
<tr>
<td>Nac oes</td>
<td>➔ Ewch i 25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sawl ffrwd sydd yna ym mlwyddyn y plentyn hwn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym hwa ffrwd mae'r plentyn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Uchaf</td>
<td></td>
</tr>
<tr>
<td>Canol</td>
<td></td>
</tr>
<tr>
<td>Isaf</td>
<td></td>
</tr>
</tbody>
</table>

## Setio: grwpio plant yn ôl gallu ar gyfer pynciau penodol

<table>
<thead>
<tr>
<th></th>
<th>Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Saesneg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes</td>
<td>➔ Ewch i 26</td>
</tr>
<tr>
<td>Nac oes</td>
<td>➔ Ewch i 28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Saesneg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym hwa set mae'r plentyn ar gyfer Saesneg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Uchaf</td>
<td></td>
</tr>
<tr>
<td>Canol</td>
<td></td>
</tr>
<tr>
<td>Isaf</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Cymraeg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td><strong>TICIWCH UN BLWCH YN UNIG</strong></td>
</tr>
<tr>
<td>Oes</td>
<td>➔ Ewch i 29</td>
</tr>
<tr>
<td>Nac oes</td>
<td>➔ Ewch i 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Cymraeg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td><strong>YSGRIFENNWC</strong></td>
</tr>
</tbody>
</table>
30 Ym mha set mae’r plentyn ar gyfer Cymraeg?

TICIWCH UN BLWCH YN UNIG

Uchaf | Canol | Isaf
--- | --- | ---

31 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Mathemateg?

TICIWCH UN BLWCH YN UNIG

Oes | Nac oes
--- | ---

32 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer mathemateg?

YSGRIFENNWC

33 Ym mha set mae’r plentyn ar gyfer mathemateg?

TICIWCH UN BLWCH YN UNIG

Uchaf | Canol | Isaf
--- | --- | ---

34 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer gwyddoniaeth?

TICIWCH UN BLWCH YN UNIG

Oes | Nac oes
--- | ---

35 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer gwyddoniaeth?

YSGRIFENNWC

36 Ym mha set mae’r plentyn ar gyfer gwyddoniaeth?

TICIWCH UN BLWCH YN UNIG

Uchaf | Canol | Isaf
--- | --- | ---

Dosbarth y Plentyn

37 Faint o blant sydd yna ar gofrestr dosbarth y plentyn hwn?

YSGRIFENNWC
A yw dosbarth y plentyn yn cynnwys grwpiau oedran blynyddoedd cymysg?

Ydi  [ ]
Nac ydi [ ]

Sawl dosbarth sydd yna ym mlwyddyn y plentyn hwn?

YSGRIFENNWCH [ ]

Faith o blant yn nosbarth y plentyn hwn sydd à datganiadau AAA neu Anghenion Dysgu Ychwanegol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) [ ]

Faith o blant yn nosbarth y plentyn hwn sydd wedi eu heithrio o'r ysgol ers dechrau'r flwyddyn ysgol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) [ ]

Faith o blant yn nosbarth y plentyn hwn sy'n dod o gartrefi ble mae Saesneg neu Gymraeg yn iai ychwanegol?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) [ ]

A oes plant yn nosbarth y plentyn hwn y mae eu hymddygiad yn y dosbarth yn atal plant eraill rhag dysgu?

Oes [ ]
Nac oes [ ]

Sawl diwrnod yn ystod y tymor hwn y defnyddiwyd athro llanw ar gyfer dosbarth y plentyn hwn?

YSGRIFENNWCH (OS DIM RHOWCH 0 YN Y BLWCH) [ ]

Mewn wythnos arferol, sawl awr yr wythnos a dreulir yn dysgu dosbarth y plentyn hwn...

a  ...Saesneg? YSGIFENNWCH [ ]

b  ...Cymraeg? YSGIFENNWCH [ ]

c  ...Mathemateg? YSGIFENNWCH [ ]

d  ...Gwyddoniaeth? YSGIFENNWCH [ ]
Pa mor hir mae disgwyl i blant yn nosbarth y plentyn hwn dreulio ar waith cartref mewn wythnos arferol?

YSGRIFENNWWCH NIFER O FUNUDAU E.E. UN AWR = 60 (OS DIM RHOWCH 0 YN Y BLWCH)

Yn ystod y tymor hwn, a dderbyniodd dosbarth y plentyn gefnogaeth reolaidd gan unrhyw un o’r rhan? (Gyda rheolaidd, rydym yn golygu o leiaf unwaith yr wythnos ar gyfer rhan fwyaf o’r tymor)

TICIWCH BOB UN SY’N GYMWYS

Athro arall (arbenig) □
Athro anghenion arbennig □
Cynorthwyydd dysgu/Cynorthwyydd dysgu lefel uwch □
Myfyrwr dysgu □
Gwirfoddolwr □
Rhieni □
Arall (disgrifiwch isod) □

Dim □

Amdanoch Chi

Ydych chi’n wryw neu’n fenyw?

TICIWCH UN BLWCH YN UNIG

Gwrywaidd □
Benywaidd □

Eich perthynas à’r plentyn yw...

TICIWCH UN BLWCH YN UNIG

...Athro dosbarth □
...Pennaeth □
...Athro arall □
...Cynorthwyydd dysgu/Cynorthwyydd dysgu lefel uwch □
...Cynorthwyydd gweinyddol yr ysgol □
...Arall □

Ewch i

DIWEDD
50 Gyda’i gilydd, ers faint o flynyddoedd ydych chi wedi bod yn dysgu?

YSGRIFENNWCH NIFER O FLYNYDDOEDD

51 Ers faint o flynyddoedd ydych chi wedi bod yn dysgu yn yr ysgol hon?

YSGRIFENNWCH NIFER O FLYNYDDOEDD

52 Pa u o’r cymwysterau a restrir isod sydd gennych?

TICIWCH BOB UN SY’N GYMWS

Gradd uwch yn bennaf trwy ymchwil (e.e. PhD, DPhil)
Gradd uwch yn bennaf trwy gwrs a ddysgwyd (e.e. MA, MSc)
Tystysgrif Addysg i Raddiedigion (TAR)
Diploma neu dystysgrif öl-raddiedig arall
Baglor Addysg (BEd)
Graff gyntaf arall (e.e. BA, BSc)
Diploma neu dystysgrif dysgu
Cymhwyster profesiynol (e.e. Cyfrifeg)
Dim un o’r rhain
Ddim eisiau ateb

DIOLCH YN FAWR I CHI AM GYMRYD AMSER I ATEB EIN CWESTIYNAU.
BYDD EICH HOLL ATEBION YN PARHAU I FOD YN GYFRINACHOL.

DYCHWELED YR HOLIADUR, YNGHYD AG UNRHYW UN ARALL YR YDYCH WEDI CWBLHAU, YN YR AMLEN A DDARPARWYD. GWIRIWCHE FOD EICH MANYLION WEDI EU CWBLHAU AR FLAEN Y FFURFLEN A’CH BOD WEDI EI DYDDIO.
Note to Centre for Longitudinal Studies:
All instructions to scripter/interviewer are shown in upper case non bold text. Interviewers will have the option to code ‘don’t know’ or ‘not stated’ at most questions, but these will not be read out to respondents if they are part of a ‘read out’ question. This is to replicate the paper questionnaire where respondents are able to leave questions blank if they don’t know an answer or do not want to answer the question. At questions where ‘don’t know’ etc is a response included in the paper questionnaire (e.g. Q20), interviewers will be instructed to read this out to respondents in the telephone survey to replicate the paper questionnaire as close as possible.

INTERVIEWER TO CALL NUMBER IN SAMPLE (SCHOOL SWITCHBOARD/RECEPTION) AND ASK TO SPEAK TO TEACHER NAME FROM SAMPLE. IF TRIED TO CONTACT NAMED TEACHER SEVEN TIMES WITHOUT SUCCESS, INTERVIEWER TO CALL THE NUMBER AGAIN AND REQUEST ASSISTANCE FROM THE SCHOOL SWITCHBOARD/RECEPTION OR HEADTEACHER TO IDENTIFY ANOTHER APPROPRIATE TEACHER WHO MAY BE ABLE TO ANSWER THE QUESTIONS.

ONCE THROUGH, PLEASE SAY:
Good morning/afternoon. My name is … and I'm calling from Ipsos MORI, the social research company about the Child of the New Century study we’re conducting on behalf of the Institute of Education.

ASK ALL.
S1. Can I just check, are you [pull teacher name from sample NB. IF A TEACHER FROM THE ORIGINAL SAMPLE HAS PREVIOUSLY RECOMMENDED ANOTHER PERSON TO COMPLETE AN INTERVIEW AT S3 OR S6, THIS WILL BE THE NAME THAT APPEARS HERE]?

Yes GO TO S2/S2(a) IF ONLY ONE CHILD PER TEACHER OR S4/S4(a) IF MORE THAN ONE CHILD PER TEACHER.
No ASK TO SPEAK TO NAMED TEACHER AND EXPLAIN REASON FOR CALLING IF NECESSARY. IF NAMED TEACHER IS NOT AVAILABLE AT THAT TIME, THANK AND CLOSE BEFORE CALLING BACK AT A LATER DATE.
IF ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S2. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forename/surname from sample]. We’re calling because we haven’t yet received a completed questionnaire from you. Are you able to do a telephone interview instead? It will last around 15 minutes.

INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.
No, I’ve already returned the postal questionnaire THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
S2(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forename/surname from sample]. [Child forename] is taking part in Child of the New Century, an important study about children growing up in the UK, and has given us permission to approach his/her school teacher to help inform the research. Are you able to do our telephone interview? It will last around 15 minutes.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I’m not best placed to answer questions about this child AT S2 or S2(a)).
S3. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND CLOSE. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
IF MORE THAN ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S4. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forenames/surnames from sample]. We’re calling because we haven’t yet received a completed questionnaire for all of these children. Are you able to do a telephone interview instead? It will last around 10 minutes per child.

INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND GO TO S5.
Yes, but I have already returned a postal questionnaire for at least one of these children THANK AND GO TO S5.
I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5.
No THANK AND CLOSE.
No, I’ve already returned all the postal questionnaires THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE:
S4(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forenames/surnames from sample]. They are taking part in Child of the New Century, an important study about children growing up in the UK, and have given us permission to approach their school teacher to help inform the research. Are you able to do our telephone interview? It will last around 10 minutes per child.

Yes THANK GO TO S5(a).
I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5(a).
No THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5. As you were sent multiple questionnaires, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I’ve already returned a postal questionnaire for this child THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S6.
ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5(a) As you have been recommended for multiple children, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I'm not best placed to answer questions about this child GO TO S6.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I’m not best placed to answer questions about this child AT S5 or S5(a)). ASK FOR EACH CHILD SEPARATELY.
S6. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
Enter name.
Enter phone number.
Enter position.
THANK AND EITHER CLOSE / ASK QUESTION FOR ADDITIONAL CHILDREN. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
About the Child

IF TEACHER HAS MORE THAN ONE CHILD AND NOT COMPLETED A QUESTIONNAIRE FOR TWO OR MORE OF THEIR CHILDREN, SCRIPT TO LOOP THROUGH Q1-Q43 FOR EACH CHILD. ASK Q44-48 ONCE AFTER THE FIRST LOOP.

ONCE RESPONDENT HAS AGREED TO INTERVIEW:
I will now ask you some questions about [child forename/surname]. Please answer the questions in relation to this child only. Unless stated otherwise, please answer the questions by referring to the school term when the child’s family were interviewed. The date of this interview was [insert date of child interview].

I’d like to inform you that Ipsos MORI is a member of the Market Research Society and 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.

ASK ALL.
1. How long has [child forename] been in your class? ALLOW DK AND REF BUT DO NOT READ OUT. RANGE: 0 - 48. ENTER NUMBER OF MONTHS. CODE 0 FOR LESS THAN ONE MONTH.

   ENTER THE NUMBER OF MONTHS. ___________

2. This question asks you to rate some aspects of [child forename]’s ability and attainment.

   In so far as your professional experience will allow, please rate [child forename] in relation to all children of this age, i.e. not just their present class or, even, school. SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>a. English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Science</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>d. Art and design</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>e. Music</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>f. Physical Education (PE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Information and Communication Technology (ICT)</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
3. This question asks about [child forename]'s attitude to school. How often does [child forename]…
SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW
DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a … seem to enjoy school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b … seem bored by school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c … try their best at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d … misbehave or cause trouble in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e … hand their homework in late?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT
SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Please think about [child forename]'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
[child forename]'s behaviour.
SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW
DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
s. Is picked on or bullied by other children

9

s

t. Often volunteers to help others, e.g. parents, teachers, other children

9

s

u. Thinks things out before acting

9

s

v. Steals from home, school or elsewhere

9

s

w. Gets on better with adults than with other children

9

s

x. Has many fears, is easily scared

9

s

y. Sees tasks through to the end, good attention span

9

s

6. Overall, to summarise, do you think that [child forename] has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes, minor difficulties
- Yes, definite difficulties
- Yes, severe difficulties
- No

7. During this school year has [child forename] been temporarily suspended or temporarily excluded from school for at least one day? SINGLE CODE. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes Go to Q8
- No Go to Q9

ASK ALL WHO SAY YES AT Q7.

8. How many times has this happened? WRITE IN. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 20

ASK ALL.

9. During this school year has [child forename] missed school without parental permission, even if only for half a day or a single lesson? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes
- No


- Yes
- No
11. Does [child forename] have Special Educational Needs (SEN)? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] Go to Q12
No [ ] Go to Q14

ASK ALL WHO SAY YES AT Q11.

12. Does [child forename] have a full statement of SEN? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

13. Are any of the following the reason or reasons for [child forename]’s Special Educational Needs (SEN)? SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] No [ ]

- a. Dyslexia
- b. Learning difficulties, including dyspraxia / dyscalculia
- c. Attention Deficit and Hyperactivity Disorder (ADHD)
- d. Autism, Asperger’s syndrome or autistic spectrum disorder
- e. Behavioural problems / hyperactivity
- f. Problem with speech or language
- g. Problem with sight
- h. Problem with hearing
- i. Other physical disability
- j. Medical or health problem
- k. Mental illness / depression
- l. Gifted / High IQ / More able and talented / Highly able
- m. Other reason(s) (please specify)

14. Does [child forename] get any of the following types of help or support at school due to a health or behavioural problem or disability? MULTICODE OK. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

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 specify) [ ]

No help / No such problems [ ]
ASK ALL.

15. Thinking about [child forename]’s friends in their class, are these friends... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

...more likely than most children in the class to misbehave or cause trouble
...as likely as most children in the class to misbehave or cause trouble
...less likely than most children in the class to misbehave or cause trouble

16. Thinking about [child forename]’s friends in their class, are these friends... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

...more able academically than most children in the class
...of a similar academic ability to most children in the class
...less able academically than most children in the class

17. During this school year how often, if at all...

a...have other children hurt or picked on [child forename] on purpose?
b...has [child forename] hurt or picked on other children at school on purpose?
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Most days
About once a week
About once a month
Every few months
Less often
Never

18. How well prepared do you think [child forename] is for secondary school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well prepared
Quite well prepared
Not very well prepared
Not at all prepared
Not moving to secondary school next year
19. How likely do you think it is that [child forename] will...

a... stay on in full-time education after age 16?

b... go to university?

SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- Very likely
- Fairly likely
- Not very likely
- Not at all likely

The Child’s Parents

20. How interested would you say [child forename]’s parents or parent figures appear to be in his/her education? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>a. Mother or Mother-figure</th>
<th>b. Father or father-figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td></td>
</tr>
<tr>
<td>Fairly interested</td>
<td></td>
</tr>
<tr>
<td>Neither interested or uninterested</td>
<td></td>
</tr>
<tr>
<td>Fairly uninterested</td>
<td></td>
</tr>
<tr>
<td>Very uninterested</td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
</tr>
<tr>
<td>No mother or father figure</td>
<td></td>
</tr>
</tbody>
</table>

Streaming and Setting

READ OUT THIS INTRODUCTION IN FULL. RE-READ TO RESPONDENTS IF NECESSARY BEFORE OR DURING Q21 TO Q32.

We are interested to know about class groupings in [child forename]’s year.

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

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

Some schools may not use any general or subject specific ability groupings.

**Streaming: grouping children by general ability**

READ OUT BEFORE Q21. This next question is about streaming, that is grouping children by general ability.
21. In [child forename]'s year, is there streaming? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q22
No   Go to Q24

ASK IF YES AT Q21

22. How many streams are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q21

23. Which stream is [child forename] in? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q22 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

Highest  
Middle   
Lowest   

Setting: grouping children by ability for certain subjects

READ OUT BEFORE Q24.
Now for some questions about setting, that is grouping children by ability for certain subjects.

ASK ALL.

24. In [child forename]'s year are there sets for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q25
No   Go to Q27

ASK IF YES AT Q24.

25. How many sets are there in [child forename]'s year for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q24.

26. Which set is [child forename] in for English? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q25 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

Highest  
Middle   
Lowest   

Appendices Page 93
ASK ALL.
27. In [child forename]'s year are there sets for **maths**? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

   Yes    Go to Q28
   No     Go to Q30

ASK IF YES AT Q27.
28. How many sets are there in [child forename]'s year for **maths**? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q27.
29. Which set is [child forename] in for **maths**? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q28 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

   Highest  
   Middle   
   Lowest   

ASK ALL.
30. In [child forename]'s year are there sets for **science**? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

   Yes    Go to Q31
   No     Go to Q33

ASK IF YES AT Q30.
31. How many sets are there in [child forename]'s year for **science**? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q30.
32. Which set is [child forename] in for **science**? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q31 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

   Highest  
   Middle   
   Lowest   

The Child's Class

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK THE FOLLOWING QUESTIONS BEFORE PROCEEDING TO Q33 TO Q43 IF REQUIRED.

FOR THE SECOND CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [second child forename/surname] in the same class as [first child forename/surname]?
Yes, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
No, GO TO Q33

FOR THE THIRD CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [third child forename/surname] in the same class as [first child forename/surname] OR [second child forename/surname]?
If both 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
No, GO TO Q33

FOR THE FOURTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fourth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname] OR [third child forename/surname]?
If two or more 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
No, GO TO Q33

FOR THE FIFTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fifth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname], [third child forename/surname] OR [fourth child forename/surname]?
If two or more 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
Yes, fourth child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FOURTH CHILD
No, GO TO Q33
33. How many children are there on [child forename]'s class register? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 40.

34. Does [child forename]'s class contain mixed year groups? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

   Yes [ ]
   No [ ]

35. How many classes are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 5.

36. How many children in [child forename]'s class have SEN statements? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

37. How many children in [child forename]'s class have been excluded from school since the beginning of the school year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

38. How many children in [child forename]'s class have come from homes where English is an additional language? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 40. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

39. Are there any children in [child forename]'s class whose behaviour in class prevents other children from learning? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

   Yes [ ]
   No [ ]

40. How many days in this term has supply cover been used for [child forename]'s class? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 75.

41. In an average week, how many hours a week are spent teaching [child forename]'s class...
   ... English? [ ]
   ... Maths? [ ]
   ... Science? [ ]

   SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE FOR EACH = 1 - 20. ALLOW DECIMALS.

42. How long are children in [child forename]'s class expected to spend on homework in an average week? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

   ENTER THE NUMBER OF MINUTES E.G. AN HOUR = 60. RANGE = 0 - 600.
43. This term, did [child forename]’s class get regular support from any of these? (By regular we mean at least once a week for most of the term). READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. MULTICODE OK APART FROM NO ONE ELSE, DK AND REF WHICH ARE SINGLE CODE ONLY.

Another teacher (specialist)
Special needs teacher
Teaching assistant/HIGHER level teaching assistant
Student teacher
Volunteer
Parents
Any other (please describe)
No one else

About You

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK Q44 TO Q48 ONCE AFTER THE FIRST LOOP.

And finally, a few questions about you.

44. Are you male or female? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Male
Female

45. Are you [child forename]’s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Class teacher
Head teacher
Other teacher
Teaching assistant/HIGHER level teaching assistant
School administrative assistant
Other

ASK IF CLASS TEACHER, HEADTEACHER OR OTHER TEACHER AT Q45. EVERYONE ELSE SHOULD CLOSE.

46. In total, how many years have you been teaching? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50.

47. How many years have you taught at this school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q46.
48. Which of the following qualifications do you have? READ OUT ALL RESPONSE OPTIONS LISTED BELOW. ALLOW DK BUT DO NOT READ OUT. MULTICODE OK APART FROM NONE OF THESE, DO NOT WISH TO ANSWER AND DK WHICH ARE SINGLE CODE ONLY.

- 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

INTERVIEWER TO READ OUT TO RESPONDENTS.
Thank you very much for taking the time to answer our questions. All your answers will remain confidential.

If you have any queries please call James Bill in the research team at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm, Monday to Friday.

We may re-contact you for quality control purposes in the next few weeks. Would you also be willing for us to contact you if we have any further questions about the interview?

Yes [ ]
No [ ]

THANK RESPONDENT AND CLOSE.
Thank you on behalf of Ipsos MORI.
If you have any queries regarding the survey or our company, I can give you the telephone number of the company or the Market Research Society Freephone number.

PROVIDE AS NECESSARY:
Company Number - 0131 561 4603
MRS Freephone number – 0500 39 69 99
Job number – 10-0303358-01

INTERVIEWERS: MRS can only provide confirmation that we are a genuine Market Research Company.
Note to Centre for Longitudinal Studies:
All instructions to scripter/interviewer are shown in upper case non bold text. Interviewers will have the option to code ‘don’t know’ or ‘not stated’ at most questions, but these will not be read out to respondents if they are part of a ‘read out’ question. This is to replicate the paper questionnaire where respondents are able to leave questions blank if they don’t know an answer or do not want to answer the question. At questions where ‘don’t know’ etc is a response included in the paper questionnaire (e.g. Q20), interviewers will be instructed to read this out to respondents in the telephone survey to replicate the paper questionnaire as close as possible.

INTERVIEWER TO CALL NUMBER IN SAMPLE (SCHOOL SWITCHBOARD/RECEPTION) AND ASK TO SPEAK TO TEACHER NAME FROM SAMPLE. IF TRIED TO CONTACT NAMED TEACHER SEVEN TIMES WITHOUT SUCCESS, INTERVIEWER TO CALL THE NUMBER AGAIN AND REQUEST ASSISTANCE FROM THE SCHOOL SWITCHBOARD/RECEPTION OR HEADTEACHER TO IDENTIFY ANOTHER APPROPRIATE TEACHER WHO MAY BE ABLE TO ANSWER THE QUESTIONS.

ONCE THROUGH, PLEASE SAY:
Good morning/afternoon. My name is … and I’m calling from Ipsos MORI, the social research company about the Child of the New Century study we’re conducting on behalf of the Institute of Education.

ASK ALL.
S1. Can I just check, are you [pull teacher name from sample] NB. IF A TEACHER FROM THE ORIGINAL SAMPLE HAS PREVIOUSLY RECOMMENDED ANOTHER PERSON TO COMPLETE AN INTERVIEW AT S3 OR S6, THIS WILL BE THE NAME THAT APPEARS HERE]?

Yes GO TO S2/S2(a) IF ONLY ONE CHILD PER TEACHER OR S4/S4(a) IF MORE THAN ONE CHILD PER TEACHER.
No ASK TO SPEAK TO NAMED TEACHER AND EXPLAIN REASON FOR CALLING IF NECESSARY. IF NAMED TEACHER IS NOT AVAILABLE AT THAT TIME, THANK AND CLOSE BEFORE CALLING BACK AT A LATER DATE.
IF ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S2. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forename/surname from sample]. We’re calling because we haven’t yet received a completed questionnaire from you. Are you able to do a telephone interview instead? It will last around 15 minutes.
INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.
No, I’ve already returned the postal questionnaire THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
S2(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forename/surname from sample]. [Child forename] is taking part in Child of the New Century, an important study about children growing up in the UK, and has given us permission to approach his/her school teacher to help inform the research. Are you able to do our telephone interview? It will last around 15 minutes.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I’m not best placed to answer questions about this child AT S2 or S2(a)).
S3. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND CLOSE. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
IF MORE THAN ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S4. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forenames/surnames from sample]. We're calling because we haven't yet received a completed questionnaire for all of these children. Are you able to do a telephone interview instead? It will last around 10 minutes per child.
INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND GO TO S5.
Yes, but I have already returned a postal questionnaire for at least one of these children THANK AND GO TO S5.
I'm not best placed to answer questions about one or more of these children THANK GO TO S5
No THANK AND CLOSE.
No, I've already returned all the postal questionnaires THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE:
S4(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forenames/surnames from sample]. They are taking part in Child of the New Century, an important study about children growing up in the UK, and have given us permission to approach their school teacher to help inform the research. Are you able to do our telephone interview? It will last around 10 minutes per child.

Yes THANK AND GO TO S5(a).
I'm not best placed to answer questions about one or more of these children THANK AND GO TO S5(a).
No THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5. As you were sent multiple questionnaires, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I've already returned a postal questionnaire for this child THANK AND CLOSE.
No, I'm not best placed to answer questions about this child GO TO S6.
ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5(a) As you have been recommended for multiple children, can I just check if you are willing to answer questions about [child forename/surname]?

**Yes** THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
**No, I'm not best placed to answer questions about this child** GO TO S6.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I'm not best placed to answer questions about this child AT S5 or S5(a)). ASK FOR EACH CHILD SEPARATELY.

S6. Please could you let me know who would be better placed to answer questions about [child forename]?

**Yes** ENTER FURTHER DETAILS.
**No** THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND EITHER CLOSE / ASK QUESTION FOR ADDITIONAL CHILDREN. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
About the Child

IF TEACHER HAS MORE THAN ONE CHILD AND NOT COMPLETED A QUESTIONNAIRE FOR TWO OR MORE OF THEIR CHILDREN, SCRIPT TO LOOP THROUGH Q1-Q43 FOR EACH CHILD. ASK Q44-48 ONCE AFTER THE FIRST LOOP.

ONCE RESPONDENT HAS AGREED TO INTERVIEW:

I will now ask you some questions about [child forename/surname]. Please answer the questions in relation to this child only. Unless stated otherwise, please answer the questions by referring to the school term when the child’s family were interviewed. The date of this interview was [insert date of child interview].

I’d like to inform you that Ipsos MORI is a member of the Market Research Society and 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.

ASK ALL

1. How long has [child forename] been in your class? ALLOW DK AND REF BUT DO NOT READ OUT. RANGE: 0 - 48. ENTER NUMBER OF MONTHS. CODE 0 FOR LESS THAN ONE MONTH.

ENTER THE NUMBER OF MONTHS. ___________

1a. Please state in which language [child forename] is educated. SINGLE CODE ONLY. READ OUT, ALLOW DK AND REF BUT DO NOT READ OUT.

- Welsh only
- Mainly Welsh
- Welsh and English in roughly equal proportion
- Mainly English
- English only
- Other (please specify)
2. This question asks you to rate some aspects of [child forename]'s ability and attainment.

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

SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Subject</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>a. English</td>
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<tr>
<td>aa. Welsh</td>
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<tr>
<td>b. Maths</td>
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<tr>
<td>c. Science</td>
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<tr>
<td>d. Art and design</td>
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<tr>
<td>e. Music</td>
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<tr>
<td>f. Physical Education (PE)</td>
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<tr>
<td>g. Information and Communication Technology (ICT)</td>
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</tbody>
</table>

3. This question asks about [child forename]'s attitude to school. How often does [child forename]...

SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a … seem to enjoy school?</td>
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<tr>
<td>b … seem bored by school?</td>
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<td>c … try their best at school?</td>
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<tr>
<td>d … misbehave or cause trouble in class?</td>
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<tr>
<td>e … hand their homework in late?</td>
<td></td>
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</tbody>
</table>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>How well does [child forename] work independently?</th>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
</table>
5. Please think about [child forename]'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 [child forename]'s behaviour.  
SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is considerate of other people's feelings</td>
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<tr>
<td>b. Is restless, overactive, cannot stay still for long</td>
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<tr>
<td>c. Often complains of headaches, stomach aches or sickness</td>
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<td>d. Shares readily with other children, e.g. treats, toys, pencils etc.</td>
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<tr>
<td>e. Often has temper tantrums or hot tempers</td>
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<td>f. Is rather solitary, tends to play alone</td>
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<tr>
<td>g. Is generally obedient, usually does what adults request</td>
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<tr>
<td>h. Has many worries, often seems worried</td>
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<tr>
<td>i. Is helpful if someone is hurt, upset or feeling ill</td>
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<tr>
<td>j. Constantly fidgets or squirms</td>
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<td>k. Has at least one good friend</td>
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<td>l. Often fights with other children or bullies them</td>
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<td>m. Is often unhappy, down-hearted or tearful</td>
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<td>n. Is generally liked by other children</td>
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<tr>
<td>o. Is easily distracted, concentration wanders</td>
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<tr>
<td>p. Is nervous or clingy in new situations, easily loses confidence</td>
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<tr>
<td>q. Is kind to younger children</td>
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<tr>
<td>r. Often lies or cheats</td>
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<tr>
<td>s. Is picked on or bullied by other children</td>
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<tr>
<td>t. Often volunteers to help others, e.g. parents, teachers, other children</td>
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<tr>
<td>u. Thinks things out before acting</td>
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<tr>
<td>v. Steals from home, school or elsewhere</td>
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<tr>
<td>w. Gets on better with adults than with other children</td>
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<tr>
<td>x. Has many fears, is easily scared</td>
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<tr>
<td>y. Sees tasks through to the end, good attention span</td>
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</tbody>
</table>

6. Overall, to summarise, do you think that [child forename] has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes, minor difficulties
- Yes, definite difficulties
- Yes, severe difficulties
- No
7. During this school year has [child forename] been temporarily suspended or temporarily excluded from school for at least one day? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] Go to Q8
No [ ] Go to Q9

ASK ALL WHO SAY YES AT Q7.

8. How many times has this happened? WRITE IN. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 20.

ASK ALL.

9. During this school year has [child forename] missed school without parental permission, even if only for half a day or a single lesson? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

10. Does [child forename] receive English or Welsh as an Additional Language support? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

11. Does [child forename] have Special Educational Needs (SEN) or Additional Learning Needs? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] Go to Q12
No [ ] Go to Q14

ASK ALL WHO SAY YES AT Q11.

12. Does [child forename] have a full statement of SEN or Additional Learning Needs? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

13. Are any of the following the reason or reasons for [child forename]'s Special Educational Needs (SEN) or Additional Learning Needs? SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

a. Dyslexia [ ]
b. Learning difficulties, including dyspraxia / dyscalculia [ ]
c. Attention Deficit and Hyperactivity Disorder (ADHD) [ ]
d. Autism, Asperger’s syndrome or autistic spectrum disorder [ ]
e. Behavioural problems / hyperactivity
f. Problem with speech or language
g. Problem with sight
h. Problem with hearing
i. Other physical disability
j. Medical or health problem
k. Mental illness / depression
l. Gifted / High IQ / More able and talented / Highly able
m. Other reason(s) (please specify)

14. Does [child forename] get any of the following types of help or support at school due to a health or behavioural problem or disability?
MULTICODE OK. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- 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 specify)

No help / No such problems

ASK ALL
15. Thinking about [child forename]’s friends in their class, are these friends...
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- more likely than most children in the class to misbehave or cause trouble
- as likely as most children in the class to misbehave or cause trouble
- less likely than most children in the class to misbehave or cause trouble

16. Thinking about [child forename]’s friends in their class, are these friends...
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- more able academically than most children in the class
- of a similar academic ability to most children in the class
- less able academically than most children in the class
17. During this school year how often, if at all...

a ...have other children hurt or picked on [child forename] on purpose?
b ...has [child forename] hurt or picked on other children at school on purpose?

SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Most days
About once a week
About once a month
Every few months
Less often
Never

18. How well prepared do you think [child forename] is for secondary school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well prepared
Quite well prepared
Not very well prepared
Not at all prepared
Not moving to secondary school next year

19. How likely do you think it is that [child forename] will...

a... stay on in full-time education after age 16?
b...go to university?

SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Very likely
Fairly likely
Not very likely
Not at all likely
The Child's Parents

20. How interested would you say [child forename]'s parents or parent figures appear to be in his or her education? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th></th>
<th>a. Mother or Mother-figure</th>
<th>b. Father or Father-figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly interested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither interested or uninterested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly uninterested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very uninterested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No mother or father figure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Streaming and Setting

READ OUT THIS INTRODUCTION IN FULL. RE-READ TO RESPONDENTS IF NECESSARY BEFORE OR DURING Q21 TO Q32.

We are interested to know about class groupings in [child forename]'s year.

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

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

Some schools may not use any general or subject specific ability groupings.

Streaming: grouping children by general ability

READ OUT BEFORE Q21.
This next question is about streaming, that is grouping children by general ability.

21. In [child forename]'s year, is there streaming? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes   Go to Q22
No    Go to Q24

ASK IF YES AT Q21.

22. How many streams are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.
ASK IF YES AT Q21.

23. Which stream is [child forename] in? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q22 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

Highest
Middle
Lowest

Setting: grouping children by ability for certain subjects

READ OUT BEFORE Q24.
Now for some questions about setting, that is grouping children by ability for certain subjects.

ASK ALL.

24. In [child forename]'s year are there sets for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes    Go to Q25
No     Go to Q26a

ASK IF YES AT Q24.

25. How many sets are there in [child name]'s year for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.

ASK IF YES AT Q24.

26. Which set is [child forename] in for English? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED '2' AT Q25 SHOULD NOT BE ALLOWED TO CODE 'MIDDLE'.

Highest
Middle
Lowest

ASK ALL.

26a. In [child forename]'s year are there sets for Welsh? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes    Go to Q26b
No     Go to Q27

26b. How many sets are there in [child forename]'s year for Welsh? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.
26c. Which set is [child forename] in for Welsh? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q26b SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

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ASK ALL.

27. In [child forename]’s year are there sets for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

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<tr>
<td>Yes</td>
<td>Go to Q28</td>
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<tr>
<td>No</td>
<td>Go to Q30</td>
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</tbody>
</table>

ASK IF YES AT Q27.

28. How many sets are there in [child forename]’s year for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.

ASK IF YES AT Q27.


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ASK ALL.

30. In [child forename]’s year are there sets for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

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<tbody>
<tr>
<td>Yes</td>
<td>Go to Q31</td>
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<tr>
<td>No</td>
<td>Go to Q33</td>
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</tbody>
</table>

ASK IF YES AT Q30.

31. How many sets are there in [child forename]’s year for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q30.

32. Which set is [child forename] in for science? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q31 SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

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The Child's Class

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK THE FOLLOWING QUESTIONS BEFORE PROCEEDING TO Q33 TO Q43 IF REQUIRED.

FOR THE SECOND CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [second child forename/surname] in the same class as [first child forename/surname]?
Yes SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
No GO TO Q33

FOR THE THIRD CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [third child forename/surname] in the same class as [first child forename/surname] OR [second child forename/surname]?
IF BOTH ‘YES’ ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
No GO TO Q33

FOR THE FOURTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fourth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname] or [third child forename/surname]?
IF TWO OR MORE ‘YES’ ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
No GO TO Q33

FOR THE FIFTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fifth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname], [third child forename/surname] or [fourth child forename/surname]?
IF TWO OR MORE ‘YES’ ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
Yes, fourth child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FOURTH CHILD
No GO TO Q33
33. How many children are there on [child forename]'s class register? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 40.

34. Does [child forename]'s class contain mixed year groups? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  
No  

35. How many classes are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 5.

36. How many children in [child forename]'s class have SEN or Additional Learning Needs statements? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

37. How many children in [child forename]'s class have been excluded from school since the beginning of the school year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

38. How many children in [child forename]'s class have come from homes where English or Welsh is an additional language? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 40. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

39. Are there any children in [child forename]'s class whose behaviour in class prevents other children from learning? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  
No  

40. How many days in this term has supply cover been used for [child forename]'s class? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 75.
41. In an average week, how many hours a week are spent teaching [child forename]'s class... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE FOR EACH = 1 - 20. ALLOW DECIMALS.

... English? □
... Welsh? □
... Maths? □
... Science? □

42. How long are children in [child forename]'s class expected to spend on homework in an average week? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

ENTER THE NUMBER OF MINUTES E.G. AN HOUR = 60. RANGE = 0 - 600.

43. This term, did [child forename]'s class get regular support from any of these? (By regular we mean at least once a week for most of the term). READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. MULTICODE OK APART FROM NO ONE ELSE, DK AND REF WHICH ARE SINGLE CODE ONLY.

Another teacher (specialist) □
Special needs teacher □
Teaching assistant/Higher level teaching assistant □
Student teacher □
Volunteer □
Parents □
Any other (please describe) □
No one else □

About You

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK Q44 TO Q48 ONCE AFTER THE FIRST LOOP.

And finally, a few questions about you.

44. Are you male or female? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Male □
Female □
45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

   Class teacher   } {Go to Q46
   Head teacher   }
   Other teacher   }
   Teaching assistant/Higher level teaching assistant   }
   School administrative assistant   CLOSE
   Other

ASK IF CLASS TEACHER, HEADTEACHER OR OTHER TEACHER AT Q45. EVERYONE ELSE SHOULD CLOSE.

46. In total, how many years have you been teaching? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50.

47. How many years have you taught at this school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q46.

48. Which of the following qualifications do you have? READ OUT ALL RESPONSE OPTIONS LISTED BELOW. ALLOW DK BUT DO NOT READ OUT. MULTICODE OK APART FROM NONE OF THESE, DO NOT WISH TO ANSWER AND DK WHICH ARE SINGLE CODE ONLY.

   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

INTERVIEWER TO READ OUT TO RESPONDENTS.
Thank you very much for taking the time to answer our questions. All your answers will remain confidential.

If you have any queries please call James Bill in the research team at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm, Monday to Friday.
We may re-contact you for quality control purposes in the next few weeks. Would you also be willing for us to contact you if we have any further questions about the interview?

Yes
No

THANK RESPONDENT AND CLOSE.
Thank you on behalf of Ipsos MORI.
If you have any queries regarding the survey or our company, I can give you the telephone number of the company or the Market Research Society Freephone number.

PROVIDE AS NECESSARY:
Company Number - 0131 561 4603
MRS Freephone number – 0500 39 69 99
Job number – 10-0303358-01

INTERVIEWERS: MRS can only provide confirmation that we are a genuine Market Research Company.
Child of the New Century
Age 11 Survey
Teacher Questionnaire - England
CATI questionnaire

Note to Centre for Longitudinal Studies:
All instructions to scripter/interviewer are shown in upper case non bold text. Interviewers will have the option to code ‘don’t know’ or ‘not stated’ at most questions, but these will not be read out to respondents if they are part of a ‘read out’ question. This is to replicate the paper questionnaire where respondents are able to leave questions blank if they don’t know an answer or do not want to answer the question. At questions where ‘don’t know’ etc is a response included in the paper questionnaire (e.g. Q20), interviewers will be instructed to read this out to respondents in the telephone survey to replicate the paper questionnaire as close as possible.

INTERVIEWER TO CALL NUMBER IN SAMPLE (SCHOOL SWITCHBOARD/RECEPTION) AND ASK TO SPEAK TO TEACHER NAME FROM SAMPLE. IF TRIED TO CONTACT NAMED TEACHER SEVEN TIMES WITHOUT SUCCESS, INTERVIEWER TO CALL THE NUMBER AGAIN AND REQUEST ASSISTANCE FROM THE SCHOOL SWITCHBOARD/RECEPTION OR HEADTEACHER TO IDENTIFY ANOTHER APPROPRIATE TEACHER WHO MAY BE ABLE TO ANSWER THE QUESTIONS.

ONCE THROUGH, PLEASE SAY:
Good morning/afternoon. My name is … and I’m calling from Ipsos MORI, the social research company about the Child of the New Century study we’re conducting on behalf of the Institute of Education.

INTERVIEWER: IF THE SCHOOL SWITCHBOARD/RECEPTION KNOWS ABOUT THE SURVEY AND SAYS THAT THE CHILD HAS NOW LEFT THE SCHOOL, EXPLAIN THAT WE ARE AWARE OF THIS AND CALLING BECAUSE WE WANT TO INTERVIEW THEIR PREVIOUS YEAR 6 TEACHER WHO TAUGHT THE CHILD DURING THE SUMMER 2012 SCHOOL TERM.

ASK ALL.
S1. Can I just check, are you [pull teacher name from sample] NB. IF A TEACHER FROM THE ORIGINAL SAMPLE HAS PREVIOUSLY RECOMMENDED ANOTHER PERSON TO COMPLETE AN INTERVIEW AT S3 OR S6, THIS WILL BE THE NAME THAT APPEARS HERE?

Yes GO TO S2/S2(a) IF ONLY ONE CHILD PER TEACHER OR S4/S4(a) IF MORE THAN ONE CHILD PER TEACHER.
No ASK TO SPEAK TO NAMED TEACHER AND EXPLAIN REASON FOR CALLING IF NECESSARY. IF NAMED TEACHER IS NOT AVAILABLE AT THAT TIME, THANK AND CLOSE BEFORE CALLING BACK AT A LATER DATE.
IF ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S2. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forename/surname from sample]. We’re calling because we haven’t yet received a completed questionnaire from you. Are you able to do a telephone interview instead? It will last around 15 minutes. INTERVIEWER: If necessary, say “We know that you are not currently teaching this child, but we would like you to answer questions because they said they were in your class during the summer 2012 term.” INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.

No THANK AND CLOSE.

No, I’ve already returned the postal questionnaire THANK AND CLOSE.

No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
S2(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forename/surname from sample]. [Child forename] is taking part in Child of the New Century, an important study about children growing up in the UK, and has given us permission to approach his/her school teacher to help inform the research. Are you able to do our telephone interview? It will last around 15 minutes.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.

No THANK AND CLOSE.

No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I’m not best placed to answer questions about this child AT S2 or S2(a)).
S3. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.

No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND CLOSE. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
**IF MORE THAN ONE CHILD PER TEACHER (FROM SAMPLE)**

**S4.** You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forenames/surnames from sample]. We’re calling because we haven’t yet received a completed questionnaire for all of these children. Are you able to do a telephone interview instead? It will last around 10 minutes per child. INTERVIEWER: If necessary, say “We know that you are not currently teaching these children, but we would like you to answer questions because they said they were in your class during the summer 2012 term.” INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND GO TO S5.

Yes, but I have already returned a postal questionnaire for at least one of these children THANK AND GO TO S5.

I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5.

No THANK AND CLOSE.

No, I’ve already returned all the postal questionnaires THANK AND CLOSE.

**ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.**

S5. As you were sent multiple questionnaires, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.

No, I’ve already returned a postal questionnaire for this child THANK AND CLOSE.

No, I’m not best placed to answer questions about this child GO TO S6.

**ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.**

**S4(a).** You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forenames/surnames from sample]. They are taking part in Child of the New Century, an important study about children growing up in the UK, and have given us permission to approach their school teacher to help inform the research. Are you able to do our telephone interview? It will last around 10 minutes per child.

Yes THANK GO TO S5(a).

I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5(a).

No THANK AND CLOSE.

**ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.**

ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.

**S5(a).** You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forenames/surnames from sample]. They are taking part in Child of the New Century, an important study about children growing up in the UK, and have given us permission to approach their school teacher to help inform the research. Are you able to do our telephone interview? It will last around 10 minutes per child.

Yes THANK GO TO S5(a).

I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5(a).

No THANK AND CLOSE.
ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5(a) As you have been recommended for multiple children, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I'm not best placed to answer questions about this child GO TO S6.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I'm not best placed to answer questions about this child AT S5 or S5(a)). ASK FOR EACH CHILD SEPARATELY.
S6. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND EITHER CLOSE / ASK QUESTION FOR ADDITIONAL CHILDREN. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
About the Child

IF TEACHER HAS MORE THAN ONE CHILD AND NOT COMPLETED A QUESTIONNAIRE FOR TWO OR MORE OF THEIR CHILDREN, SCRIPT TO LOOP THROUGH Q1-Q43 FOR EACH CHILD. ASK Q44-48 ONCE AFTER THE FIRST LOOP.

ONCE RESPONDENT HAS AGREED TO INTERVIEW:
I will now ask you some questions about [child forename/surname]. Please answer the questions in relation to this child only.

For any questions that refer to ‘your class’, ‘this school year’, ‘the child’s year’ or ‘the child’s class’, please answer with reference to the 2011/2012 school year.

For questions that refer to ‘this term’, please answer for the summer 2012 term.

For questions that refer to ‘the last 6 months’, please refer to the 6 months ending July 2012.

I’d like to inform you that Ipsos MORI is a member of the Market Research Society and 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.

ASK ALL.
1. How long has [child forename] been in your class? ALLOW DK AND REF BUT DO NOT READ OUT. RANGE: 0 - 48. ENTER NUMBER OF MONTHS. CODE 0 FOR LESS THAN ONE MONTH.

   ENTER THE NUMBER OF MONTHS. ___________

2. This question asks you to rate some aspects of [child forename]’s ability and attainment.

   In so far as your professional experience will allow, please rate [child forename] in relation to all children of this age, i.e. not just their present class or, even, school. SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Well above average</th>
<th>Above average</th>
<th>Average</th>
<th>Below average</th>
<th>Well below average</th>
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</thead>
</table>
   a. English         |             |        |              |                   |
   b. Maths           |             |        |              |                   |
   c. Science         |             |        |              |                   |
   d. Art and design  |             |        |              |                   |
   e. Music           |             |        |              |                   |
   f. Physical Education (PE) | |        |              |                   |
   g. Information and Communication Technology (ICT) | |        |              |                   |
3. This question asks about [child forename]'s attitude to school. How often does [child forename]...
SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
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<tr>
<td>a … seem to enjoy school?</td>
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<tr>
<td>b … seem bored by school?</td>
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<tr>
<td>c … try their best at school?</td>
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<tr>
<td>d … misbehave or cause trouble in class?</td>
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<tr>
<td>e … hand their homework in late?</td>
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4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
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5. Please think about [child forename]'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 [child forename]'s behaviour.
SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
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<tr>
<td>a. Is considerate of other people’s feelings</td>
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<td></td>
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<tr>
<td>b. Is restless, overactive, cannot stay still for long</td>
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<tr>
<td>c. Often complains of headaches, stomach aches or sickness</td>
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<tr>
<td>d. Shares readily with other children, e.g. treats, toys, pencils etc.</td>
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<tr>
<td>e. Often has temper tantrums or hot tempers</td>
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<tr>
<td>f. Is rather solitary, tends to play alone</td>
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<tr>
<td>g. Is generally obedient, usually does what adults request</td>
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<tr>
<td>h. Has many worries, often seems worried</td>
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<td></td>
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<tr>
<td>i. Is helpful if someone is hurt, upset or feeling ill</td>
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<td></td>
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<tr>
<td>j. Constantly fidgets or squirms</td>
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<tr>
<td>k. Has at least one good friend</td>
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<tr>
<td>l. Often fights with other children or bullies them</td>
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<tr>
<td>m. Is often unhappy, down-hearted or tearful</td>
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<tr>
<td>n. Is generally liked by other children</td>
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<td></td>
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<tr>
<td>o. Is easily distracted, concentration wanders</td>
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<tr>
<td>p. Is nervous or clingy in new situations, easily loses confidence</td>
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<td></td>
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<tr>
<td>q. Is kind to younger children</td>
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<td></td>
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<tr>
<td>r. Often lies or cheats</td>
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</tbody>
</table>
s. Is picked on or bullied by other children
|   |   |   |

t. Often volunteers to help others, e.g. parents, teachers, other children
|   |   |   |

u. Thinks things out before acting
|   |   |   |

v. Steals from home, school or elsewhere
|   |   |   |

w. Gets on better with adults than with other children
|   |   |   |

x. Has many fears, is easily scared
|   |   |   |

y. Sees tasks through to the end, good attention span
|   |   |   |

6. Overall, to summarise, do you think that [child forename] has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

|   |   |   |

Yes, minor difficulties
Yes, definite difficulties
Yes, severe difficulties
No

7. During this school year has [child forename] been temporarily suspended or temporarily excluded from school for at least one day? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

|   |   |

Yes  Go to Q8
No   Go to Q9

ASK ALL WHO SAY YES AT Q7.

8. How many times has this happened? WRITE IN. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 20

ASK ALL.

9. During this school year has [child forename] missed school without parental permission, even if only for half a day or a single lesson? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

|   |

Yes
No


|   |

Yes
No
11. Does [child forename] have Special Educational Needs (SEN)? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes □ Go to Q12

No □ Go to Q14

ASK ALL WHO SAY YES AT Q11.

12. Does [child forename] have a full statement of SEN? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes □

No □

13. Are any of the following the reason or reasons for [child forename]'s Special Educational Needs (SEN)? SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dyslexia</td>
<td></td>
</tr>
<tr>
<td>b. Learning difficulties, including dyspraxia / dyscalculia</td>
<td></td>
</tr>
<tr>
<td>c. Attention Deficit and Hyperactivity Disorder (ADHD)</td>
<td></td>
</tr>
<tr>
<td>d. Autism, Asperger’s syndrome or autistic spectrum disorder</td>
<td></td>
</tr>
<tr>
<td>e. Behavioural problems / hyperactivity</td>
<td></td>
</tr>
<tr>
<td>f. Problem with speech or language</td>
<td></td>
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<tr>
<td>g. Problem with sight</td>
<td></td>
</tr>
<tr>
<td>h. Problem with hearing</td>
<td></td>
</tr>
<tr>
<td>i. Other physical disability</td>
<td></td>
</tr>
<tr>
<td>j. Medical or health problem</td>
<td></td>
</tr>
<tr>
<td>k. Mental illness / depression</td>
<td></td>
</tr>
<tr>
<td>l. Gifted / High IQ / More able and talented / Highly able</td>
<td></td>
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<tr>
<td>m. Other reason(s) (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

14. Does [child forename] get any of the following types of help or support at school due to a health or behavioural problem or disability? MULTICODE OK. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- 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 specify)

No help / No such problems □
ASK ALL.
15. Thinking about [child forename]'s friends in their class, are these friends... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

...more likely than most children in the class to misbehave or cause trouble
...as likely as most children in the class to misbehave or cause trouble
...less likely than most children in the class to misbehave or cause trouble

16. Thinking about [child forename]'s friends in their class, are these friends... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

...more able academically than most children in the class
...of a similar academic ability to most children in the class
...less able academically than most children in the class

17. During this school year how often, if at all...

a ...have other children hurt or picked on [child forename] on purpose?

b ...has [child forename] hurt or picked on other children at school on purpose?
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Most days
About once a week
About once a month
Every few months
Less often
Never

18. How well prepared do you think [child forename] is for secondary school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well prepared
Quite well prepared
Not very well prepared
Not at all prepared
Not moving to secondary school next year
19. How likely do you think it is that [child forename] will...

a... stay on in full-time education after age 16?

b... go to university?

SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

Very likely
Fairly likely
Not very likely
Not at all likely

The Child’s Parents

20. How interested would you say [child forename]’s parents or parent figures appear to be in his/her education? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

a. Mother or Mother-figure

Very interested
Fairly interested
Neither interested or uninterested
Fairly uninterested
Very uninterested
Cannot say
No mother or father figure

b. Father or father-figure

Streaming and Setting

READ OUT THIS INTRODUCTION IN FULL. RE-READ TO RESPONDENTS IF NECESSARY BEFORE OR DURING Q21 TO Q32.

We are interested to know about class groupings in [child forename]’s year.

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

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

Some schools may not use any general or subject specific ability groupings.

Streaming: grouping children by general ability

READ OUT BEFORE Q21.
This next question is about streaming, that is grouping children by general ability.
21. In [child forename]'s year, is there streaming? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes ☐ Go to Q22
No ☐ Go to Q24

ASK IF YES AT Q21

22. How many streams are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q21


Highest ☐
Middle ☐
Lowest ☐

Setting: grouping children by ability for certain subjects

READ OUT BEFORE Q24.
Now for some questions about setting, that is grouping children by ability for certain subjects.

ASK ALL.

24. In [child forename]'s year are there sets for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes ☐ Go to Q25
No ☐ Go to Q27

ASK IF YES AT Q24.

25. How many sets are there in [child forename]'s year for English? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q24.


Highest ☐
Middle ☐
Lowest ☐
ASK ALL.
27. In [child forename]'s year are there sets for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q28
No  Go to Q30

ASK IF YES AT Q27.
28. How many sets are there in [child forename]'s year for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q27.

Highest
Middle
Lowest

ASK ALL.
30. In [child forename]'s year are there sets for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q31
No  Go to Q33

ASK IF YES AT Q30.
31. How many sets are there in [child forename]'s year for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q30.
32. Which set is [child forename] in for science? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q31 SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

Highest
Middle
Lowest
The Child's Class

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK THE FOLLOWING QUESTIONS BEFORE PROCEEDING TO Q33 TO Q43 IF REQUIRED.

FOR THE SECOND CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [second child forename/surname] in the same class as [first child forename/surname]?
Yes, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
No, GO TO Q33

FOR THE THIRD CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [third child forename/surname] in the same class as [first child forename/surname] OR [second child forename/surname]?
IF BOTH 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
No, GO TO Q33

FOR THE FOURTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fourth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname] OR [third child forename/surname]?
IF TWO OR MORE 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
No, GO TO Q33

FOR THE FIFTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fifth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname], [third child forename/surname] or [fourth child forename/surname]?
IF TWO OR MORE 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER
Yes, first child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
Yes, fourth child, SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FOURTH CHILD
No, GO TO Q33
33. How many children are there on [child forename]'s class register? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 40.

34. Does [child forename]'s class contain mixed year groups? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  
No

35. How many classes are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 5.

36. How many children in [child forename]'s class have SEN statements? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

37. How many children in [child forename]'s class have been excluded from school since the beginning of the school year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

38. How many children in [child forename]'s class have come from homes where English is an additional language? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 40. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

39. Are there any children in [child forename]'s class whose behaviour in class prevents other children from learning? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  
No

40. How many days in this term has supply cover been used for [child forename]'s class? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 75.

41. In an average week, how many hours a week are spent teaching [child forename]'s class... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE FOR EACH = 1 - 20. ALLOW DECIMALS.

... English? 
... Maths? 
... Science?

42. How long are children in [child forename]'s class expected to spend on homework in an average week? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

ENTER THE NUMBER OF MINUTES E.G. AN HOUR = 60. RANGE = 0 - 600.
43. This term, did [child forename]'s class get regular support from any of these? (By regular we mean at least once a week for most of the term). READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. MULTICODE OK APART FROM NO ONE ELSE, DK AND REF WHICH ARE SINGLE CODE ONLY.

- Another teacher (specialist)
- Special needs teacher
- Teaching assistant/Higher level teaching assistant
- Student teacher
- Volunteer
- Parents
- Any other (please describe)
- No one else

About You

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK Q44 TO Q48 ONCE AFTER THE FIRST LOOP.

And finally, a few questions about you.

44. Are you male or female? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

- Male
- Female

45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

- Class teacher
- Head teacher
- Other teacher
- Teaching assistant/Higher level teaching assistant
- School administrative assistant
- Other

ASK IF CLASS TEACHER, HEADTEACHER OR OTHER TEACHER AT Q45. EVERYONE ELSE SHOULD CLOSE.

46. In total, how many years have you been teaching? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50.

47. How many years have you taught at this school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q46.
48. Which of the following qualifications do you have? READ OUT ALL RESPONSE OPTIONS LISTED BELOW. ALLOW DK BUT DO NOT READ OUT. MULTICODE OK APART FROM NONE OF THESE, DO NOT WISH TO ANSWER AND DK WHICH ARE SINGLE CODE ONLY.

- 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

INTERVIEWER TO READ OUT TO RESPONDENTS.
Thank you very much for taking the time to answer our questions. All your answers will remain confidential.

If you have any queries please call James Bill in the research team at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm, Monday to Friday.

We may re-contact you for quality control purposes in the next few weeks. Would you also be willing for us to contact you if we have any further questions about the interview?

Yes
No

THANK RESPONDENT AND CLOSE.
Thank you on behalf of Ipsos MORI.
If you have any queries regarding the survey or our company, I can give you the telephone number of the company or the Market Research Society Freephone number.

PROVIDE AS NECESSARY:
Company Number - 0131 561 4603
MRS Freephone number – 0500 39 69 99
Job number – 10-0303358-01

INTERVIEWERS: MRS can only provide confirmation that we are a genuine Market Research Company.
Child of the New Century
Age 11 Survey
Teacher Questionnaire - Wales
CATI questionnaire

Note to Centre for Longitudinal Studies:
All instructions to scripter/interviewer are shown in upper case non bold text. Interviewers will have
the option to code ‘don’t know’ or ‘not stated’ at most questions, but these will not be read out to
respondents if they are part of a ‘read out’ question. This is to replicate the paper questionnaire
where respondents are able to leave questions blank if they don’t know an answer or do not want to
answer the question. At questions where ‘don’t know’ etc is a response included in the paper
questionnaire (e.g. Q20), interviewers will be instructed to read this out to respondents in the
telephone survey to replicate the paper questionnaire as close as possible.

INTERVIEWER TO CALL NUMBER IN SAMPLE (SCHOOL SWITCHBOARD/RECEPTION) AND
ASK TO SPEAK TO TEACHER NAME FROM SAMPLE. IF TRIED TO CONTACT NAMED
TEACHER SEVEN TIMES WITHOUT SUCCESS, INTERVIEWER TO CALL THE NUMBER AGAIN
AND REQUEST ASSISTANCE FROM THE SCHOOL SWITCHBOARD/RECEPTION OR
HEADTEACHER TO IDENTIFY ANOTHER APPROPRIATE TEACHER WHO MAY BE ABLE TO
ANSWER THE QUESTIONS.

ONCE THROUGH, PLEASE SAY:
Good morning/afternoon. My name is … and I’m calling from Ipsos MORI, the social research
company about the Child of the New Century study we’re conducting on behalf of the Institute
of Education.
INTERVIEWER: IF THE SCHOOL SWITCHBOARD/RECEPTION KNOWS ABOUT THE SURVEY
AND SAYS THAT THE CHILD HAS NOW LEFT THE SCHOOL, EXPLAIN THAT WE ARE AWARE
OF THIS AND CALLING BECAUSE WE WANT TO INTERVIEW THEIR PREVIOUS YEAR 6
TEACHER WHO TAUGHT THE CHILD DURING THE SUMMER 2012 SCHOOL TERM.

ASK ALL.
S1. Can I just check, are you [pull teacher name from sample NB. IF A TEACHER FROM THE
ORIGINAL SAMPLE HAS PREVIOUSLY RECOMMENDED ANOTHER PERSON TO COMPLETE
AN INTERVIEW AT S3 OR S6, THIS WILL BE THE NAME THAT APPEARS HERE]?­

Yes GO TO S2/S2(a) IF ONLY ONE CHILD PER TEACHER OR S4/S4(a) IF MORE THAN ONE
CHILD PER TEACHER.
No ASK TO SPEAK TO NAMED TEACHER AND EXPLAIN REASON FOR CALLING IF
NECESSARY. IF NAMED TEACHER IS NOT AVAILABLE AT THAT TIME, THANK AND CLOSE
BEFORE CALLING BACK AT A LATER DATE.
IF ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
S2. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forename/surname from sample]. We’re calling because we haven’t yet received a completed questionnaire from you. Are you able to do a telephone interview instead? It will last around 15 minutes.
INTERVIEWER: If necessary, say “We know that you are not currently teaching this child, but we would like you to answer questions because they said they were in your class during the summer 2012 term.”
INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.

No, I’ve already returned the postal questionnaire THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
S2(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forename/surname from sample]. [Child forename] is taking part in Child of the New Century, an important study about children growing up in the UK, and has given us permission to approach his/her school teacher to help inform the research. Are you able to do our telephone interview? It will last around 15 minutes.

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S3.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I’m not best placed to answer questions about this child AT S2 or S2(a)).
S3. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND CLOSE. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
IF MORE THAN ONE CHILD PER TEACHER (FROM SAMPLE)

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.

S4. You should have received a letter a few weeks ago asking you to complete a questionnaire for [Pull child forenames/surnames from sample]. We’re calling because we haven’t yet received a completed questionnaire for all of these children. Are you able to do a telephone interview instead? It will last around 10 minutes per child. INTERVIEWER: If necessary, say “We know that you are not currently teaching these children, but we would like you to answer questions because they said they were in your class during the summer 2012 term.” INTERVIEWER: IT IS REALLY IMPORTANT THAT AS MANY TEACHERS AS POSSIBLE TAKE PART IN THE TELEPHONE INTERVIEWS. IF NECESSARY PROVIDE FURTHER INFORMATION ABOUT THE STUDY TO PERSUADE THEM TO TAKE PART.

Yes THANK AND GO TO S5.
Yes, but I have already returned a postal questionnaire for at least one of these children THANK AND GO TO S5.
I’m not best placed to answer questions about one or more of these children THANK GO TO S5
No THANK AND CLOSE.
No, I’ve already returned all the postal questionnaires THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.

S4(a) You are being contacted because another teacher has referred us to you as the person best able to answer questions about [Pull child forenames/surnames from sample]. They are taking part in Child of the New Century, an important study about children growing up in the UK, and have given us permission to approach their school teacher to help inform the research. Are you able to do our telephone interview? It will last around 10 minutes per child.

Yes THANK AND GO TO S5(a).
I’m not best placed to answer questions about one or more of these children THANK AND GO TO S5(a).
No THANK AND CLOSE.

ONLY ASK OF TEACHERS WHO WERE IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.

S5. As you were sent multiple questionnaires, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I’ve already returned a postal questionnaire for this child THANK AND CLOSE.
No, I’m not best placed to answer questions about this child GO TO S6.
ONLY ASK OF TEACHERS WHO HAVE BEEN REFERRED BY A TEACHER IN ORIGINAL SAMPLE.
ASK FOR EACH CHILD SEPARATELY BEFORE BEGINNING ANY INTERVIEWS.
S5(a) As you have been recommended for multiple children, can I just check if you are willing to answer questions about [child forename/surname]?

Yes THANK AND EITHER PROCEED WITH INTERVIEW OR ARRANGE DAY AND TIME TO CONDUCT INTERVIEW.
No, I'm not best placed to answer questions about this child GO TO S6.

ONLY ASK IF TEACHER DOES NOT FEEL THEY ARE BEST PLACED TO ANSWER QUESTIONS (No, I'm not best placed to answer questions about this child AT S5 or S5(a)). ASK FOR EACH CHILD SEPARATELY.
S6. Please could you let me know who would be better placed to answer questions about [child forename]?

Yes ENTER FURTHER DETAILS.
No THANK AND CLOSE.

IF YES:
ENTER NAME.
ENTER PHONE NUMBER.
ENTER POSITION.
THANK AND EITHER CLOSE / ASK QUESTION FOR ADDITIONAL CHILDREN. RE-DIAL AND RE-READ INTRODUCTION.

INTERVIEWER. REFERRALS WILL NOW BE CREATED. MAKE SURE DETAILS ARE CORRECT BEFORE SELECTING "CONTINUE" AS THEY CAN NOT LATER BE CHANGED.
About the Child

IF TEACHER HAS MORE THAN ONE CHILD AND NOT COMPLETED A QUESTIONNAIRE FOR TWO OR MORE OF THEIR CHILDREN, SCRIPT TO LOOP THROUGH Q1-Q43 FOR EACH CHILD. ASK Q44-48 ONCE AFTER THE FIRST LOOP.

ONCE RESPONDENT HAS AGREED TO INTERVIEW:
I will now ask you some questions about [child forename/surname]. Please answer the questions in relation to this child only.

For any questions that refer to ‘your class’, ‘this school year’, ‘the child’s year’ or ‘the child’s class’, please answer with reference to the 2011/2012 school year.

For questions that refer to ‘this term’, please answer for the summer 2012 term.

For questions that refer to ‘the last 6 months’, please refer to the 6 months ending July 2012.

I’d like to inform you that Ipsos MORI is a member of the Market Research Society and 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.

ASK ALL
1. How long has [child forename] been in your class? ALLOW DK AND REF BUT DO NOT READ OUT. RANGE: 0 - 48. ENTER NUMBER OF MONTHS. CODE 0 FOR LESS THAN ONE MONTH.

   ENTER THE NUMBER OF MONTHS. __________

1a. Please state in which language [child forename] is educated. SINGLE CODE ONLY. READ OUT, ALLOW DK AND REF BUT DO NOT READ OUT.

   Welsh only
   Mainly Welsh
   Welsh and English in roughly equal proportion
   Mainly English
   English only
   Other (please specify)
2. This question asks you to rate some aspects of [child forename]'s ability and attainment.

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

SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<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>a. English</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>aa. Welsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. Art and design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Music</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f. Physical Education (PE)</td>
<td></td>
<td></td>
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<tr>
<td>g. Information and Communication Technology (ICT)</td>
<td></td>
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</tbody>
</table>

3. This question asks about [child forename]'s attitude to school. How often does [child forename]...

SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>a … seem to enjoy school?</td>
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<tr>
<td>b … seem bored by school?</td>
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<tr>
<td>c … try their best at school?</td>
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<tr>
<td>d … misbehave or cause trouble in class?</td>
<td></td>
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<tr>
<td>e … hand their homework in late?</td>
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</table>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>Very well</th>
<th>Quite well</th>
<th>Not very well</th>
<th>Not at all well</th>
</tr>
</thead>
</table>
5. Please think about [child forename]’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 [child forename]’s behaviour.

SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION AND SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>Is somewhat true</th>
<th>Very true</th>
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<tbody>
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<td>a.</td>
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<td>b.</td>
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<td>c.</td>
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<td>d.</td>
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<td>e.</td>
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<td>f.</td>
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<td>g.</td>
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<td>i.</td>
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<tr>
<td>j.</td>
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<td>k.</td>
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<td>q.</td>
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<td>r.</td>
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<td>v.</td>
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<td>w.</td>
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<td>x.</td>
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<tr>
<td>y.</td>
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</table>

6. Overall, to summarise, do you think that [child forename] has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes, minor difficulties
Yes, definite difficulties
Yes, severe difficulties
No
7. During this school year has [child forename] been temporarily suspended or temporarily excluded from school for at least one day? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q8
No   Go to Q9

ASK ALL WHO SAY YES AT Q7.
8. How many times has this happened? WRITE IN. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 20.

9. During this school year has [child forename] missed school without parental permission, even if only for half a day or a single lesson? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes
No

10. Does [child forename] receive English or Welsh as an Additional Language support? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes
No

11. Does [child forename] have Special Educational Needs (SEN) or Additional Learning Needs? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q12
No   Go to Q14

ASK ALL WHO SAY YES AT Q11.
12. Does [child forename] have a full statement of SEN or Additional Learning Needs? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes
No

13. Are any of the following the reason or reasons for [child forename]’s Special Educational Needs (SEN) or Additional Learning Needs? SINGLE CODE ONLY FOR EACH STATEMENT. READ OUT EACH OPTION. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  No

a. Dyslexia
b. Learning difficulties, including dyspraxia / dyscalculia
c. Attention Deficit and Hyperactivity Disorder (ADHD)
d. Autism, Asperger’s syndrome or autistic spectrum disorder
e. Behavioural problems / hyperactivity
f. Problem with speech or language
g. Problem with sight
h. Problem with hearing
i. Other physical disability
j. Medical or health problem
k. Mental illness / depression
l. Gifted / High IQ / More able and talented / Highly able
m. Other reason(s) (please specify)

14. Does [child forename] get any of the following types of help or support at school due to a health or behavioural problem or disability? MULTICODE OK. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

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 specify)

No help / No such problems

ASK ALL

15. Thinking about [child forename]’s friends in their class, are these friends… SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

…more likely than most children in the class to misbehave or cause trouble
…as likely as most children in the class to misbehave or cause trouble
…less likely than most children in the class to misbehave or cause trouble

16. Thinking about [child forename]’s friends in their class, are these friends… SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

…more able academically than most children in the class
…of a similar academic ability to most children in the class
…less able academically than most children in the class
17. During this school year how often, if at all...

a. ...have other children hurt or picked on [child forename] on purpose?
b. ...has [child forename] hurt or picked on other children at school on purpose?
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- Most days
- About once a week
- About once a month
- Every few months
- Less often
- Never

18. How well prepared do you think [child forename] is for secondary school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- Very well prepared
- Quite well prepared
- Not very well prepared
- Not at all prepared
- Not moving to secondary school next year

19. How likely do you think it is that [child forename] will...

a. ...stay on in full-time education after age 16?
b. ...go to university?
SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT.

- Very likely
- Fairly likely
- Not very likely
- Not at all likely
The Child’s Parents

20. How interested would you say [child forename]’s parents or parent figures appear to be in his or her education? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

<table>
<thead>
<tr>
<th>a. Mother or Mother-figure</th>
<th>b. Father or father-figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested</td>
<td></td>
</tr>
<tr>
<td>Fairly interested</td>
<td></td>
</tr>
<tr>
<td>Neither interested or uninterested</td>
<td></td>
</tr>
<tr>
<td>Fairly uninterested</td>
<td></td>
</tr>
<tr>
<td>Very uninterested</td>
<td></td>
</tr>
<tr>
<td>Cannot say</td>
<td></td>
</tr>
<tr>
<td>No mother or father figure</td>
<td></td>
</tr>
</tbody>
</table>

Streaming and Setting

READ OUT THIS INTRODUCTION IN FULL. RE-READ TO RESPONDENTS IF NECESSARY BEFORE OR DURING Q21 TO Q32.

We are interested to know about class groupings in [child forename]’s year.

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

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

Some schools may not use any general or subject specific ability groupings.

**Streaming: grouping children by general ability**

READ OUT BEFORE Q21.

This next question is about streaming, that is grouping children by general ability.

21. In [child forename]’s year, is there streaming? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes  Go to Q22

No   Go to Q24

ASK IF YES AT Q21.

22. How many streams are there in [child forename]’s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.
23. **Which stream is [child forename] in?** SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q22 SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

- Highest
- Middle
- Lowest

**Setting: grouping children by ability for certain subjects**

READ OUT BEFORE Q24.

Now for some questions about setting, that is grouping children by ability for certain subjects.

ASK ALL.

24. **In [child forename]’s year are there sets for English?** SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes Go to Q25
- No Go to Q26a

ASK IF YES AT Q24.

25. **How many sets are there in [child name]’s year for English?** SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.

ASK IF YES AT Q24.


- Highest
- Middle
- Lowest

ASK ALL.

26a. **In [child forename]’s year are there sets for Welsh?** SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

- Yes Go to Q26b
- No Go to Q27

26b. **How many sets are there in [child forename]’s year for Welsh?** SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.
26c. Which set is [child forename] in for Welsh? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q26b SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

Highest [ ]
Middle [ ]
Lowest [ ]

ASK ALL.

27. In [child forename]’s year are there sets for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] Go to Q28
No [ ] Go to Q30

ASK IF YES AT Q27.

28. How many sets are there in [child forename]’s year for maths? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10.

ASK IF YES AT Q27.


Highest [ ]
Middle [ ]
Lowest [ ]

ASK ALL.

30. In [child forename]’s year are there sets for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ] Go to Q31
No [ ] Go to Q33

ASK IF YES AT Q30.

31. How many sets are there in [child forename]’s year for science? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 2 - 10

ASK IF YES AT Q30.

32. Which set is [child forename] in for science? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. IF CODED ‘2’ AT Q31 SHOULD NOT BE ALLOWED TO CODE ‘MIDDLE’.

Highest [ ]
Middle [ ]
Lowest [ ]
The Child's Class

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK THE FOLLOWING QUESTIONS BEFORE PROCEEDING TO Q33 TO Q43 IF REQUIRED.

FOR THE SECOND CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [second child forename/surname] in the same class as [first child forename/surname]?
Yes SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
No GO TO Q33

FOR THE THIRD CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [third child forename/surname] in the same class as [first child forename/surname] OR [second child forename/surname]?
IF BOTH 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
No GO TO Q33

FOR THE FOURTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fourth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname] OR [third child forename/surname]?
IF TWO OR MORE 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
No GO TO Q33

FOR THE FIFTH CHILD ASKED ABOUT DURING THE SAME INTERVIEW.
Can I just check, is [fifth child forename/surname] in the same class as [first child forename/surname], [second child forename/surname], [third child forename/surname] or [fourth child forename/surname]?
IF TWO OR MORE 'YES' ANSWERS APPLICABLE, PLEASE CHOOSE EITHER:
Yes, first child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FIRST CHILD
Yes, second child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR SECOND CHILD
Yes, third child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR THIRD CHILD
Yes, fourth child SKIP SECTION (Q33-Q43) AND RECORD SAME ANSWERS AS FOR FOURTH CHILD
No GO TO Q33
33. How many children are there on [child forename]'s class register? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 40.

34. Does [child forename]'s class contain mixed year groups? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

35. How many classes are there in [child forename]'s year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 1 - 5.

36. How many children in [child forename]'s class have SEN or Additional Learning Needs statements? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

37. How many children in [child forename]'s class have been excluded from school since the beginning of the school year? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 20. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

38. How many children in [child forename]'s class have come from homes where English or Welsh is an additional language? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 40. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q33.

39. Are there any children in [child forename]'s class whose behaviour in class prevents other children from learning? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes [ ]
No [ ]

40. How many days in this term has supply cover been used for [child forename]'s class? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE = 0 - 75.
41. In an average week, how many hours a week are spent teaching [child forename]'s class... SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. RANGE FOR EACH = 1 - 20. ALLOW DECIMALS.

... English? 
... Welsh?
... Maths?
... Science?

42. How long are children in [child forename]'s class expected to spend on homework in an average week? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

ENTER THE NUMBER OF MINUTES E.G. AN HOUR = 60. RANGE = 0 - 600.

43. This term, did [child forename]'s class get regular support from any of these? (By regular we mean at least once a week for most of the term). READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. MULTICODE OK APART FROM NO ONE ELSE, DK AND REF WHICH ARE SINGLE CODE ONLY.

Another teacher (specialist)
Special needs teacher
Teaching assistant/Higher level teaching assistant
Student teacher
Volunteer
Parents
Any other (please describe)
No one else

About You

IF TEACHER ASKED ABOUT MORE THAN ONE CHILD ASK Q44 TO Q48 ONCE AFTER THE FIRST LOOP.

And finally, a few questions about you.

44. Are you male or female? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Male
Female
45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

- Class teacher
- Head teacher
- Other teacher
- Teaching assistant/Higher level teaching assistant
- School administrative assistant
- Other

ASK IF CLASS TEACHER, HEADTEACHER OR OTHER TEACHER AT Q45. EVERYONE ELSE SHOULD CLOSE.

46. In total, how many years have you been teaching? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50.

47. How many years have you taught at this school? SINGLE CODE ONLY. READ OUT. ALLOW DK AND REF BUT DO NOT READ OUT. ENTER THE NUMBER IN YEARS. RANGE = 0 - 50. ANSWER SHOULD NOT EXCEED TOTAL GIVEN AT Q46.

48. Which of the following qualifications do you have? READ OUT ALL RESPONSE OPTIONS LISTED BELOW. ALLOW DK BUT DO NOT READ OUT. MULTICODE OK APART FROM NONE OF THESE, DO NOT WISH TO ANSWER AND DK WHICH ARE SINGLE CODE ONLY.

- 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

INTERVIEWER TO READ OUT TO RESPONDENTS.

Thank you very much for taking the time to answer our questions. All your answers will remain confidential.

If you have any queries please call James Bill in the research team at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm, Monday to Friday.
We may re-contact you for quality control purposes in the next few weeks. Would you also be willing for us to contact you if we have any further questions about the interview?

Yes [ ]

No [ ]

THANK RESPONDENT AND CLOSE.

Thank you on behalf of Ipsos MORI.
If you have any queries regarding the survey or our company, I can give you the telephone number of the company or the Market Research Society Freephone number.

PROVIDE AS NECESSARY:

Company Number - 0131 561 4603
MRS Freephone number – 0500 39 69 99
Job number – 10-0303358-01

INTERVIEWERS: MRS can only provide confirmation that we are a genuine Market Research Company.
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

I am writing to invite you to help with the latest stage of 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. An important part of the study involves collecting information about the children's schooling and educational development from their class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school.

The child (or children) named above who you teach and their family have already taken part in the Age 11 Survey. Their parents kindly gave us their written permission and the child has agreed to invite you to participate. The family told us your name, and the name and address of the school. We left the family a letter to pass on to you introducing the survey and you may have received this. We very much hope that you will agree to help us too so we can have a more complete picture of each child’s life.

We would like to ask you to fill in the questionnaire/s enclosed with this letter about the child/ren named above and return it to us in the Freepost envelope provided. The questionnaire/s should take 15 minutes and it is entirely up to you whether or not to complete it. You have at least four weeks to complete the questionnaire/s, and we will send you a gentle reminder if we have not heard from you after a few weeks. If you feel you are not the best person to fill in a questionnaire please pass it to a more appropriate person or your Head Teacher.

Please turn over
We have enclosed two leaflets, one which tells you more about the study and what is involved and another which shows how the findings from the survey of teachers have been used before.

Child of the New Century is being carried out by Ipsos MORI 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. If you have any questions or you would like further information, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process. Please contact Deborah Wilson, Senior Research Officer at the Department for Education on 0114 2742264 if you have any comments, queries or complaints.

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. Any information you provide will not be shared with the child or their parent(s). The names of the children in the study, your name and the name of the school will only be known to researchers at Ipsos MORI 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,

Professor Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID>  

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey  
[Merge first name and surname of child/ren]

I am writing to invite you to help with the latest stage of 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. An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study. Please contact Dr Steven Marshall, Chief Social Research Officer on 029 2082 5274 if you have any comments, queries or complaints.

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. Any information you provide will not be shared with the child or their parent(s). The names of the children in the study, your name and the name of the school will only be known to researchers at Ipsos MORI 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,

Professor Lucinda Platt
Study Director, Institute of Education
Cyf: <teacher ID>  
Anwyl [Merge title and surname of teacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed  
[Merge first name and surname of child/ren]

Rwy'n ysgrifennu i'ch gwaodd i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae hon yn astudiaeth bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21\textsuperscript{st} Ganrif trwy ddilyn dros 19,000 o blant a aned yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o'r astudiaeth yn cynnwys casglu gwybodaeth ynghylch ag addysg a datblygiadd addysgiadol y plant gan eu hathro dosbarth.

Cynhaliwyd yr arolygon blaenorol pan oedd y plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae'r Arolwg 11 Oed yn cael ei gynnal ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwydodd olaif o'r ysgol gynradd.

Mae plentyn (neu blant) a enwir eich oedd ei addysgu gennych chi a'u teulu eisoes wedi cymryd rhan yn yr Arolwg 11 Oed. Roedd yr rheini yn ddigon caredig i roi eu caniatâd ysgrifenedig i ni ac mae'r plentyn wedi cytuno i'ch gwaodd i gyfylldi rhan. Dywedodd y teulu wrthym beth yw'w enw, ac enw a chyfeiriad yr ysgol. Fe adawom lythyr i'r teulu ei basio ymlaen i chi yn cyfiwyno'r arolwg ac efallai'ch bod wedi derbyn hwn. Gobeithiwn fyf gawf iawn y byddwch yn helpu hefyd er mwyn mwy o fywyd pob plentyn.

Hoffem ofyn i chi gwbllau’r holiadur neu holiaduron amgasegied gwydr a llythyr hwn ynghylch yr plentyn neu blant a enhir uchod a'i dychwedlu atom yn yr amlen Rhadbost a ddarparwyd. Dylla'i holiadur neu holiaduron gymryd 15 munud i’w gwbllau a’ch dewis chi yn llwybr yw ei gwbllau neu beidio. Mae gennych o leiaf bedair wythnos i gwbllau’r holiadur neu holiaduron, a byddwn yn anfon neges atgoffa atoch os nad ydym wedi clywed gennych wedi ychydig wythnosau. Os ydych yn teimlo nad chi yw’r unigolyn gorau i gwbllau’r holiadur, pasiwc ef ymlaen at rywun mwy priodol neu’ch Pennaeth.

Trosodd os gwelwch yn dda
Rydym wedi amgáu dwy daflen, un sy'n rhoi gwybod mwy i chi am yr astudiaeth a beth sydd dan sylw, ac un arall sy'n dangos sut y defnyddiwyd y casgliadau o'r arolwg o athrawon yn flaenorol.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae'r IoE yn ganolfaen o safon byd ar hyfforddi athrawon a meysydd yn ymwneud ag addygyddol iwmwlwir cymdeithasol. Os oes gennych unrhyw enwi gwari neu os hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net

Mae'r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adrannau'r llywodraeth yng Nghymru sy'n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo'r rhan hwn o'r astudiaeth. Cysylltwch â Dr Steven Marshall, Prif Swyddog Ymchwil Cymdeithasol, ar 029 2082 5274 os oes gennych unrhyw sylwadau, ymholiadau neu gyngorion.

Fe ddelir yn gwbl gyfrinachol â'ch atebion yn unol â'r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu darlun o fywyd yn y Deyrnas Unedig ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy'n galluogi'ch adnabod chi, eich ysgol na'r plant yn yr astudiaeth o gwbl. Ni fydd unrhyw wybodaeth a ddarparwch yn cael ei rannu gyda'r plentyn na'i rieni. Dim ond yr ymchwilwyr yn Ipsos MORI a CLS fydd yn gwybod enwau'r plant, eich enw chi ac enw'r ysgol yn yr astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar ei anser ac rydym yn ddiolchgar iawn i chi am eich cymorth gyda'r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

[Signature]

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

I am writing to invite you to help with the latest stage of 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. An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school.

The child (or children) named above who you teach and their family have already taken part in the Age 11 Survey. Their parents kindly gave us their written permission and the child has agreed to invite you to participate. The family told us your name, and the name and address of the school. We left the family a letter to pass on to you introducing the survey and you may have received this. We very much hope that you will agree to help us too so we can have a more complete picture of each child’s life.

We would like to ask you to fill in the questionnaire/s enclosed with this letter about the child/ren named above and return it to us in the Freepost envelope provided. The questionnaire/s should take 15 minutes and it is entirely up to you whether or not to complete it. You have at least four weeks to complete the questionnaire/s, and we will send you a gentle reminder if we have not heard from you after a few weeks. If you feel you are not the best person to fill in a questionnaire please pass it to a more appropriate person or your Head Teacher.

Please turn over
We have enclosed two leaflets, one which tells you more about the study and what is involved and another which shows how the findings from the survey of teachers have been used before.

Child of the New Century is being carried out by Ipsos MORI 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. If you have any questions or you would like further information, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process.

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. Any information you provide will not be shared with the child or their parent(s). The names of the children in the study, your name and the name of the school will only be known to researchers at Ipsos MORI 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 Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID>  <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

I am writing to invite you to help with the latest stage of 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. An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study.

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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 Lucinda Platt

Study Director, Institute of Education
Cyf: <teacher ID> <Date>

Annwyl [Merge title and surname of teacher],

**Plentyn y Ganrif Newydd - Arolwg 11 Oed**  
[Merge first name and surname of child/ren]

Rwy'n ysgrifennu i'ch gwaithodd i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae hon yn astudiaeth bwysig yn archwilio sut brofiad ydi hi i dyfu fy nyn y Deymas Unedig yn yr 21ain Ganrif trwy ddilyn dros 19,000 o blant a aned yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o'r astudiaeth yn cynnwys casglu gywlbodaeth ynglŷn ag addysg a datblygiad addysgiadol y plant gan eu hathro dosbarth.

Cynhaliwyd yr arolygon blaenorol pan oedd y plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae ’r Arolwg 11 Oed yn cael ei gynnal yn ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o’r ysgol gynradd.

Mae plentyn (neu blant) a enwir uchod sy’n cael ei addysgu gennych chi a’u teulu eisoes wedi cymryd rhan yn yr Arolwg 11 Oed. Roedd y rheini yn ddigon caredig i roi eu caniatâd ysgrifenedig i ni ac mae’r plentyn wedi cytuno i’ch gwaithodd i gyflymu. Dywedodd y teulu wrthym beth yw’ch enw, ac enw a chyfeiriad yr ysgol. Fe adawom lythyr i’r teulu ei basio ymlaen i chi yn cyflwyno’r arolwg ac efallai’ch bod wedi derbyn hwn. Gobeithiwn yn fawr iawn y bydd hyn yn helpu hefyd er mwyn i ni gael darlun mwy o fywyd pob plentyn.

Hoffem ofyn i chi gwblhau’r holiadur neu holiaduron amgaeedig gyda’r llythyr hwn ynglŷn â’r plentyn neu blant a enwir uchod a’i dychwelyd atom yn yr amlen Rhadbost a ddarparwyd. Dylai’r holiadur neu holiaduron gymryd 15 munud i’w gwblhau a’ch dewis chi yn llwyd yw ei gwblhau neu beidio. Mae gennych o leiaf bedair wythnos i gwblhau’r holiadur neu holiaduron, a byddwn yn anfon neges atgoffa atoch os nad ydym wedi clywed gennych wedi ychydig wythnosau. Os ydych yn teimlo nad chi yw’r unigolyn gorau i gwblhau’r holiadur, pasiwch ef ymlaen at rywun mwy priodol neu’ch Pennaeth.

Trosod os gwelwch yn dda
Rydym wedi amgáu dwy daflen, un sy’n rhoi gwybod mwy i chi am yr astudiaeth a beth sydd dan sylw, ac un arall sy’n dangos sut y defnyddiwyd y casgliadau o’r arlofwg o athrawon yn flaenorol.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae’r IoE yn ganolfan o safon byd ar hyfforddi athrawon a meysydd yn ymwnediad ag addysg o ymchwil cymdeithasol. Os oes gennych unrhyw enrrhyw gwestiynau neu os hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â’r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dysgu Gyddi o Eos a Sgiliau yn un o nifer o adranau’r Llywodraeth yn Llywodraeth Cymru sy’n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Fe ddelir yn gwbl gyfrinachol â’ch atebion yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu darlun o fywyd yn y Deyrnas Unedig heiddi ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl. Ni fydd unrhyw wybodaeth a ddarparwch yn cael ei rannu gyda’r plentyn na’i rieni. Dim ond yr ymchwilwyr yn Ipsos MORI a CLS fydd yn gwybod enwau’r plant, eich enw chi ac enw’r ysgol yn yr astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar eich amser ac rydym yn ddiolchgar iawn i chi am eich cymorth gyda’r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

I am writing to invite you to help with the latest stage of 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. An important part of the study involves collecting information about the children’s last year of primary schooling and educational development from their Year 6 class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age.

The child (or children) named above who you taught during the summer 2012 term and their family have already taken part in the Age 11 Survey. Their parents kindly gave us their written permission and the child has agreed to invite you to participate as you were their class teacher during the summer 2012 school term. The family told us your name, and the name and address of the school. We left the family a letter to pass on to you introducing the survey and you may have received this. We very much hope that you will agree to help us too so we can have a more complete picture of each child’s life, even though they have now left the school.

We would like to ask you to fill in the questionnaire/s enclosed with this letter about the child/ren named above and return it to us in the Freepost envelope provided. Please think back and answer the questions by referring to the summer 2012 school term, and your knowledge of the child at and up to that point. For questions that refer to the child’s class or the school year, please refer to the 2011/2012 school year. The questionnaire/s should take 15 minutes and it is entirely up to you whether or not to complete it.

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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,

Professor Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey
[Merge first name and surname of child/ren]

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Professor Lucinda Platt
Study Director, Institute of Education
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Cynhaliwyd yr arolygon blaenorol pan oedd y plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae'r Arolwg 11 Oed yn cael ei gynnal yn ystod 2012, pan fydd y plant yn 11 oed. Mae'r plentyn (neu'r plant) a enwir uchod y buoch yn eu haddysgu yn ystod tymor yr haf 2012 a'u teulu eisoes wedi cymryd rhan yn yr Arolwg 11 Oed. Roedd y rheini yn ddigon caredig i roi eu caniatâd ysgrifenedig i ni ac mae'r plentyn wedi cytuno i'ch gwaodd i gymryd rhan gan mai chi oedd ei athro/hathro dosbarth yn ystod tymor yr haf 2012. Dywedodd y teulu wrthym beth yw'ch enw, ac enw a chwyfniâd yr ysgol. Fe adawom lythyr i'i teulu ei basio ymlaen i chi ac ymwylio'r arolwg ac efallaïch bod wedi derbyn hwn. Gobeithiwn yn fawr iawn y byddwch yn cytuno i'n helpu hefyd er mwyn i ni gael darlun mwy cyflawn o fywyd pob plentyn, er eu bod i gyd bellach wedi gadael yr ysgol.

Hoffem ofyn i chi gwblhau'r holiadur neu holiaduron amgaeedig gyda'r llythyr hwn ynglŷn â'r plentyn neu blant a enwir uchod a'i dychwelyd atom yn yr amlen Rhadbost a ddarparwyd. A fyddech mor garedig â meddiw yn ôl i'r cyfnewid hwnnw ac ateb y cwestiynau drwy gyfeirio at flwyddyn yr haf 2012, a'ch gwybodaeth am y plentyn bryd hynn a hyd at yr adeg honno. Yn y cwestiynau sy'n sôn am ddiwyd y plentyn neu am y flwydden ysgol, cyfeiriwch at flwydden ysgol 2011/2012 os gwelwch yn dda. Dylai'r holiadur neu holiaduron gwmryd 15 munud i’w gwblhau a’ch dewis chi. Mewn llwyd yr yw ei gwblhau neu beidio.
Mae gennych o leiaf bedair wythnos i gwblhau'r holiadur neu holiaduron, a byddwn yn anfon neges atgoffa atoch os nad ydym wedi clywed gennych wedi ychydig wythnosau. Os ydych yn teimlo nad chi yw'r unigolyn gorau i gwblhau'r holiadur, pasiwch ef ymlaen at ryw un mwy priodol neu'ch Pennaeth.

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Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae'r IoE yn ganolfan o safon byd ar hyfforddi athrawon a meysydd yn ymwneud ag addysg o ymchwil cymdeithasol. Os oes gennych unrhyw un o'r adniadau neu os hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r rhaglen ynglŷn à'r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net

Mae'r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adrannau'r Llywodraeth sy'n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo'r rhan hwn o'r astudiaeth.

Fe ddelir yn gwbl gyfrinachol â'ch atebion yn unol â'r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu darlun o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy'n galluogi'ch adnabod chi, eich ysgol na'r plant yn yr astudiaeth o gwbl. Ni fydd unrhyw wybodaeth a ddarparwch yn cael ei rannu gyda'r plentyn na'i rieni. Dim ond yr ymchwilwyr yn Ipsos MORI a CLS fydd yn gwybod enwau'r plant, eich enw chi ac enw'r ysgol yn yr astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar eich amser ac rydym yn ddiolchgar iawn i chi am eich cymorth gyda'r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

[Signature]

Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliaid Addysg
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

Some time ago I invited you to take part in 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). You were invited to participate because the child (or children) named above who you teach is part of this study.

We have not yet received all your completed questionnaire/s. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life. We would be very grateful if you would complete the questionnaire/s as soon as possible and return them 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 James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

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In the meantime, if you have any questions or would like further information please call the Freephone number mentioned above. For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process. Please contact Deborah Wilson, Senior Research Officer at the Department for Education on 0114 2742264 if you have any comments, queries or complaints.

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 Lucinda Platt

Study Director, Institute of Education
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

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[Merge first name and surname of child/ren]

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study. Please contact Dr Steven Marshall, Chief Social Research Officer on 029 2082 5274 if you have any comments, queries or complaints.

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 Lucinda Platt
Study Director, Institute of Education
Cyf: <teacher ID> <Date>

Annwyl [Merge title and surname of teacher],

**Plentyn y Ganrif Newydd - Arolwg 11 Oed**
[Merge first name and surname of child/ren]

Beth amser yn ôl fe ysgrifennais i’ch gわhodd i gymryd rhan yn Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig sy’n archwilio sut brofiad ydi i hi i dyfu fyny yn y Deyrnas Unedig yn yr 21ain Ganrif. Mae Arolwg 11 Oed Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addyss (IoE). Fe’ch gwa hoddyd i gymryd rhan am fod y plentyn (neu blant) a enwyd uchod yr ydych yn eu dysgu yn rhan o’r astudiaeth hon.

Nid ydym wedi derbyn eich holiadur/holiaduron wedi cwblhau i gyd eto. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn â phosibl er mwyn i ni allu cael darlun mwy o gyflymu o fywyd pob plentyn. Byddem yn ddiolchgar iawn pe gallech gwbblau hoyr holiadur neu holiaduron cyn gynted â phosibl a’u ddyrhwelyd atom. Os ydych eisoes wedi gwnnau hynnyn ystod y dyddiau diwethaf, hoffem ddiolch i chi, ac ymddiheuro am ysgrifennu eto. Os ydych angen copi arall, ffoniwch James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Byddwn yn cymnal cyfweliadau dros y ffôn gydag athrawon nad ydym wedi dychwelyd eu holiadur neu holiaduron trwy'r post. Pe byddai’n well gennych ateb cwestiynau’r holiadur dros y ffôn, ffoniwch y rhif Rhadffôn uchod i gadarnhau eich manylion cyswllt ac argaelid (mae costau o ffonau symudol yn amrywio, gwiriwch gyda’r rhif uchod i’r ysgol). Yna bydd cyfweliadau Ipsos MORI yn eich ffonio yn ôl i gyfweiliadau dros y ffôn. Os nad ydym yn cywir gennych trwy’r post neu dros y rhif ffôn Rhadffôn o fewn yr ychydig wythnosau nesaf, bydd cyfweliadau Ipsos MORI yn ffonio’r ysgol i’ch gwa hodd i gymryd rhan dros y ffôn.

Trosodd os gwelwch yn dda
Fe ddelir yn gwbl gyrinachol â’ch atebion yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu profil o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl.

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Rydym yn gwerthfawrogi bod nifer o alwadau ar eich amser ac rydym yn ddiolchgar i chi am eich cymorth gyda’r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey
[Merge first name and surname of child/ren]

Some time ago I invited you to take part in 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). You were invited to participate because the child (or children) named above who you teach is part of this study.

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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 Lucinda Platt
Study Director, Institute of Education
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Study Director, Institute of Education
Cyf: <teacher ID> <Date>
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Study Director, Institute of Education
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Nid ydym wedi derbyn eich holiadur/holiaduron wedi cwblhau i gyd eto. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn à phosibl er mwyn i ni allu cael darlun mwy cyflawn o fywyd pob plentyn. Byddem yn ddiolchgar iawn pe gallech gyflawn i’r holiau neu holiaduron cyn gynted à phosibl a’i ddychwelyd neu eu dychwelyd atom. Os ydych angen copi arall, ffoniwch James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Os ydych eisoes wedi cwblhau a dychwelyd eich holiaduron(yn), yna ddiolch, ac ymddiheurwn am ysgrifennu atoch unwaith eto. Nid oes angen i chi wneud unrhyw beth arall ac fe gewch anwybyddu’r llythyr hwn. Yn anffodus mae’r amser y mae’n ei gymryd i dderbyn a phrosesu holiaduron post yn golygu bod eich cofnod o holiaduron wedi’u cwblhau ar eich holiaduron wedi’u cwblhau.

Byddwn yn cynnal cyfweliadau dros y ffôn gydag athrawon nad ydym wedi dychwelyd eu holiaduron neu holiaduron trwy’r post. Byddai’n well gennych aethau cwestiynau’r holiaduron dros y ffôn, ffoniwch y rhif Rhadffôn uchod i gadamhau eich manylion cyswllt ac argaeledd (mae costau o ffonau symudol yn amrywio, gwiriwch gyda’ch darparwyr). Yna bydd cyfweliadyd Ipsos MORI yn eich ffonio yn ôl i gynnal cyfweliad dros y ffôn. Os nad ydym yn clywed gennych trwy’r post neu dros y rhif ffôn Rhadffôn o fewn yr ychydig wythnosau nesaf, bydd cyfweliadyd Ipsos MORI yn ffonio’r ysgol i’ch g wahodd i gymryd rhan dros y ffôn.

Trosodd os gwelwch yn dda
Fe ddelir yn gwbl gyfrinachol â’ch atebion yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu profil o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl.

Yn y cyfamser, os oes gennych unrhyw unrhwyw gwestiynau neu os hoffech ragor o wybodaeth, ffoniwch y rhif Rhadffôn a grybwyllwyd uchod. Am ragor o wybodaeth ynglŷn â’r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dygwy Gydol Oes a Sgiliau yn un o nifer o adranau’r Ilywodraeth yn Llywodraeth Cymru sy’n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar eich amser ac rydym yn ddiolchgar i chi am eich cymorth gyda’r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

Some time ago I invited you to take part in 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). You were invited to participate because the child (or children) named above, who you taught during the summer 2012 school term, is part of this study.

We have not yet received all your completed questionnaire/s. Even though we know the child has left the school, it is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life. We would be very grateful if you would complete the questionnaire/s as soon as possible and return them to us. If you require another copy, please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

If you have already returned your completed questionnaire/s, please accept our thanks, and we apologise for writing to you again. You do not need to do anything further and can ignore this letter. Unfortunately the time taken to receive and process postal questionnaires means that our records of completed questionnaires are behind real-time information.

We will be conducting telephone interviews with teachers who have not returned their questionnaire/s by post. If you would prefer to answer the survey questions over the telephone, please call the Freephone number above to confirm your contact details and availability (costs from mobile phones may vary, please check with your provider). An Ipsos MORI interviewer will then call you back to conduct a telephone interview. If we do not hear from you by post or via the Freephone number within the next few weeks, an Ipsos MORI interviewer will call the school to invite you to participate by telephone.

Please turn over
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 please call the Freephone number mentioned above. For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process.

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 Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID> <Date>

Dear [Merge title and surname of teacher],

Child of the New Century - Age 11 Survey

[Merge first name and surname of child/ren]

Some time ago I invited you to take part in 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). You were invited to participate because the child (or children) named above, who you taught during the summer 2012 school term, is part of this study.

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study.

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 Lucinda Platt
Study Director, Institute of Education
Cyf: <teacher ID>  

Annwyl [Merge title and surname of teacher],

Plentynt y Ganrif Newydd - Arolwg 11 Oed  
[Merge first name and surname of child/ren]

Beth amser yn ôl fe ysgrifennais i’ch gwahodd i gymryd rhan yn Plentynt y Ganrif Newydd – astudiaeth genedlaethol bwysig sy’n archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21ain Ganrif. Mae Arolwg 11 Oed Plentynt y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Fe’ch gwahoddwyd i gymryd rhan anfod y plentyn (neu blant) a enwir uchod y buoch yn eu haddysgu yn ystod tymor yr haf 2012 yn rhan o’r astudiaeth hon.

Nid ydym wedi derbyn eich holiadur/holiaduron wedi cwblhau i gyd eto. Gwyddom fod y plentyn wedi gadael yr ysgol ond mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn â phosibl er mwyn i ni allu cael darlun mwy cyfawn o fywyd pob plentyn. Byddem yn ddiolchgar iawn pe gallech gwblhau’r holiadur neu holiaduron cyn gynted â phosibl a’i ddychwelwyl neu eu dychwelwyl atom. Os ydych angen copi arall, ffoniwch James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Os ydych eisoes wedi cwblhau a dychwelwyl eich holiadur(on), yna diolch, ac ymddiheurwun am ysgrifennu atoch unwaith eto. Nid oes angen i chi weud unrhyw beth arall ac fe gewch anwybyddu’r llythyr hwn. Yn anffodus mae’r amser yr amser mae’n ei gymryd i dderbyn a phrosesu holiaduron post yn golygu bod ein cofnod o holiaduron wedi’u cwblhau ar ei holl hîl.

Byddwn yn cynnal cyfweliadau dros yr ffôn gydag athrawon nad ydynt wedi dychwelwyl eu holiadur neu holiaduron trwy’r post. Pe byddai’n well gennych ateb cwestiynau’r holiadur dros yr ffôn, ffoniwch y rhif Rhadffôn uchod i gadarnhau eich manylion cyfyllt ac argaedd (mae costau o ffonau symudol yn amrywio, gwirriwch gyda’ch darparwyr). Yna bydd cyfwmelydd Ipsos MORI yna eich ffonio yn ôl i gynnal cyfweliadau dros yr ffôn. Os nad ydym yn cwlwedd gennych trwy’r post neu dros yr rhif ffôn Rhadffôn o fewn yr ychydig wythnosau nesaf, bydd cyfwmelydd Ipsos MORI yna ffonio’r ysgol i’ch gwahodd i gymryd rhan dros yr ffôn.

Trosodd os gwelwch yn dda
Fe ddelir yn gwbl gyrinachol à’ch atebion yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddwch i greu profi o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl.

Yn y cyfamser, os oes gennych unrhyw unrhyw gwestiynau neu os hoffech ragor o wybodaeth, ffoniwch y rhif Rhadffôn a grybwyllwyd uchod. Am ragor o wybodaeth ynglŷn â’r rhaglen yn gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adrannau’r Llywodraeth yn ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar eich amser ac rydym yn ddiolchgar i chi am eich cymorth gyda’r astudiaeth bwysig hon. Hoffem ddiolch i chi am gyfrannu i adnodd ymchwil addysgol o bwys.

Cofion cynnes,

[Signature]

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey
[Merge title, first name, surname of teacher(s)]

I am writing to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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. An important part of the study involves collecting information about the child’s schooling and educational development from their class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school.

At least one child in your school and their family has recently taken part in the Age 11 Survey. The parents kindly gave us their written permission and the child agreed to invite the teacher(s) named above to participate. The family told us the name of the teacher(s) and 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 minutes. It is completely up to the teacher whether or not to fill in the questionnaire. We have also sent two information leaflets to your teacher(s) and these are enclosed for your information.

Please turn over
The teacher(s) will have at least four weeks to complete the questionnaire and we will send a gentle reminder if we have not heard from them after a few weeks. If we still do not hear anything from them, an Ipsos MORI interviewer will call the school so that we can invite the teacher to complete the survey by telephone instead. For this reason, we would be grateful if you could pass on the enclosed one-page flyer about the survey to school office staff, so that they know to expect the call.

We have asked for the questionnaire(s) 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(s). If this happens we would ask you to pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

Child of the New Century is being carried out by Ipsos MORI 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. If you have any questions or you would like further information, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process. Please contact Deborah Wilson, Senior Research Officer at the Department for Education on 0114 2742264 if you have any comments, queries or complaints.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. The information they 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 them, your school or the children in the study to be identified. Any information provided by your teacher(s) will not be shared with the children or their parent(s). The names of the children in the study, your teachers’ names and the name of the school will only be known to researchers at Ipsos MORI and CLS.

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 Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey

[Merge title, first name, surname of teacher(s)]

I am writing to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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. An important part of the study involves collecting information about the child’s schooling and educational development from their class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school.

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We have asked for the questionnaire(s) 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(s). If this happens we would ask you to pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study. Please contact Dr Steven Marshall, Chief Social Research Officer on 029 2082 5274 if you have any comments, queries or complaints.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. The information they 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 them, your school or the children in the study to be identified. Any information provided by your teacher(s) will **not** be shared with the children or their parent(s). The names of the children in the study, your teachers’ names and the name of the school will only be known to researchers at Ipsos MORI and CLS.

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 Lucinda Platt
Study Director, Institute of Education
Cyf: <teacher ID> <Date>

Anwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed
[Merge title, first name, surname of teacher(s)]

Rwy'n ysgrifennu i'ch hysbys ein bod yn gwahodd yr athro neu athrawon a enwir uchd i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae hon yn astudiaeth bwysig yn archwilio sut brofiad ydi hi i dyfu fy ny y Deyrnas Unedig yn yr 21st Ganrif trwy ddilyn dros 19,000 o blant a aned yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o'r astudiaeth yn cynnwys casglu gwybodaeth ynglŷn ag addysg a datblygiad addysgiadol y plentyn gan eu hathro dosbarth.

Cynhaliwyd yr arolygon blaenorol pan oedd y plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae'r Arolwg 11 Oed yn cael ei gynnau yn ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o'r ysgol gynradd.

Mae o leiaf un plentyn yn eich ysgol a'i deulu wedi cymryd rhan yn yr Arolwg 11 Oed yn ddiweddar. Bu'r rhieni yn ddigon caredig i roi eu caniatâd ysgrifenedig ac fe gyntod yr plentyn i wahodd yr athro neu athrawon a enwir uchd i gymryd rhan. Dywedodd y teulu wrthym beth yw 'ch enw'r athro neu athrawon ac enw a chyfeiriad yr ysgol.

Rydym wedi ysgrifennu at bob un o'r athrawon uchd i ofyn iddynt gwbhau holiadur byr ynglŷn ag addysg ac ymddygiad yn yr ysgol pob plentyn yn yr astudiaeth, a fydd yn cymryd tua 15 munud. Yr athro sydd i ddewi a ydym am gwbhau’r holiadur neu beidio. Rydym hefyd wedi anfon dwy daflen wybodaeth i’ch athro neu athrawon ac mae’r rhain yn amgaeedig i chi er gwybodaeth.

Trosodd os gwelwch yn dda
Llun y gyfres "Plentyn y Ganrif Newydd" yw'r ceidwadwyd gan Ipsos MORI ar ran yr Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae'r IoE yn ganolfan o safon byd ar hyfforddi athrawon a meysydd yr ymchwil a'r unigolyn gorau i amgueddfaid yr unigolyn gorau i amgueddfaid.

Mae'r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adrannau'r llywodraeth sy'n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo'r rhan hwn o'r astudiaeth. Cysylltwch â Dr Steven Marshall, Prif Swyddog Ymachwil Cymdeithasol, ar 029 2082 5274 os oes gennych unrhyw sylwadau, ymholiadau neu gwynion.

Os oes unrhyw wybodaeth mae'ch athrawon yn darparu yn cael ei rannu gyda'r plant na'u rhieni. Dim ond yr ymchwilwrwy ym Ipsos MORI a CLS fydd yn gyfrannu mewn unrhyw fodd sy'n galu eu hadnabod, eich ysgol na'r plant yn yr astudiaeth o gwbl. Ni fydd unrhyw wybodaeth mae'ch athrawon yn darparu yn cael ei rannu gyda'r plant na'u rhienedd. Dim ond yr ymchwilwrwy ym Ipsos MORI a CLS fydd yn gyfrannu mewn unrhyw fodd sy'n galu eu hadnabod, eich ysgol na'r plant yn yr astudiaeth o gwbl.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i'ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

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Child of the New Century - Age 11 Survey

[Merge title, first name, surname of teacher(s)]

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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 Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID>  

Dear Head Teacher [or if available merge title and surname of headteacher],

**Child of the New Century - Age 11 Survey**  
[Merge title, first name, surname of teacher(s)]

I am writing to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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. An important part of the study involves collecting information about the child’s schooling and educational development from their class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age and in their last year of primary school.

At least one child in your school and their family has recently taken part in the Age 11 Survey. The parents kindly gave us their written permission and the child agreed to invite the teacher(s) named above to participate. The family told us the name of the teacher(s) and 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 minutes. It is completely up to the teacher whether or not to fill in the questionnaire. We have also sent two information leaflets to your teacher(s) and these are enclosed for your information.

*Please turn over*
The teacher(s) will have at least four weeks to complete the questionnaire and we will send a gentle reminder if we have not heard from them after a few weeks. If we still do not hear anything from them, an Ipsos MORI interviewer will call the school so that we can invite the teacher to complete the survey by telephone instead. For this reason, we would be grateful if you could pass on the enclosed one-page flyer about the survey to school office staff, so that they know to expect the call.

We have asked for the questionnaire(s) 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(s). If this happens we would ask you to pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

Child of the New Century is being carried out by Ipsos MORI 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. If you have any questions or you would like further information, please contact James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. The information they 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 them, your school or the children in the study to be identified. Any information provided by your teacher(s) will not be shared with the children or their parent(s). The names of the children in the study, your teachers’ names and the name of the school will only be known to researchers at Ipsos MORI and CLS.

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,

Professor Lucinda Platt

Study Director, Institute of Education
Cyf: <teacher ID>  

Anwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed

[merge title, first name, surname of teacher(s)]

Rwy'n ysgrifennu i'ch hysbys ei bod yn gwaedd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae hon yn astudiaeth bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deymas Unedig yn yr 21ain Ganrif trwy ddilyn dros 19,000 o blant a aned yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o'r astudiaeth yn cynnwys casglu gywodaeth ynglŷn ag addysg a datblygiad addysgiadol y plentyn gan eu hathro dosbarth.

Cynhaliwyd yr arolwyd blaenorol pan oedd yr plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae'r Arolwg 11 Oed yn cael ei gynnal yn ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwydden olaf o'r ysgol gynradd.

Mae o leiaf un plentyn yn eich ysgol a'i deulu wedi cymryd rhan yn yr Arolwg 11 Oed yn ddiweddar. Bu'r rhieni yn ddigon caredig i roi eu caniatâd ysgrifenedig ac fe gyntoddodd y plentyn i wahodd yr athro neu athrawon a enwir uchod i gymryd rhan. Dywedodd y teulu wrthym beth yw 'ch enw'r athro neu athrawon ac enw a chyfeiriad yr ysgol.

Rydym wedi ysgrifennu at bob un o'r athrawon uchod i ofyn iddynt gwbhau holiadur byr ynglŷn ag addysg ac ymddygiad yn yr ysgol pob plentyn yn yr astudiaeth, a fydd yn cymryd tua 15 munud. Yr athro sydd i ddewys a ydym am gwbhau'r holiadur neu beidio. Rydym hefyd wedi anfon dwy daflen wybodaeth i'ch athro neu athrawon ac mae'r rhan yn amgaeeddig i chi er gywodaeth.
Bydd gan yr athro neu athrawon o leiaf bedair wythnos i gwblhau’r holiadur, a byddwn yn anfon neges atgoffa os nad ydym wedi clywed ganddynt wedi ychydig wythnosau. Os nad ydym yn dal wedi clywed ganddynt, bydd cyfwelydd Ipsos MORI yn ffonio’r ysogol er mwyn i ni allu gwahodd yr athro i gwblhau’r arolwg dros y ffôn. Oherwydd hyn, byddym yn ddiolchgar pa gallech basio’r daflen un dudalen amgaeedig ynghyd â’r arolwg hwn i staff swyddfa’r ysgol fel eu bod yn gwybod i ddisgwyl yr alwad. 

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hi yn teimlo mai nhw yw’r unigolyn gorau i ateb yr holiadur neu holiaduron. Os bydd hyn yn digwydd, rydym yn ddiolchgar pa gallech basio’r holiadur neu holiaduron ymlaen at rywun arall sy’n gallu darparu’r wybodaeth ynglŷn â’r plentyn a enwir ar flaen yr holiadur neu, os yn briodol, gallech ateb yr holiadur eich hun.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae’r IoE yn ganolfan o safon byd ar hyfforddi athrawon a mae sydd yn ymwenedd ag addysg ymchwil bywydol. Os os gennydd unrhyw gwestiynau neu os hoffech ragor o wybodaeth, mae James Bill ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â’r plentyn, gallwch gefnogi 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adranau’r llwydraeth yn Llywodraeth Cymru sy’n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Fe ddelir yn gwbl gyfrinachol ag atebion eich athrawon yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddant i greu darlun o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei rhyddhau mewn unrhyw fodd sy’n galluogi eu hadnabod, eich ysgol na’r plant yn yr astudiaeth o gwbl. Ni fydd unrhyw wybodaeth mae’ch athrawon yn darparu yn cael ei rannu gyda’r plant na’u rhieni. Dim ond yr ymchwilwyr yn Ipsos MORI a CLS fydd yn gwybod enwau’r plant, enwau’r athrawon ac enw’r ysgol yn yr astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i’ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey

[Merge title, first name, surname of teacher(s)]

I am writing to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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. An important part of the study involves collecting information about the child’s last year of primary schooling and educational development from their Year 6 class teacher.

Previous surveys have taken place when the children were 9 months old, and at ages 3, 5 and 7. The Age 11 Survey is taking place during 2012, when the children are 11 years of age.

At least one child who was in your school during the summer 2012 term and their family has recently taken part in the Age 11 Survey. The parents kindly gave us their written permission and the child agreed to invite the teacher(s) named above to participate as they were their class teacher during the summer 2012 school term. The family told us the name of the teacher(s) and 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 during Year 6, which will take about 15 minutes. It is completely up to the teacher whether or not to fill in the questionnaire. We have also sent two information leaflets to your teacher(s) and these are enclosed for your information.

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The teacher(s) will have at least four weeks to complete the questionnaire and we will send a gentle reminder if we have not heard from them after a few weeks. If we still do not hear anything from them, an Ipsos MORI interviewer will call the school so that we can invite the teacher to complete the survey by telephone instead. For this reason, we would be grateful if you could pass on the enclosed one-page flyer about the survey to school office staff, so that they know to expect the call.

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The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process.

Your teachers’ answers will be treated in strict confidence in accordance with the Data Protection Act. The information they 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 them, your school or the children in the study to be identified. Any information provided by your teacher(s) will not be shared with the children or their parent(s). The names of the children in the study, your teachers’ names and the name of the school will only be known to researchers at Ipsos MORI and CLS.

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,

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Study Director, Institute of Education
Ref: <teacher ID>  

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With kind regards,

[Signature]

Professor Lucinda Platt

Study Director, Institute of Education
Cyf: <teacher ID>  

<Date>

Annwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed
[Merge title, first name, surname of teacher(s)]

Rwy’n ysgrifennu i’ch hysbysu ein bod yn gwahodd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae hon yn astudiaeth bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21ain Ganrif trwy ddilyn dros 19,000 o blant a aned yn 2000/2001 trwy gydol eu bywydau. Mae rhan bwysig o’r astudiaeth yn cynnwys casglu gwybodaeth ynglŷn â datblygiad addysgiadol ac addysg y plentyn yn ei flwyddyn olaf yn yr ysgol gynradd gan ei athro dosbarth ym mlwyddyn 6.

Cynhaliwyd yr arolygon blaenorol pan oedd y plant yn 9 mis oed, ac yn 3, 5 a 7 oed. Mae’r Arolwg 11 Oed yn cael ei gynnau ym ystod 2012, pan fydd y plant yn 11 oed.

Mae o leiaf un plentyn a oedd yn eich ysgol chi yn ystod tymor yr haf 2012 a’i deulu wedi cymryd rhan yn yr Arolwg 11 Oed yn ddiweddar. Bu’r rhieni yn ddigon careddig i roi eu caniatâd ysgrifenedig ac fe gytunodd y plentyn i waddod yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd. Mae’r Arolwg 11 Oed yn ddiweddar yn ystod tymor yr haf 2012. Dywedodd y teulu wrthym beth yw’ch enw’r athro neu athrawon ac enw a chynnal yr ysgol.

Rydym wedi ysgrifennu at bob un o’r athrawon uchod i ofyn iddynt gwblhau holiadur byr yrnglŷn ag addysg ac ymddiad pob plentyn yn yr astudiaeth yn yr ysgol yn ystod blwyddyn 6, ac feiddu’n cymryd tua 15 munud. Yr athro sydd i ddewis a ydynt am gwblhau’r holiadur neu beidio. Rydym hefyd wedi anfon dwy daflen wybodaeth i’ch athro neu athrawon ac mae’r rhain yn amgadeig a chi er gywodaeth.

Trosodd os gwelwch yn dda
Bydd gan yr athro neu athrawon o leiaf bedair wythnos i gwblhau'r holiadur, a byddwn yn anfon neges atgoffa os nod ydym wedi clywed ganddynt wedi ychydig wythnosau. Os nad ydym yn dal wedi clywed ganddynt, bydd cyfwelydd Ipsos MORI yn ffônio’r ysgol er mwyn i ni allu gwybod yr athro i gwblhau’r arolwg dros y ffôn. Oherwydd hyn, byddem yn ddiolchgar pa gallech basio’r daflen un dudalen amgaeedig ynglŷn â’r arolwg hwn i staff swyddfa’r ysgol fel eu bod yn gwybod i ddigwydd yr alwad.

Oherwydd hyn, byddem yn ddiolchgar pa gallech basio’r daflen un dudalen amgaeedig ynglŷn â’r arolwg hwn i staff swyddfa’r ysgol fel eu bod yn gwybod i ddisgwyl yr alwad.

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hi yn teimlo mai nhw yw’r unigolyn gorau i atebyr holiadur neu holiaduron. Os bydd hyn yn digwydd, rydym yn ddiolchgar pa gallech holiadur neu holiaduron ymlaen at rywun arall sy’n golygu darparu’r wybodaeth ynglŷn â’r plentyn a enwir ar flaen yr holiadur neu, os yn briodol, gallech basio’r ysgol a’r plant.

Rydym wedi gofyn iddynt basio’r holiaduron ymlaen i chi os nad yw’r enw bellach i’r ysgol ac os nad yw’r lleoliad presennol yn hysbys, neu os nad yw’r ysgol neu’n teimlo mai nhw yw’r unigolyn gorau i aroldir yr holiaduron neu holiaduron. Os bydd hyn yn digwydd, rydym yn ddiolchgar pa gallech basio’r holiaduron ymlaen i chi os nad yw’r plentyn a enwir ar flaen yr holiadur neu, os yn briodol, gallech basio’r holiadur eich hun.

Mae Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae’r IoE yn ganolfan o safon byd ar hyfforddi athrawon a meysydd yn ymwyneud ag addysg ymchwil cymdeithasol. Os oes gennych unrhyw gwestiynau neu os hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â’r rhan hwn o’r astudiaeth, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adnannau’r llwyddoedd mewn adnabod a chyfraniad i’r plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Fe delir yn gwbl gyfrinachol ag atebion eich athrawon yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth mewn unrhyw fodd sy’n galluogi eu hadnabod, eu ysgol na’r plant sy’n eu astudiaeth o gwbl. Ni fydd unrhyw wybodaeth mae’ch athrawon yn darparu a chael ei rannu gyda’r plant wythnosau neu mlynedd. Dim ond yr ymchwilwyr yn Lypnos MORI a CLS fydd yn gwybod enwau’r plant, enwau’r athrawon ac enw’r ysgol ym yr astudiaeth.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i chwytau am gyfranno i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

[signature]

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <teacher ID>  

Dear Head Teacher [or if available merge title and surname of headteacher],


Child of the New Century - Age 11 Survey  
[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

The teacher(s) named above was invited to participate because at least one child they teach is part of this study. We have not yet received all the completed questionnaire/s from the teacher. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life.

We have asked for the questionnaire(s) 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(s). If this has happened, please could you pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

Please turn over
Alternatively, we will be conducting telephone interviews with teachers who have not returned their questionnaire/s, so Ipsos MORI interviewers may call your school to try to interview the relevant teacher(s) by phone. If you have not done so already, we would therefore be grateful if you could tell reception staff about the telephone survey so they know to expect the call. If we are unable to reach the named teacher(s), we would be most appreciative if you or another suitable teacher could take part in a short telephone interview.

In the meantime, if you have any questions or would like further information please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process. Please contact Deborah Wilson, Senior Research Officer at the Department for Education on 0114 2742264 if you have any comments, queries or complaints.

All 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 school or the children in the study to be identified.

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 Lucinda Platt
Study Director, Institute of Education
Ref: <teacher ID>  <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

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The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study. Please contact Dr Steven Marshall, Chief Social Research Officer on 029 2082 5274 if you have any comments, queries or complaints.

All 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 school or the children in the study to be identified.

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 Lucinda Platt
Study Director, Institute of Education
Cyf: <teacher ID>  <Date>

Annwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed  
[Merge title, first name, surname of teacher(s)]

Beth amser yn ôl ysgrifennais i’ch hysbysu ein bod yn gwahodd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21ain Ganrif. Mae Arolwg 11 Oed Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae rhan bwysig o’r astudiaeth yn cynnwys casglu gwybodaeth ynglŷn ag addysg a dathlygiad addysgiadol y plant gan eu hathro dosbarth.

Gwahoddwyd yr athro neu athrawon a enwir uchod i enwir uchod i gymryd rhan am fod o leiaf un plentyn y buont yn dysgu yn rhan o’r astudiaeth hon. Nid ydym wedi derbyn yr holiadur neu holiaduron cyflawn i gyd gan yr athro eto. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn à phosibl er mwyn i ni allu cael darlun mwy cyflawn o fywyd pob plentyn.

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hi yn teimlo mai nhw yw’r unigolyn gorau i ateb yr holiadur neu holiaduron. Os yw hyn wedi digwydd, a fyddai modd i chi basio’r holiadur neu holiaduron ymlaen at rywun arall sy’n gallu darparu’r wybodaeth ynglŷn â’r plentyn a enwir ar flaen yr holiadur, neu, os yn briodol, gallech ateb yr holiadur eich hun.

Trosodd os gwelwch yn dda
Neu, byddwn yn cynnal cyfweliadau dros y ffôn gydag athrawon nad ydynt wedi dychwelyd eu holiaduron, felly efallai y bydd cyfwelwyr Ipsos Mori yn ffônio eich ysgol i geisio cyfweld yr athro neu athrawon perthnasol dros y ffôn. Os nad ydych eisoes wedi gwneud hynny, byddem felly'n ddiolchgar iawn pe gallech roi gwybod i staff y dderbynfa ynglŷn a'r arlwyr ffôn fel eu bod yn gwybod i ddisgwyl yr alwad. Os na allwn gael gafael ar yr athro neu athrawon a enir, yna byddem yn gwerthfawrogi'n fawr iawn pe gallech iawn pe gallech chi neu athro arall priodol gymryd rhan mewn cyfweliad byr dros y ffôn.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os yr hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r rhaglen, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net

Mae'r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adrannau'r llywodraeth yn Llywodraeth Cymru sy'n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo'r rhan hwn o'r astudiaeth. Cysylltwch â Dr Steven Marshall, Prif Swyddog Ymchwil Cymdeithasol, ar 029 2082 5274 os oes gennych unrhyw sylwadau, ymholiadau neu gwynion.

Fe ddelir yn gwbl gyfrinachol â'r holl atebion yn unol â'r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddir i greu profi o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy'n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i’ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <school ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey
[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

The teacher(s) named above was invited to participate because at least one child they teach is part of this study. We have not yet received all the completed questionnaire/s from the teacher. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life.

We have asked for the questionnaire(s) 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(s). If this has happened, please could you pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

Please turn over
Alternatively, we will be conducting telephone interviews with teachers who have not returned their questionnaire/s, so Ipsos MORI interviewers may call your school to try to interview the relevant teacher(s) by phone. If you have not done so already, we would therefore be grateful if you could tell reception staff about the telephone survey so they know to expect the call. If we are unable to reach the named teacher(s), we would be most appreciative if you or another suitable teacher could take part in a short telephone interview.

In the meantime, if you have any questions or would like further information please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process.

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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 Lucinda Platt
Study Director, Institute of Education
Ref: <school ID>  

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey  
[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children's schooling and educational development from their class teacher.

The teacher(s) named above was invited to participate because at least one child they teach is part of this study. We have not yet received all the completed questionnaire/s from the teacher. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life.

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With kind regards,

[Signature]

Professor Lucinda Platt

Study Director, Institute of Education
Cyf: <school ID> <Date>

Annwyl Brifathro [or if available merge title and surname of headteacher],

**Plentyn y Ganrif Newydd - Arolwg 11 Oed**

[Merge title, first name, surname of teacher(s)]

Beth amser yn ôl fe ysgrifennais i’ch hysbysu eîn bod yn gwahodd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21th Ganrif. Mae Arolwg 11 Oed Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae rhan bwysig o’r astudiaeth yn cynnwys casglu gwybodaeth ynghan ag addysg a datblygiad addysgiadol y plant gan eu hathro dosbarth.

Gwahoddwyd yr athro neu athrawon a enwir uchod i enwir uchod i gymryd yr holiadur neu holiaduron ymlaen i gynhwysa ohononwyd yr holiadur neu holiaduron cwflawn i gyd gan yr athro eto. Mae’n bwysig iawn eis bod yn derbyn cymaint o holiaduron cyflawn a phosibl er mwyn i ni allu cael darlun mwy cyflawn o fywyd pob plentyn.

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hein hiyn teimlo mai nhw yw’r unigolyn gorau i ateb yr holiadur neu holiaduron. Os yw hyn wedi digwydd, a fyddai modd i chi basio’r holiadur neu holiaduron ymlaen at rywun arall sy’n gallu darparu’r wybodaeth ynghan â’r plentyn a enwir ar flaen yr holiadur, neu, os yn briodol, gallech ateb yr holiadur eich hun.

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Neu, byddwn yn cynnal cyfweliadau dros y ffôn gydag athrawon nad ydynt wedi dychwelyd eu holiaduron, felly efallback y bydd cyfwelwyr Ipsos Mori yn ffonio eich ysgol i geisio cyfweld yr athro neu athrawon perthnasol dros y ffôn. Os nad ydych eisoes wedi gwneud hynny, byddem felly'n ddiolchgar iawn pe gallech roi gwybod i staff y dderbynfa ynglŷn â'r arolwg ffôn fel eu bod yn gwybod i dd disgwyl yr alwad. Os na allwn gael gafael ar yr athro neu athrawon a enwir, yna byddem yn gwerthfawrogi'n fawr iawn pe gallech chi neu athro arall priodol gymryd rhan mewn cyfweliad byr dros y ffôn.

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Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i’ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <school ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

**Child of the New Century - Age 11 Survey**

[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

The teacher(s) named above was invited to participate because at least one child they teach is part of this study. According to our records, we have not yet received all the completed questionnaire/s from the teacher(s). However, the time taken to receive and process postal questionnaires means that our records of completed questionnaires are behind real-time information, so **if the teacher has already returned their completed questionnaire/s then they do not need to do anything further.** It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life, which is why we are sending this reminder.

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*Please turn over*
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With kind regards,

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Study Director, Institute of Education
Ref: <school ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey  
[Merge title, first name, surname of teacher(s)]

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With kind regards,

[Signature]

Professor Lucinda Platt
Study Director, Institute of Education
Annwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed

[Merge title, first name, surname of teacher(s)]

Beth amser yn ôl efsgrifennais i’ch hysbysu ein bod yn gwahodd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deymas Unedig yn yr 21st Ganrif. Mae Arolwg 11 Oed Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliaid Addysg (IoE). Mae rhan bwysig o’r astudiaeth yn cynnwys casgli gwybodaeth ynglŷn ag addysg a datblygiad addysgiadol y plant gan eu hathro dosbarth.

Gwahoddwyd yr athro neu athrawon a enwir uchod i helpu gyda cham am fod o leiaf un plentyn y buont yn dysgu yn yr ysgol yn yr o’r astudiaeth hon. Yn ôl ein cofnodion ni, nid ydym wedi derbyn yr holiaduron wedi’u cwblhau i gyd gan yr athro(athrawon) eto. Fodd bynnag, mae’r amser y mae’n ei gymryd i derbyn ac phrosesu holiaduron post yn golygu bod ein cofnod o holiaduron wedi’u cwblhau ar ei holl hi. Felly, os yw’r athro eisoes wedi dychwelyd ei holiadur yna nid oes angen gweud unrhyw beth pellach.

Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn â phosibl er mwyn i ni allu cael darlun mwy cyflawn o fywyd pob plentyn, a dyna pam yr ydym yn anfon y llythyr hwn.

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hi yn teimlo mai nhw yw’r unigolyn gorau i ateb yr holiadur neu holiaduron. Os yw hyn wedi digwydd, a fyddai modd i chi basio’r holiadur neu holiaduron ymlaen at rywun arall sy’n gallu darparu’r wybodaeth ynglŷn â’r plentyn a enwir ar flaen yr holiadur, neu, os yn briodol, gallech ateb yr holiadur eich hun.

Trosodd os gwelwch yn dda
Neu, byddwn yn cynnal cyfweliadau dros y ffôn gydag athrawon nad ydynt wedi dychwelyd eu holiaduron, felly efallai y bydd cyfwelwyr Ipsos Mori yn ffonio eich ysgol i geisio cyfweld yr athro neu athrawon perthnasol dros y ffôn. Os nad ydych eisoes wedi gwneud hynny, byddem felly’n diolchgar iawn pe gallech roi gwybod i staff y dderbynfa ynglŷn â’r arolwg ffôn fel eu bod yn gwybod i ddigwydd yr alwad. Os na allwn gael gafael ar yr athro neu athrawon a enwir, yna byddem yn gwerthfawrogi’iawn pe gallech chi neu athro arall priodol gymryd rhan mewn cyfweliad byr dros y ffôn.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os yr hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â’r rhaglen gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i’r wefan: www.childnc.net

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Fe ddelir yn gwbl gyfrinachol â’r holl atebion yn unol â Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddir i greu profiad o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbal.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i’ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
Ref: <school ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

Child of the New Century - Age 11 Survey
[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children’s last year of primary schooling and educational development from their Year 6 class teacher.

The teacher(s) named above was invited to participate because at least one child they taught during the summer 2012 school term is part of this study. According to our records, we have not yet received all the completed questionnaire/s from the teacher(s). However, the time taken to receive and process postal questionnaires means that our records of completed questionnaires are behind real-time information, so if the teacher has already returned their completed questionnaire/s then they do not need to do anything further. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life, which is why we are sending this reminder.

We have asked for the questionnaire(s) 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(s). If this has happened, please could you pass the questionnaire(s) on to someone else who is able to provide the information about the child named on the front of the questionnaire or, if appropriate, you could answer the questionnaire yourself.

Please turn over
Alternatively, we will be conducting telephone interviews with teachers who have not returned their questionnaire/s, so Ipsos MORI interviewers may call your school to try to interview the relevant teacher(s) by phone. If you have not done so already, we would therefore be grateful if you could tell school office staff about the telephone survey so they know to expect the call. If we are unable to reach the named teacher(s), we would be most appreciative if you or another suitable teacher could take part in a short telephone interview.

In the meantime, if you have any questions or would like further information please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Education is one of several government departments who are funders of Child of the New Century, and the questionnaire has been through a strict approval process.

All 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 school or the children in the study to be identified.

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,

Professor Lucinda Platt
Study Director, Institute of Education
Ref: <school ID> <Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

**Child of the New Century - Age 11 Survey**

[Merge title, first name, surname of teacher(s)]

Some time ago I wrote to inform you that we are inviting the teacher(s) named above to help with the latest stage of 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 Age 11 Survey of Child of the New Century is being carried out by Ipsos MORI on behalf of the Centre for Longitudinal Studies (CLS) at the Institute of Education (IoE). An important part of the study involves collecting information about the children’s last year of primary schooling and educational development from their Year 6 class teacher.

The teacher(s) named above was invited to participate because at least one child they taught during the summer 2012 school term is part of this study. According to our records, we have not yet received all the completed questionnaire/s from the teacher(s). However, the time taken to receive and process postal questionnaires means that our records of completed questionnaires are behind real-time information, so if the teacher has already returned their completed questionnaire/s then they do not need to do anything further. It is very important that we receive as many completed questionnaires as possible so that we can get a fuller picture of each child’s life, which is why we are sending this reminder.

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*Please turn over*
Alternatively, we will be conducting telephone interviews with teachers who have not returned their questionnaire/s, so Ipsos MORI interviewers may call your school to try to interview the relevant teacher(s) by phone. If you have not done so already, we would therefore be grateful if you could tell school office staff about the telephone survey so they know to expect the call. If we are unable to reach the named teacher(s), we would be most appreciative if you or another suitable teacher could take part in a short telephone interview.

In the meantime, if you have any questions or would like further information please call James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday). For further information about the study in general, you can phone 0800 092 1250 or email childnc@ioe.ac.uk or visit the study website: www.childnc.net

The Department for Children, Education, Lifelong Learning and Skills is one of several government departments within the Welsh Government who are funders of Child of the New Century, and they have approved this part of the study.

All 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 school or the children in the study to be identified.

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 Lucinda Platt
Study Director, Institute of Education
Cyf: <school ID> <Date>

Annwyl Brifathro [or if available merge title and surname of headteacher],

Plentyn y Ganrif Newydd - Arolwg 11 Oed
[Merge title, first name, surname of teacher(s)]

Beth amser yn ôl fe ysgrifennais i'ch hysbysu ein bod yn gwahodd yr athro neu athrawon a enwir uchod i helpu gyda cham diweddaraf Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig yn archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21<sup>th</sup> Ganrif. Mae Arolwg 11 Oed Plentyn y Ganrif Newydd yn cael ei gyflawni gan Ipsos MORI ar ran y Centre for Longitudinal Studies (CLS) yn y Sefydliad Addysg (IoE). Mae rhan bwysig o’r astudiaeth yn cynnwys casgliad gwybodaeth ynglŷn â datblygiad addysgiadol ac addysg y plant ym mlwyddyn olaf yr ysgol gynradd gan eu athro dosbarth ym Mlwyddyn 6.

Gwahoddwyd yr athro neu’r athrawon a enwir uchod i gymryd rhan am fod o leiaf un plentyn y buont yn ei addysgu yn ystod tymor yr haf 2012 yn rhan o’r astudiaeth hon. Yn ôl ein cofnodion ni, nid ydym wedi derbyn yr holiaduron wedi’u cwblhau i gyd gan yr athro(athrawon) eto. Fodd bynnag, mae’r amser y mae’n ei gymryd i dderbyn a phrosesu holiaduron post yn golygu bod ein cofnod o holiaduron wedi’u cwblhau ar ei hîl hi. Felly, os yw’r athro eisoes wedi dychwelyd ei holiadur yna nid oes angen gwneud unrhyw beth pellach. Mae’n bwysig iawn ein bod yn derbyn cymaint o holiaduron cyflawn â phosibl er mwyn i ni alu cael darlun mwy cyflawn o fywyd pob plentyn, a dyna pam yr ydym yn anfon y llythyr hwn.

Rydym wedi gofyn iddynt basio’r holiadur neu holiaduron ymlaen i chi os chi nad yw’r athro a enwir bellach yn yr ysgol ac nad yw eu lleoliad presennol yn hysbys, neu os nad yw ef neu hi ym teimlo mai nhw yw’r unigolyn gorau i ateb yr holiadur neu holiaduron. Os yw hyn wedi digwydd, a fyddai modd i chi basio’r holiadur neu holiaduron ymlaen at rywun arall sy’n gallu darparu’r wybodaeth ynglŷn â’r plentyn a enwir ar flaen yr holiadur, neu, os yn briodol, gallech ateb yr holiadur eich hun.

Trosodd os gwelwch yn dda
Neu, byddwn yn cynnal cyfweliadau dros y ffôn gydag athrawon nad ydynt wedi dychwelyd eu holiaduron, felly efallai y bydd cyfwelwyr Ipsos Mori yn ffonio eich ysgol i geisio cyfweld yr athro neu athrawon perthnasol dros y ffôn. Os nad ydych eisoes wedi gwneud hynny, byddem felly'n ddiolchgar iawn pe gallech roi gwybod i staff swyddfa'r ysgol ynglŷn â'r arolwg ffôn fel eu bod yn gwybod i ddisgwyl yr alwad. Os na allwn gael gafael ar yr athro neu athrawon a enwir, yna byddem yn gwerthfawrogi'n fawr iawn pe gallech iawn pe gallech chi neu athro arall priodol gymryd rhan mewn cyfweliad byr dros y ffôn.

Yn y cyfamser, os oes gennych unrhyw gwestiynau neu os yr hoffech ragor o wybodaeth, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener). Am ragor o wybodaeth ynglŷn â'r rhaglen gyffredinol, gallwch ffonio 0800 092 1250 neu anfon e-bost at childnc@ioe.ac.uk neu fynd i'r wefan: www.childnc.net

Mae’r Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau yn un o nifer o adranau'r llywodraeth yn Llywodraeth Cymru sy’n ariannu Plentyn y Ganrif Newydd, ac maent wedi cymeradwyo’r rhan hwn o’r astudiaeth.

Fe ddelir yn gwbl gyfrinachol â’r holl atebion yn unol â’r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddir i greu profi o fywyd yn y Deyrnas Unedig heddiw ac ni fydd yn cael ei ryddhau mewn unrhyw fodd sy’n galluogi’ch adnabod chi, eich ysgol na’r plant yn yr astudiaeth o gwbl.

Rydym yn gwerthfawrogi bod nifer o alwadau ar amser eich athrawon a hoffem ddiolch yn fawr iawn i’ch ysgol am gyfrannu i adnodd ymchwil addysgol bwysig.

Cofion cynnes,

Yr Athro Lucinda Platt
Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg
WHAT IS CHILD OF THE NEW CENTURY?

Child of the New Century is a national study which follows over 19,000 children born in the UK in 2000/2001 through the course of their lives. It will chart the effects of events and circumstances in early life on outcomes and achievements later on. The findings from the study are already helping to plan education, healthcare and childcare services to bring real benefits to children, their parents and society as a whole.

The study is designed to be nationally representative, in all four countries of the UK, of children born at the start of the new century. We aim to follow the children throughout their lives.

Information has been collected from these families on four previous occasions: when the children were 9 months old and at ages 3, 5 and 7. The fifth survey is taking place in 2012 when the children are aged 11 and in their last year of primary school.

An important part of Child of the New Century involves collecting information about the children's schooling and educational development from their class teacher.

WHY ARE WE INVITING YOU TO TAKE PART IN THE AGE 11 SURVEY?

A child that you teach and their family have already taken part in the Age 11 Survey. Their parents kindly gave their written permission and the child has agreed to invite you to take part and have given us your name and school address so that we could contact you. Of course, it is entirely up to you whether or not to take part.
WHAT DO WE WANT YOU TO DO?

We would like to ask you 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 minutes and there are instructions at the front of the questionnaire about how to do this.

The questionnaire covers various aspects of the child’s education including their behaviour at school, their friends, their ability in different subjects and their parents’ involvement with the school. It also covers some details about you, your teaching methods, class groupings and the other children in the child’s class. This information will provide a fuller picture of the child’s education.

WHY DO WE WANT TO INVOLVE TEACHERS IN THE AGE 11 SURVEY?

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, the study child’s class and class groupings in the school will enable us to investigate how the characteristics of peer groups and teachers are related to children’s educational development.

We also want to see how teachers’ perspectives on children’s educational development relate to the information gathered 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.

WHEN ARE WE COLLECTING INFORMATION FROM TEACHERS?

We are collecting information from teachers between March and October 2012. The aim is to collect information from each teacher a month or so after the family is interviewed, between February and July 2012.
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 do not teach the child, are not the child’s main teacher, or don’t feel you are the best person to answer these questions about the child, please pass the questionnaire to another more appropriate person or your Head Teacher. They have been sent a letter and leaflet about the study and informed that they might need to find the most appropriate person to answer the questionnaire or answer it themselves.

WHAT SHOULD YOU DO IF THERE IS MORE THAN ONE STUDY CHILD FROM YOUR CLASS?

Some teachers may have had more than one study child in their class and will receive more than one questionnaire.

If you do, we would like you to complete a separate questionnaire in full for each of the study children in your class and return the questionnaires to us in the Freepost return envelope provided. We are very grateful for your time completing these questionnaires and would like to emphasise the importance of getting information about each child who is in the study from their teacher.

WHAT WILL HAPPEN TO THE INFORMATION COLLECTED IN THE AGE 11 SURVEY?

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 collected is made available to researchers and policymakers in an anonymised form. The data from the first four surveys is already being used by hundreds of researchers worldwide working on a range of research projects looking to answer important policy and research questions.
WHY IS CHILD OF THE NEW CENTURY SO IMPORTANT?

We are asking for your time in a good cause. By following these children as they grow into adulthood, we can learn about the long-term development of this generation in the context of their diverse family backgrounds and varying experiences of education. Child of the New Century has already provided a wealth of information facilitating research and informing educational and social policy such as the impact of parents reading to children on their performance at school. The information collected by the study will allow researchers to explore the influences on children’s development, to link early years experience and progress at school and make comparisons between children of different family backgrounds and 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 social research. The Age 11 Survey is being carried out by Ipsos MORI, an independent research organisation that is experienced in carrying out research with families and teachers.

Child of the New Century is paid for by the government’s Economic and Social Research Council and several government departments, including the Department for Education and the Department for Children, Education and Lifelong Learning and Skills within the Welsh Government.

HOW CAN I FIND OUT MORE ABOUT THE STUDY?

If you have any questions about the Age 11 Survey, please contact:

James Bill at Ipsos MORI on 0808 238 5446 between 9:30 am and 5:30 pm (Monday to Friday).

More information about the study in general, including publications and results from previous surveys, can be found on the website for parents (www.childnc.net). The families are sent leaflets with results from the study every year. These leaflets are also available on the parents’ website.

Thank you again for your help

Ipsos MORI
BETH YW PLENTYN Y GANRIF NEWYDD?
Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol sy’n dilyn dros 19,000 o blant a aned yn y Deyrnas Unedig yn 2000/2001 trwy gydol eu bywyd eu bywyd. Bydd yn olrhain effaith digwyddiadau ac amgylchiadau yn eu bywyd cynnar ar ddeilliannau a chyflawniadau yn hwyrach ymlaen. Mae’r casgliadau o’r astudiaeth eisoes yn helpu cynllunio gwasanaethau addysg, gofal iechyd, a gofal plant i ddod â manteision gwirioneddol i blant, eu rheini a chymdeithas yn gyffredinol.

Mae’r astudiaeth wedi ei chynllunio i fod yn gynrychiolaeth genedlaethol, ym meddair gwlad y Deyrnas Unedig, o blant a aned ar ddechrau’r ganrif newydd. Rydym yn anelu i ddilyn y plant trwy gydol eu bywyd eu bywyd.

PAM YDYM NI’N EICH GWAHODD I GYMRYD RhanYN YR AROLWG 11 OED?
Mae plentyn sy’n cael ei addysgu gennych chi a’u teulu eisoes wedi cymryd rhan yn yr Arolwg 11 Oed. Roedd eu rheini yn ddigon caredig i roi eu caniatâd ysgrifenedig ac mae’r plentyn wedi cytuno i ni eich gwaedd ch i gymryd rhan ac wedi rhowch eich enw a chyfeiriad yr ysgol er mwyn i ni gysylltu â chi. Wrth gwrs, chi sydd i benderfynu a ydych am gymryd rhan neu beidio.

Mae gwybodaeth wedi ei gasglu gan y teulu oedd hyn ar bedwar achlysur blaenorol: pan oedd y plant yn 9 mis oed, yn 3, 5 a 7 oed. Mae’r pumed arlwg yn cael ei gyrraillion 2012 pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o’r ysgol gynradd.

Mae rhan bwysig o Plentyn y Ganrif Newydd yn cynnwys casglu gwybodaeth ynglŷn ag addysg a datblygiad addysgiadol y plant gan eu hathro dosbarth.
BETH YDYM NI AM I CHI EI WNEUD?

Hoffem ofyn i chi gwbllhau’r holiadur a anfonwyd gyda’r dafon hon â’i dychwelyd atom yn yr amlen Rhadbost a ddarparwyd. Chi sydd i ddewis a ydych am gwbllhau’r holiadur neu beidio. Os byddwch yn penderfynu ei gwbllhau, dylai gymryd tua 15 munud ac mae cyfarwyddiadau ar fiaen yr holiadur ynglŷn à sut i wneud hyn.

Mae’r holiadur yn delio ag amrywiol agweddau o addysg y plentyn, yn cynnwys eu hymddygiad yn yr ysgol, eu ffrindiau, eu gallu mewn gwahanol bynciau ac ymgysylltiad eu rheini â’r ysgol. Mae hefyd yn delio â rhywfaint o fanylion amdanoch chi, eich dulliau o ddysgu, grwpiau’r dosbarth a phlant eraill yn nosbarth y plentyn. Bydd yr wybodaeth hon yn darparu gwell darlun o addysg y plentyn.

PAM YDYM AM GYNNWYS ATHRAWON YN YR AROLWG 11 OED?

Rydym eisiau cynnwys athrawon yn yr astudiaeth er mwyn cael gwybodaeth fanylach ynglŷn ag addysg y plentyn ac i gael safbwntiau athrawon ar ddatblygiad addysgiadol y plentyn. Bydd yr wybodaeth yr ydych yn darparu amdanoch eich hun, dosbarth plentyn yr astudiaeth a grwpiau dosbarth yn yr ysgol yn ein galluogi i ymchwilio sut mae nodweddion grwpiau cyfoedion ac athrawon yn gysylltiedig i ddatblygiad addysgol plant.

Rydym hefyd eisiau gweld sut mae safbwntiau athrawon ar ddatblygiad addysgol plant yn gysylltiedig â’r wybodaeth a gasglwyd gan y teulu, megis perfformiad y plentyn ar asesiadau gwybodol, eu barnau eu hunain ar yr ysgol a barnau eu rheini. Gydag amser byddwn yn gallu gweld sut mae’r wybodaeth gan rieni yn ymwneud â chyrhaeddiant addysgol plant a deilliannau yn hwyrach mewn bywyd.

PRYD FYDDWN NI’N CASGLU GWYBODAETH GAN ATHRAWON?

BETH DDYLECH CHI WNEUD OS NAD YW’R PLENTYN BELLACH YN EICH DOSBARTH NEU YN EICH YSGOL?

Hoffem i chi gwblhau’r holiadur o hyd gan mai chi fu’n dysgu’r plentyn yn ystod y tymor ysgol pan gafodd y teulu ei gyfweld. Mae’r dyddiad pan gyfesurwyd â’r teulu ar flaen yr holiadur.

Os nad ydych yn dysgu’r plentyn, nad chi yw prif athro’r plentyn, neu os nad ydych yn teimlo mai chi yw’r unigolyn gorau i ateb yr cwestiynau hyn ynglŷn â’r plentyn, pasiwich yr holiadur ymlaen at unigolyn arall mwy priodol neu eich Pennaeth. Maent wedi derbyn llythyr a thaflen ynglŷn â’r astudiaeth ac wedi cael gwybod y gall fod angen iddynt ddod o hyd i’r unigolyn mwyaf priodol i ateb yr holiadur neu ei ateb eu hunain.

BETH DDYLECH CHI WNEUD OS OES YNA FWY NAG UN PLENTYN ASTUDIAETH YN EICH DOSBARTH?

Bydd gan rhai athrawon mwy nag un plentyn astudiaeth yn eu dosbarth ac felly byddant yn derbyn mwy nag un holiadur.

Os byddwch, fe hoffem i chi gwblhau holiadur ar wahân yn llawn ar gyfer pob un o blant yr astudiaeth a fu yn eich dosbarth a dychwelyd yr holiaduron atom yn yr amlen Rhadhost a ddarparwyd. Rydym yn ddiolchgar iawn am eich amser i gwblhau’r holiaduron hyn ac fe hoffem bwysleisio pwysigrwydd cael gwybodaeth ynglŷn à phob plentyn sydd yn yr astudiaeth gan ei hathro.

BETH FYDD YN DIGWYDD I’R WYBODAETH A GASGLWYD YN YR AROLWG 11 OED?

Delir yn gwbl gyfrinachol â’ch atebion yn unol â’r Ddeddf Diogelu Data ac ni fydd yn cael ei basio ymlaen i’r plentyn na’i rieni. Mae’r wybodaeth a gesglir yn cael ei ddefnyddio gan gannoedd o ymchwilwyr a llunwyr polisi ar ffurf anhysbys. Mae’r data o’n pedwar arolwg cyntaf eisoes yn cael ei ddefnyddio gan gannoedd o ymchwilwyr ledled y byd yn gweithio ar ystod o brosiectau ymchwil sy’n ceisio ateb cwestiynau polisi ac ymchwil pwysig.
PAM BOD PLENTYN Y GANRIF NEWYDD MOR BWYSIG?
Rydym yn gofyn i chi am eich amser ar gyfer achos da. Trwy ddilyn y plant hyn wrth iddynt dyfu i fod yn oedolion, gallwn ddysgu ynglŷn â datblygiad hirdymor genhedlaeth hon yng nghyd-destun eu cefndiroedd teuluol amrywiol ac amrywiol brofiadau o addysg. Mae Plentyn y Ganrif Newydd eisoes wedi darparu cyfoeth o wybodaeth i hwyluso ymchwil a hysbysu polisi cymdeithasol megis effaith rhieni yn darllen i blant ar eu perfformiad yn yr ysgol. Bydd yr wybodaeth a gosgleir gan yr astudiaeth yn caniatáu i ymchwiliwyr archwilio’r dylanwadau ar ddatblygiad plant, i gysylltu profiad blynyddoedd cynnar à chynnynnir yr yr ysgol a gwneud cymariaethau rhwng plant o wahanol gefndiroedd teuluol ac o wahanol wledydd yn y Deyrnas Unedig.

PWY SY’N CYFLAWNÍ’R ASTUDIAETH?
Mae’r astudiaeth yn cael ei chylanñi gan y Centre for Longitudinal Studies (CLS), sy’n rhan o’r Sefydliad Addysg (IoE) ym Mhrifysgol Llundain. Mae’r IoE yn ganolfan o safon byd ar gyfer ymchwiliad yr hwyliad a threfniad ac yn ymwneud ag addysg. Mae’r Arolwg 11 Oed yn cael ei chylanñi gan Ipsos MORI, sefydliad ymchwiliad annibynnol sydd à phrofiad o gyflawni ymchwiliad gyda theuluocedd ac athrawon.

Mae’r ymchwili wedi ei ariannu gan Gymnor Ymchwili Economaidd a Chymdeithasol y Llywodraeth a ni fer o adranau Llywodraeth, yn cynnwys yr Adran Addysg a’r Adran Plant, Addysg a Dysgu Gymreig Oes a Sgiliau yn Llywodraeth Cymru.

SUT YDW I’N CAEL GWYBOD MWY AM YR ASTUDIAETH?
Os oes gennych unrhyw gwestiynau ynglŷn à’r Arolwg 11 Oed, cysylltwch â James Bill yn Ipsos MORI ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Gellir gweld rhagor o wybodaeth ynglŷn à’r astudiaeth yn gyffredinol, yn cynnwys cyfnod am i’r arolwg blaenorol ar y wefan i rieni (www.childnc.net). Fe anfonir taflenni i deuluoedd gyda chanlyniadau o’r astudiaeth pob blwyddyn. Mae’r taflenni hyn hefyd ar gael ar wefan y rhieni.

Diolch i chi eto am eich cymorth.

Ipsos MORI
Child of the New Century (also known as the Millennium Cohort Study) is a major educational research resource used extensively by researchers and policy makers in the UK and elsewhere. It has collected information from the same group of children since they were nine months old. The fourth survey took place in 2008 when the children in the study were aged 7 and in Year 2 at primary school.

Information about education and schooling at age 7 was collected from parents and children in around 13,800 families in England, Wales, Scotland and Northern Ireland. There was also a postal survey of the children’s class teachers. It collected information from almost 5,400 teachers about nearly 8,900 children in around 4,000 schools across the UK. The information provided a valuable insight into the children’s school environments and also a view of the children from a teacher’s perspective. This leaflet gives some findings from the Age 7 Survey about children’s education.

SCHOOL CHARACTERISTICS

Parents and teachers both provided information on the type of school that children went to.

FROM PARENTS WE LEARNT THAT

• The overwhelming majority of children – 99% – went to mixed-sex primary schools.
• 1 in 25 (4%) children attended a fee-paying school.
• Around 1 in 4 (26%) children were enrolled in a faith school (16% Church of England, 9% Catholic, 1% other).
• The vast majority of parents were satisfied with their child’s current school (94% of both mothers and fathers). Mothers were more likely than fathers to be very satisfied (62% to 55%) but they were also more likely to be dissatisfied (6% to 3%).

FROM TEACHERS WE LEARNT THAT

• 1 in 4 children (25%) attended a school with mixed year groups i.e. children of different ages in the same class.
• Around 1 in 6 (17%) children was streamed, that is grouped by general ability, at age 7, and around 1 in 3 was set, that is put in specific ability groups for literacy (29%) or maths (35%). There was a strong relationship between streaming and setting in schools. Among the majority of children not streamed, 21% were set for literacy and 27% were set for maths. Among those streamed, 64% were also set for literacy and 70% were set for maths.
• The average class size was 25, with 4 in 5 (80%) children educated in a class of 21 to 30 pupils. The maximum class size was 48 children.
• Around 1 in 2 children were in a class with at least one pupil who had English as an additional language (48%) or special educational needs (51%).
• 1 in 3 (34%) had a classmate whose behaviour sometimes prevented others from learning and 1 in 17 (6%) had a classmate who had been excluded since the start of the school year.
WHAT DID CHILDREN THINK ABOUT SCHOOL?

Around half (52%) of all children reported that they like school ‘a lot’ and 2 in 5 (43%) that they found school interesting ‘all of the time’. More girls than boys were positive about school.

- Around 2 in 3 (63%) girls and 2 in 5 (43%) boys liked school ‘a lot’.
- Nearly half (48%) of girls and less than 2 in 5 (38%) boys found school interesting ‘all of the time’.
- 1 in 4 (24%) boys but only 1 in 10 (10%) girls did not like school.
- 1 in 6 (16%) boys and 1 in 11 (9%) girls ‘never’ found school interesting.
- 8 in 10 (80%) children reported that they tried their best at school ‘all of the time’. Only 2% said they ‘never’ tried their best.
- 7 in 10 (70%) said they always behaved well in class, though this was higher amongst girls (80%) than boys (61%).
- The vast majority of children felt their teacher thought they were clever ‘all of the time’ (47%) or ‘some of the time’ (48%). Just 1 in 20 (5%) never felt their teacher thought they were clever.

WHAT SUBJECTS DID CHILDREN LIKE?

- Around half of all children reported they liked number work (54%) and science (52%) ‘a lot’.
- 2 in 3 (65%) girls but less than 1 in 2 (48%) boys liked reading ‘a lot’.
- Three-quarters (76%) of children liked PE ‘a lot’.

HOW DID CHILDREN GET ON WITH EACH OTHER AT SCHOOL?

- Around half of all children report they were bullied at school ‘some’ or ‘all’ of the time. Similarly, half of all children felt left out of things by other children ‘some’ or ‘all’ of the time.
- More boys (52%) than girls said they were bullied (46%), but slightly more girls (59%) than boys (54%) reported being left out of things by other children.
- Nearly 2 in 5 (39%) children also reported they did not feel safe in the playground either ‘some’ (33%) or ‘all’ (6%) of the time.
TEACHERS

HOW DO TEACHERS RATE THE ABILITY OF CHILDREN?

We asked teachers to rate the study child in relation to other children of the same age across a number of subjects on a five-point scale from ‘well above’ to ‘well below’ average. The subjects covered were: reading, writing, science, maths and numeracy, PE, ICT, and expressive and creative arts.

- More girls than boys were rated as ‘well above’ or ‘above’ average in reading, writing and expressive and creative arts.
- More boys than girls were rated as ‘well below’ or ‘below’ average in reading, writing and expressive and creative arts.
- Similar proportions of boys and girls were rated ‘well above’, ‘above’, ‘average’, ‘below’ or ‘well below’ in all other subjects.

The season in which a child was born was strongly related to how a teacher rated their ability.

- Older, autumn-born children (September to November) were most likely to be rated ‘well above’ or ‘above’ average in all subjects, whereas younger summer-born pupils (June to August) were the least likely.

WHAT DO TEACHERS THINK OF PARENTS?

Teachers were asked how interested they thought parents were in their child’s education. Among the majority of children that had a mother (99%) or father figure (94%), teachers felt that:

- Around 3 in 5 (62%) mothers and 2 in 5 (39%) fathers were ‘very interested’ in their child’s education.
- Similar proportions of mothers (7%) and fathers (6%) were felt to have ‘very little’ interest or to be ‘uninterested’, but teachers felt unable to say what the level of interest was for 1 in 3 (33%) fathers compared with 1 in 33 (3%) mothers.
PARENTS

EDUCATIONAL ASPIRATIONS FOR CHILDREN

The parents’ survey responses suggested that their educational involvement and aspirations for their children were high. The vast majority of parents (93%) said that one or other parent had been to a parents’ evening and 98% wanted their child to stay on for post-compulsory education. Among those who wanted their child to remain in education, almost all wanted them to go on to university (97%).

EDUCATION SUPPORT AT HOME

Nearly all children received homework (98%). On average, seven-year-olds spent 86 minutes per week doing homework.

- Around 8 in 10 children (79%) received help with homework from someone at home. Amongst these children around a third received help every day and a further third several times a week.
- 1 in 20 children (5%) received tutoring or extra lessons outside of school in reading, writing or maths.
- 2 in 5 (41%) children read with or were read to by their mother every day, a further 1 in 4 (27%) several times a week. Just 3% of children never read or were never read to by their mother.

TECHNOLOGY AT HOME

As more and more learning and homework becomes computer and Internet based it is important to know if children have the technology at home.

- More than 4 in 5 (83%) children had access to a computer (13% have their own computer) and 4 in 5 (81%) had the Internet. Children from poorer backgrounds were less likely to have such technology in the home.

HOW CAN I FIND OUT MORE ABOUT THE STUDY?

If you have any questions about the Age 11 Survey, please contact

James Bill at Ipsos MORI
0808 238 5446 (between 9:30 am and 5:30 pm - Monday to Friday)
james.bill@ipsos.com

More information about the study in general, including publications and results from previous surveys, can be found on the website for parents (www.childnc.net). The families are sent leaflets with results from the study every year. These leaflets are also available on the parents’ website.

Thank you again for your help

Ipsos MORI
Mae Plentyn y Ganrif Newydd (a elwir hefyd yn Astudiaeth Carfan y Mileniwm) yn adnodd ymchwil addysgiadol sylweddol a ddefnyddir yn helaeth gan ymchwilwyr a llunwyr polisi yn y Deyrnas Unedig a thu hwnt. Mae wedi casglu gwybodaeth gan yr un grŵp o blant ers eu bod yn naw mis oed. Cynhaliwyd y pedwerydd arolwg yn 2008 pan oedd y plant yn yr astudiaeth yn 7 oed ac ym Mlwyddyn 2 yn yr ysgol gynradd.

Casglwyd gwybodaeth am addysg ac ysgol yn 7 oed gan rieni a phlant o tua 13,800 o deuluoedd yng Nghymru, Lloegr, Yr Alban a Gogledd Iwerddon. Roedd arolwg trwy'r post hefyd o athrawon dosbarth y plant. Fe gasglodd wybodaeth gan tua 5,400 o athrawon ynglŷn â bron i 8,900 o blant mewn tua 4,000 o ysgolion ledled y Deyrnas Unedig. Rhoddodd yr wybodaeth fiewnelediad gwerthfawr i amgylchedd ysgol y plant a barn ar y plant hefyd o safbwynt athro. Mae'r daflen hon yn cyflwyno rhai o'r casgliadau o'r Arolwg 7 Oed ynglŷn ag addysg plant.

**Rhai Casgliadau Am Addysg Plant**

**Nodweddion Ysgol**

Cafwyd gwybodaeth gan rai o'r plant yr oedd y plant yn mynychu.

**Gan yr Rhieni Fe Ddysgom**

- Bod y mwyafrif llethol o'r plant - 99% - yn mynd i ysgolion cynradd rhwng gymysg.
- Roedd 1 o bob 25 (4%) plentyn yn mynychu ysgol ble roedd rhaid tala ffl.
- Roedd tua 1 o bob 4 plentyn (26%) wedi cofrestru mewn ysgol ffydd (16% Eglwys Lloegr, 9% Catholig, 1% arall).
- Roedd y mwyafrif heleta o rai o'r plant yn fodlon ag ysgol bresennol eu plentyn (94% o famau a thadau). Roedd mamau yn fwy tebygol na thadau i fod yn fodlon iawn (62% i 55%) ond roeddant hefyd yn fwy tebygol o fod yn anfodlon (6% i 3%).

**Gan yr Athrawon Fe Ddysgom**

- Fe fynychodd 1 o bob 4 plentyn (25%) ysgol gyda grwpiau blwyddyn gymysg h.y. plant o oedrannau gwahanol yn yr un dosbarth.
- Roedd tua 1 o bob 6 (17%) o'r plant wedi ei ffrydio, hynny yw, wedi ei grwpio yn ôl gallu cyffredinol, yr 7 oed, a tua 1 o bob 3 mewn set, sef wedi ei roi mewn grwp gallu penodol ar gyfer llythrennedd (29%) neu fathemateg (35%). Roedd yna berthynas gorf rhwng ffrydio a setiau mewn ysgolion. Ymysg y mwyafrif o'r plant nad oeddant wedi eu ffrydio, roedd 21% mewn setiau ar gyfer gyfer llythrennedd a 27% mewn setiau ar gyfer mathemateg. Ymysg y rai oedd wedi eu ffrydio, roedd 64% hefyd mewn setiau ar gyfer llythrennedd a 70% mewn setiau ar gyfer mathemateg.
- Maint cyfartalog y dosbarthiadau oedd 25, gyda 4 o bob 5 (80%) plentyn yn derbyn addysg mewn dosbarth o 21 i 30 o ddigwyddion. Uchafswm maint dosbarth oedd 48 a ollt.
- Roedd tua 1 o bob 2 plentyn mewn dosbarth gydag o leiaf un disgybl oedd â Saesneg fel iaiath atodol (48%) neu anghenion addysgol arbenig (51%).
- Roedd gan 1 o bob 3 (34%) gyd-ddisgybl yr oedd ei ymddygiad ar adegau yn atal erall rhag dysgu ac roedd gan 1 o bob 17 (6%) gyd-ddisgybl oedd wedi ei eithrio ers dechrau’r flwyddyn ysgol.
PLANT

BETH OEDD Y PLANT YN FEDDWL AM YR YSGOL?

Dywedodd tua hanner (52%) o’r holl blant eu bod yn ‘hoff iawn’ o’r ysgol, a 2 a bob 5 (43%) bod yr ysgol yn ddiddorol ‘o hyd’. Roedd mwy o ferched na bechgyn yn bositif am yr ysgol.

- Roedd tua 2 o bob 3 (63%) merch a 2 o bob 5 (43%) bachgen yn ‘hoff iawn’ o’r ysgol.
- Roedd bron i hanner y merched (48%) a llai na 2 o bob 5 (38%) bachgen yn credu bod yr ysgol yn ddiddorol ‘o hyd’.
- Roedd 1 o bob 4 (24%) bachgen ond dim ond 1 o bob 10 (10%) merch ddim yn hoff ‘i’ ysgol.
- Roedd 1 o bob 6 (16%) bachgen ac 1 o bob 11 (9%) merch yn teimlo nad oedd ysgol ‘byth’ wedi bod yn ddiddorol.
- Adroddodd 8 o bob 10 (80%) plentyn eu bod yn gwneud eu gorau yn yr ysgol ‘o hyd’. Dim ond 2% a ddywedodd nad oedd yng nhy el enc ‘byth’ yng nhy eu gorau.
- Dywedodd 7 o bob 10 (70%) eu bod yn ymddwyn yn dda yn y dosbarth bob tro, er bod hyn yn uchwyll ymysg merch (80%) na bechgyn (61%).
- Roedd y mwyafrif helaeth o blant yn teimlo bod ei hathro yn teimlo eu bod yn glyfar ‘o hyd’ neu ‘rywfaint o’r amser’ (47%) neu ‘rywfaint o’r amser’ (48%). Dim ond 1 o bob 20 (5%) oedd yn teimlo nad oedd ei hathro byth yn meddw el eu bod yn glyfar.

PA BYNCIAU OEDD PLANT YN HOFFI?

- Adroddodd tua hanner yr holl blant eu bod yn hoffi gwaith rhif (54%) a gwyddoniaeth (52%) 'yn fawr iawn'.
- Roedd tua 2 o bob 3 (65%) merch ond llai na 1 o bob 2 (48%) bachgen yn ‘hoff iawn’ o ddarllen.
- Roedd tri chwarter (76%) y plant yn ‘hoff iawn’ o Addysg Gorfforol.

SUT OEDD PLANT YN TYNNU YMLAEN Â’I GILYDD YN YR YSGOL?

- Mae tua hanner yr holl blant yn adrodd eu bod wedi eu bwlio yn yr ysgol ‘rywfaint’ o’r amser neu ‘o hyd’. Felly hefyd, roedd hanner y plant i gyd y teimlo eu bod wedi eu heithrio o bethau gan blant eraill ‘rywfaint’ o’r amser neu ‘o hyd’.
- Dywedodd mwy o fechyn (52%) na merched eu bod wedi eu bwlio (46%), ond roedd ychydig mwy o ferched (59%) na bechgyn (54%) yn adrodd eu bod wedi eu heithrio o bethau gan blant eraill.
- Roedd bron i 2 i bob 5 (39%) o blant hefyd yn adrodd nad oeddyn yn teimlo yn ddiogel yn y maes chwarae naill ai ‘rywfaint’ (33%) o’r amser neu ‘o hyd’ (6%).
ATHRAWON
SUT MAE ATHRAWON YN GRADDIO GALLU PLANT?

Fe ofynnom i athrawon raddio plentyn yr astudiaeth parthed plant eraill o’r un oed ar draws nifer o bynciau ar raddf a pum pwyt o ‘llawer uwch’ i ‘llawer is’ na’r cyfartaledd. Y pynciau a drafodwyd oedd; darllen, ysgrifennu, gwyddoniaeth, mathemateg a rhifedd, addyg gorfforol, TGCh, a chelf fynegol a chreadigol.

• Roedd mwy o ferched na bechgyn wedi eu graddio fel ‘llawer uwch’ neu ‘uwch’ na’r cyfartaledd mewn darllen, ysgrifennu a chelf fynegol a chreadigol.
• Roedd mwy o fechgyn na merched wedi eu graddio fel ‘llawer is’ neu ‘is’ na’r cyfartaledd mewn darllen, ysgrifennu a chelf fynegol a chreadigol.
• Roedd cyfran debyg o fechgyn a merched wedi eu graddio yn ‘llawer uwch’, ‘uwch’, ‘is’ neu ‘llawer is’ ym mhob pwnc arall.

Roedd cysswllt cryf rhwng y tymor pan aned plentyn a sut oedd athro yn graddio eu gallu.

• Roedd plant hŷn, a aned yn yr hydref (Medi i Dachwedd) yn llawer mwy tebygol o gael eu graddio yn ‘llawer uwch’ neu’n ‘uwch’ na’r cyfartaledd ym mhob pwnc, tra bod disgyblion a aned yn yr haf (Mehefin i Awst) y lleiaf tebygol.

BETH MAE ATHRAWON YN FEDDWL O RIENI?

Gofynnwyd i athrawon faint o ddiddordeb oeddent yn credu oedd gan athrawon yn addysg eu plant. Ymysg y mwyafrif o’r plant oedd gan athrawon gyda’r lefel o ddiddordeb mawr (99%) neu ffigur tadoi (94%), roedd athrawon yn teimlo;

• Roedd tua 3 o bob 5 (62%) o famau a 2 o bob 5 (39%) o famau a ‘diddordeb mawr’ yn addysg eu plant.
• Teimlwyd bod cyfran debyg o famau (7%) a thadau (6%) gydag ‘ychydig iawn’ o ddiddordeb neu ‘heb ddiddordeb’, ond roedd athrawon yn teimlo nad oedd eu gallu dweud beth oedd y lefel o ddiddordeb mewn 1 o bob 3 (33%) o dadau o gymharu ag 1 o bob 3 (33%) o famau.
RHIENI
GOBEITHION ADDYSGOL I BLANT
Awgrymodd ymatebion arolwg y rhieni bod eu hymlyniad a gobeithion addysgol ar gyfer eu plant yn uchel. Dywedodd y mwyafrif helaeth o rieni (93%) bod un rhiant neu’r llall wedi bod i noson rieni a bod 98% eisiau i’w plentyn aros ymlaen ar gyfer addysg nad yw’n orfodol. Ymysg y rhai oedd eisiau i’w plentyn barhau mewn addysg, roedd bron pob un eisiau iddynt fynd ymlaen i’r brifysgol (97%).

CEFNOGAETH ADDYSGOL YN Y CARTREF
Roedd bron i bob un o’r plant yn derbyn gwaith cartref (98%). Ar gyfartaledd, roedd y plant saith oed yn treulio 86 munud yr wythnos yn gwneud gwaith cartref.

• Roedd tua 8 o bob 10 plentyn (79%) yn derbyn cymorth gyda gwaith cartref gan rywun yn y cartref. Ymysg y plant hyn, roedd tua thrhaean yn derbyn cymorth pob dydd a thraean arall sawl gwaith yr wythnos.
• Roedd 1 o bob 20 plentyn (5%) yn derbyn cymorth tiwtor neu wersi ychwanegol tu allan i’r ysgol ar gyfer darllen, ysgrifennu neu fathemateg.
• Roedd 2 o bob 5 (41%) plentyn yn darllen neu’n cael stori gan eu mam bob dydd, ac 1 o bob 4 arall (27%) sawl gwaith yr wythnos. Dim ond 3% o plant oedd byth yn darllen na chael stori gan eu mam.

TECHNOLEG YN Y CARTREF
Wrth i fwy a mwy o ddysgu a gwaith cartref ddod yn seiliol ar y cyfrifiadur a’r Rhyngrwyd, mae’n bwysig gwybod yr unigrywdeb o addysg a oes gan y plant dechnoleg yn y cartref.

• Roedd gan fwy na 4 o bob 5 (83%) plentyn fyneddiad at gyfrifiadur (mae gan 13% eu cyfrifiadur eu hun) ac mae gan 4 o bob 5 (81%) Ryngwyd. Roedd plant o gefnir o’i ddynion mwy tlawd yn llai tebygol o fod â thechnoleg yn y cartref.

SUT YDW I’N CAEL GWYBOD MWY AM YR ASTUDIAETH?
Os oes gennych unrhyw gwestiynau ynglŷn â’r Arolwg 11 Oed, cysylltwch â James Bill yn Ipsos MORI
0808 238 5446 (rhwng 9:30am a 5:30pm Dydd Llun i Ddydd Gwener)
james.bill@ipsos.com
Gellir dod o hyd i ragor o wybodaeth ynglŷn â’r astudiaeth yn gyffredinol, yn cynnwys cyhoeddus a chanlyniadau o arolwg blaenorol, ar y wefan i rieni (www.childnc.net). Fe anfonir taflenni i deuluoedd gyda chanlyniadau o’r astudiaeth pob blwyddyn. Mae’r taflenni hyn hefyd gydag a chel ar wefan y rhieni.

Diolch i chi eto am eich cymorth

Ipsos MORI
We’ve recently written to at least one teacher in your school asking them to complete a questionnaire for a survey called Child of the New Century. Interviewers from Ipsos MORI may call the school to try to interview the teacher on the phone. This leaflet tells you more about the study and what we would like you to do if you receive a call.

WHAT IS CHILD OF THE NEW CENTURY?
Child of the New Century is an important national study which follows over 19,000 children born in the UK in 2000/2001 through the course of their lives. The findings from the study are contributing to education, healthcare and childcare services.

An essential part of the study involves collecting information about the children’s schooling and educational development from their class teacher.

Teachers are only contacted if a child that they teach is in the study and if the child and their family have given their permission to invite the teacher to take part. The family provides the teacher’s name and school details.

All survey answers are treated in strict confidence in accordance with the Data Protection Act and are not passed on to the child or their parents.

The study is run by the Centre for Longitudinal Studies, which is part of the Institute of Education (IOE). The Age 11 Survey is being carried out by Ipsos MORI, an independent research organisation.

WHAT WOULD WE LIKE YOU TO DO?
We are collecting information from teachers between March and October 2012, and Ipsos MORI interviewers may call at any time during this period.

If an interviewer telephones your school asking to speak to a teacher, this is because the teacher has not yet returned the paper questionnaire we sent to them in the post. We are calling to try to interview the teacher on the phone instead. This will only take around 15 minutes. The interview can be done at any time in the day that is convenient for the teacher, including lunchtime, before and after school lessons.

We would be grateful if you could do all you can to help set up an interview by putting the interviewer in touch with the teacher, or letting them know when to call back to speak to the teacher.

Your head teacher has been informed which teachers in your school have been invited to take part and has been sent more details about the Survey.

HOW CAN YOU FIND OUT MORE ABOUT THE STUDY?
More information about the study can be found at www.childnc.net or you can contact James Bill at Ipsos MORI on 0808 238 5446 (9:30am - 5:30pm, Mon - Fri).

Thank you for your help

Ipsos MORI
Rydym wedi ysgrifennu at o leiaf un athro yn eich ysgol yn ddiweddar yn gofyn iddynt gwblhau holiadur ar gyfer arolwg o’r enw Plentyn y Ganrif Newydd.

Efallai y bydd cyfwelwyr o Ipsos MORI yn ffonio’r ysgol i geisio cyfweld â’r athro dros y ffon. Mae’r daflen hon yn dweud mwy wrthych ynglŷn â’r astudiaeth a beth yr hoffem i chi wneud os byddwch yn derbyn galwad.

**BETH YW PLENTYN Y GANRIF NEWYDD?**

Mae Plentyn y Ganrif Newydd yn astudiaeth genedlaethol bwysig sy’n dilyn dros 19,000 o blant a aned yn y Deyrnas Unedig yn 2000/2001 trwy gydol eu bywydau. Mae canlyniadau’r astudiaeth yn cyfrannu tuag at addysg, gofal iechyd a gwasanaethau gofal plant.

Mae rhan allweddol o’r astudiaeth yn cynnwys casglu gwybodaeth ynglŷn ag addysg a datblygiad addysgiadol y plant gan eu hathro dosbarth.

Dim ond os bydd plentyn maent yn ei ddysgu yn yr astudiaeth ac os yw’r plentyn a’u teulu wedi rhi eu caniatâd i wahodd yr athro i gymryd rhan y crysyltir ag athrawon. Mae’r teulu yn darparu enw a manylion ysgol yr athro.

Delir yn gwbl gyfrinachol â holl atebion yr arolwg yn unol â’r Ddeddf Diogelu Data ac ni fyddant yn cael eu pasio ymlaen i’r plentyn na’i rieni.

Mae’r astudiaeth yn cael ei chyflwyno gan y Centre for Longitudinal Studies, sy’n rhan o’r Sefydliaid Addysg (IOE). Mae’r Arolwg 11 Oed yn cael ei gyflwyno gan Ipsos MORI, sefydliaid ymchwil annibynnol.

**BETH YDYM AM I CHI WNEUD?**

Rydym yn casglu gwybodaeth gan athrawon rhwng Mawrth a Hydref 2012, ac fe allai cyfwelwyr Ipsos MORI ffonio ar unrhyw adeg yn ystod y cyfnod hwn.

Os bydd cyfwelydd yn ffonio eich ysgol gan ofyn i gael siarad ag athro, mae hyn oherwydd nad yw’r athro wedi dychwelyd yr holiadur papur a anfonwyd atynt trwy’r post eto. Rydym yn ffonio i gerio cyfweld chwydr dros yr ffon yn lle hyn. Bydd hyn yn cymryd tua 15 munud yn unig. Gellir cyflawni'r cyfweliad ar unrhyw o frwythau ym mhr, ym mhyd a oedd y ddwy sugyfes i’r athro, yn cynnwys amser cinio, cyn ac wedi gwersi ysgol.

Byddem yn ddiolchgar pe gallwch wneud popeth posibl i drefnu cyfweliad trwy i'f ffonio o'i ci'r cyfwelydd mewn crysyltir ar yr athro, neu adael i'r ddylunio i'w wybod yr oed i siarad â’r athro.

Rydym wedi hysbysu eich prifathro pa athrawon yn eich ysgol sydd wedi eu gwichodd i gymryd rhan ac byw o’i rhagor o fanylion ynglŷn â’r Arolwg atynt.

**SUT ALLWCH CHI GAEL GWYBOD MWY AM YR ASTUDIAETH?**

Ceir rhagor o wybodaeth ynglŷn â’r astudiaeth yn www.childnc.net neu gallwch gyflawni â James Bill yn Ipsos MORI ar 0808 238 5446 (9:30am - 5:30pm, Llun - Gwener).

Diolch i chi am eich cymorth.