

Ipsos MORI



Millennium Cohort Study Fifth Sweep (MCS5) Teacher Survey

Technical Report

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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.

¹ "Children of the 21st Century: from birth to nine months", Edited by Shirley Dex and Heather Joshi, Bristol: Policy Press 2005.

² "Millennium Cohort Study Second Survey: A User's Guide to Initial Findings", edited by Kirstine Hansen and Heather Joshi, Centre for Longitudinal Studies, Institute of Education, University of London, 2007.

The MCS3 data was deposited in 2007. The results and findings were published in 2008³.

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 2010⁴.

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;

³ "Millennium Cohort Study Third Survey: A User's Guide to Initial Findings", edited by Kirstine Hansen and Heather Joshi, Centre for Longitudinal Studies, Institute of Education, University of London, 2008.

⁴ "Millennium Cohort Study Fourth Survey: A User's Guide to Initial Findings", edited by Kirstine Hansen, Elizabeth Jones, Heather Joshi and David Budge, Centre for Longitudinal Studies, Institute of Education, University of London, 2010

- Child self-completion questionnaire;
- Collection of consents:
 - Data collection (Main, Partner and Cohort Child);
 - 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 study⁵:

- 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 form⁶, 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;

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

Number of questionnaires per teacher	Number of teachers - England	Number of teachers - Wales	Number of teachers – Overall
One	15	3	18
Two	4	1	5
Three	1	-	1
Total	20	4	24

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

(All dates 2011)	Pilot 1
Initial mailing	5 May
Cut off for telephone interviews	1 June
Telephone interviews	7 – 17 June

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

Response	Teacher Survey (child-level response)		Feedback form (teacher-level response)	
	N	%	N	%
By post	16	52	10	42
By telephone	3	10	1	4
Overall	19	61*	11	46

* 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-responders⁷.

⁷ 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 MCS⁸.

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

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

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

Response	Teacher Survey (% of children)
By post	55 (53%)
By telephone	1 (1%)
Overall	56 (54%)

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 Wales¹⁰);
- 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

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 [^ldate], 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)

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.

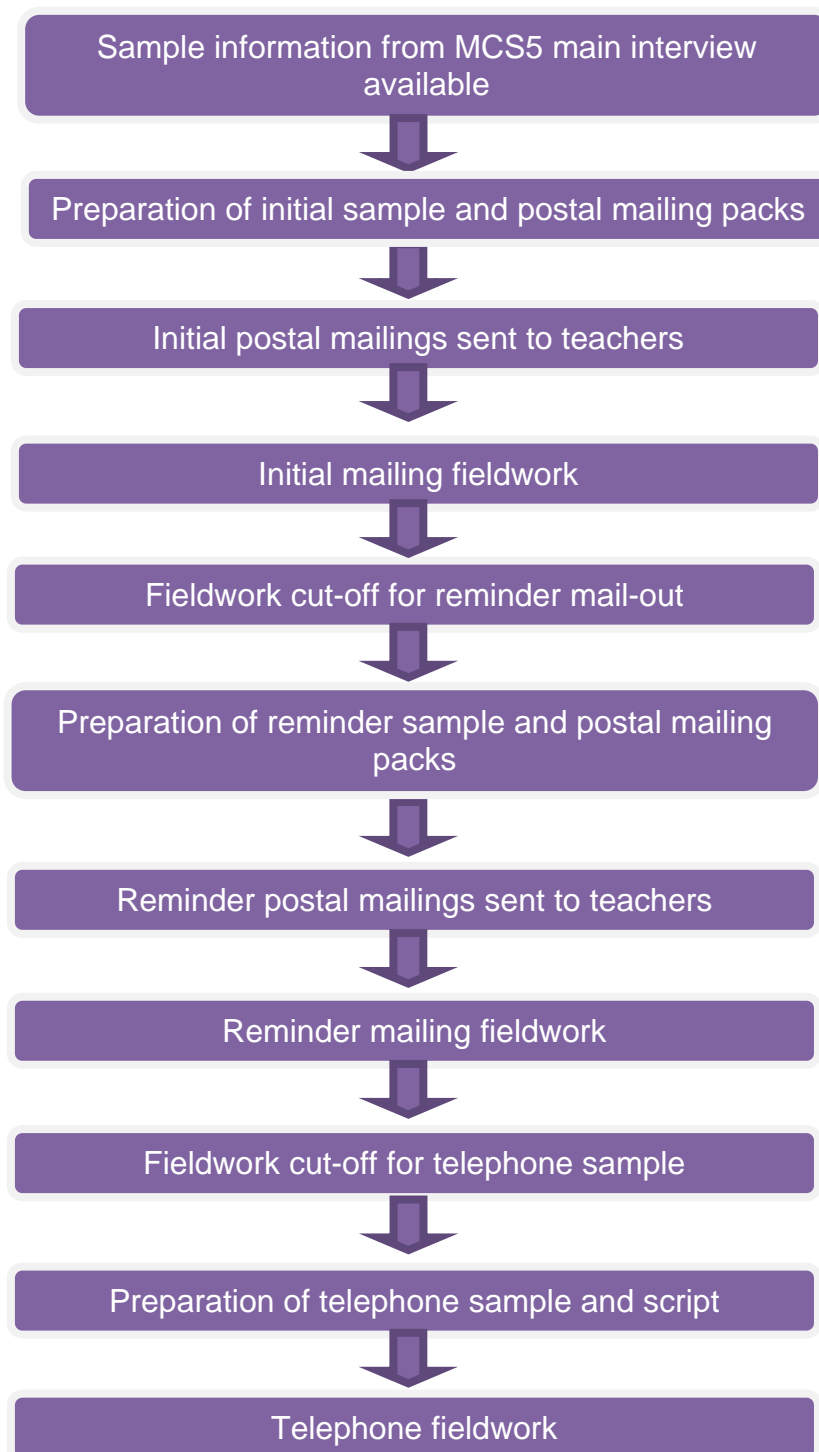
If the cohort child was home-schooled or attended a school outside the UK, they were deemed ineligible for the study and were not included in the Teacher Survey sample.

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

MCS5 in-home wave name	Country	Final MCS5 in-home fieldwork dates	Issued sample size
Wave 1a	England, Wales, Scotland and N.Ireland	30/01/12 – w/e 03/02/13	7,999 (6,075 England, 1,050 Wales, 389 Scotland, 485 N.Ireland)
Wave 1b	England, Wales and N.Ireland	24/03/12 – w/e 03/02/13	5,986 (4,479 England, 1,080 Wales, 337 N.Ireland)
Wave 1c	Wales	30/04/12 – w/e 20/01/13	200
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

2011/2012 School term/holiday dates	Start	Finish
February half term	13/02/12	17/02/12
Easter holiday	02/04/12	13/04/12
Year 6 SATs	14/05/12	18/05/12
Summer half term	04/06/12	08/06/12
Spring bank holiday	04/06/12	04/06/12
Queen's Diamond Jubilee bank holiday	05/06/12	05/06/12
Summer holiday	23/07/12	31/08/12

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

2012/2013 School term/holiday dates	Start	Finish
Summer holiday	23/07/12	31/08/12
Autumn half term	29/10/12	02/11/12
Christmas holiday	24/12/12	04/01/13

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

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

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

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

* 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'¹² 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

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

Teacher Name:	Mrs Jones
Teacher Serial:	1234561
Teacher Barcode:	
Child Name:	Adam Smith
Child Serial:	1234567891100
Child Barcode:	

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.

Figure 3: Instructions on back of Teacher Survey envelopes

We have sent this mailing to the teacher named overleaf to invite them to take part in an important survey. If he/she no longer works at this school, do you know their current whereabouts?

Yes → Go to section A

No → Go to section B

Section A

Please can you help by giving us details of their new school, or another address at which we can contact them?

Please give the details requested and then return this letter to the Freepost address printed on the front of this envelope. If you prefer, you can call us on 0808 238 5446 or email us at childnc@ipsos.com

The teacher named overleaf has left this school and now works at / can be contacted at:

Name of school / contact name.....

Address.....

Postcode.....

LEA (if school address not known).....

Section B

If the teacher named overleaf no longer works at this school and their current whereabouts are not known, please pass this envelope to the Head Teacher. We would like the Head Teacher to pass this important survey on to another appropriate person or complete it themselves.

☐ If the teacher named overleaf has never worked at this school, please tick the box and return this letter to the Freepost address printed on the front of this envelope.

Thank you for your help.

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. The

¹³ Dillman, D. (2007). *Mail and internet surveys: The tailored design method*. Hoboken, NJ: John Wiley and Sons

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

	TOTAL		England		Wales	
	N	%*	N	%*	N	%*
Total selected sample (productive in-home child interviews)	10,506	n/a	8,700	n/a	1,806	n/a
Total ineligible	668	6.36	554	6.37	114	6.31
Total not included in sample:	574	5.46	481	5.53	93	5.15
<i>Parent refused consent during in-home interview</i>	383	3.65	327	3.76	56	3.10
<i>Child refused consent during in-home interview</i>	134	1.28	106	1.22	28	1.55
<i>School name incorrect / missing (insufficient details)</i>	53	0.50	44	0.51	9	0.50
<i>Child is home-schooled</i>	4	0.04	4	0.05	0	0.00
Total withdrawn from sample:	94	0.89	73	0.84	21	1.16
<i>Consent withdrawn following in-home interview</i>	8	0.08	8	0.09	0	0.00
<i>School has refused to receive further mailings</i>	58	0.55	48	0.55	10	0.55
<i>Other withdrawn (e.g. teacher</i>	28	0.27	17	0.20	11	0.61

<i>withdrawn in advance)</i>						
Total out of scope	228	2.17	155	1.78	73	4.04
<i>Address unknown / undeliverable</i>	6	0.06	5	0.06	1	0.06
<i>School moved or demolished</i>	0	0.00	0	0.00	0	0.00
<i>Teacher left school</i>	32	0.30	25	0.29	7	0.39
<i>Teacher never worked at school</i>	26	0.25	21	0.24	5	0.28
<i>Mailing returned unopened: Other reason</i>	9	0.09	8	0.09	1	0.06
<i>Return after final cut-off date (13/02/13)</i>	8	0.08	6	0.07	2	0.11
<i>Wrong number / unobtainable</i>	91	0.87	48	0.55	43	2.38
<i>Child not known at school</i>	14	0.13	11	0.13	3	0.17
<i>Teacher not known at school</i>	22	0.21	18	0.21	4	0.22
<i>Child <u>and</u> teacher not known at school</i>	20	0.19	13	0.15	7	0.39
Total eligible and in-scope sample for Teacher Survey	9,610	91.47	7,991	91.85	1,619	89.65

* As % of child interviews

7.2 Response to the Teacher Survey by country

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 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)

	TOTAL		England		Wales	
	N	%	N	%	N	%
Total eligible and in-scope cases	9,610	n/a	7,991	n/a	1,619	n/a
Total productive	7,430	77.32	6,313	79.00	1,117	68.99
<i>Productive postal self-completion (initial mailing)</i>	4,453	46.34	3,860	48.30	593	36.63
<i>Productive postal self-completion (reminder mailing)</i>	2,295	23.88	1,935	24.21	360	22.24
<i>Productive telephone interview</i>	682	7.10	518	6.48	164	10.13
Total unproductive	578	6.01	419	5.24	159	9.82
Refusals:	412	4.29	291	3.64	121	7.47
<i>School refusal</i>	109	1.13	82	1.03	27	1.67
<i>Teacher refusal: no reason given</i>	82	0.85	54	0.68	28	1.73
<i>Teacher refusal: too busy</i>	103	1.07	63	0.79	40	2.47
<i>Teacher refusal: q're too long / too many q'res</i>	63	0.66	49	0.61	14	0.86
<i>Teacher refusal: not interested / doesn't see benefit</i>	12	0.12	12	0.15	0	0.00
<i>Teacher refusal: concerned about confidentiality</i>	10	0.10	4	0.05	6	0.37
<i>Teacher refusal: teacher spoke to child's parent</i>	2	0.02	2	0.03	0	0.00
<i>Refusal: via CLS</i>	0	0.00	0	0.00	0	0.00
<i>Refusal: other reason</i>	31	0.32	25	0.31	6	0.37
Non-contact:	166	1.73	128	1.60	38	2.35
<i>Teacher temporarily away from school / not available during fieldwork</i>	160	1.66	122	1.53	38	2.35
<i>Teacher retired</i>	3	0.03	3	0.04	0	0.00
<i>Teacher died</i>	0	0.00	0	0.00	0	0.00
<i>Other non-contact reason (other than refusal)</i>	3	0.03	3	0.04	0	0.00
No response	1,602	16.67	1,259	15.76	343	21.19

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)

	TOTAL		England		Wales	
	N	%	N	%	N	%
Total eligible and in-scope cases	5,365	n/a	4,653	n/a	715	n/a
Total productive	5079	94.67	4408	94.73	672	93.99
<i>Productive postal self-completion (initial mailing)</i>	2898	54.02	2563	55.08	336	46.99
<i>Productive postal self-completion (reminder mailing)</i>	1654	30.83	1435	30.84	219	30.63
<i>Productive telephone interview</i>	527	9.82	410	8.81	117	16.36
Total unproductive	319	5.95	253	5.44	66	9.23
Refusals:						
<i>School refusal</i>	49	0.91	41	0.88	8	1.12
<i>Teacher refusal: no reason given</i>	46	0.86	36	0.77	10	1.40
<i>Teacher refusal: too busy</i>	38	0.71	27	0.58	11	1.54
<i>Teacher refusal: q're too long / too many q'res</i>	27	0.50	20	0.43	7	0.98
<i>Teacher refusal: not interested /doesn't see benefit</i>	4	0.07	4	0.09	0	0.00
<i>Teacher refusal: concerned about confidentiality</i>	5	0.09	4	0.09	1	0.14
<i>Teacher refusal: teacher spoke to child's parent</i>	2	0.04	2	0.04	0	0.00
<i>Refusal: via CLS</i>	0	0.00	0	0.00	0	0.00
<i>Refusal: other reason</i>	24	0.45	18	0.39	6	0.84

Non-contact:						
<i>Teacher temporarily away from school/not available during fieldwork</i>	118	2.2	95	2.04	23	3.22
<i>Teacher retired</i>	3	0.06	3	0.06	0	0.00
<i>Teacher died</i>	0	0.00	0	0.00	0	0.00
<i>Other non-contact reason (other than refusal)</i>	3	0.06	3	0.06	0	0.00

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)

	TOTAL		W1		W2		W3		W4		W5	
	N	%	N	%	N	%	N	%	N	%	N	%
Total eligible and in-scope cases	9610	n/a	891	n/a	2440	n/a	2041	n/a	987	n/a	839	n/a
Total productive	7430	77.32	801	89.90	2117	86.76	1628	79.76	785	79.53	607	72.35
<i>Productive postal self-completion (initial mailing)</i>	4453	46.34	449	50.39	1213	49.71	1044	51.15	512	51.87	431	51.37
<i>Productive postal self-completion (reminder mailing)</i>	2295	23.88	238	26.71	797	32.66	460	22.54	220	22.29	99	11.80
<i>Productive telephone interview</i>	682	7.10	114	12.79	107	4.39	124	6.08	53	5.37	77	9.18
Total unproductive	578	6.01	13	1.46	57	2.34	198	9.70	91	9.22	62	7.39
Refusals:	412	4.29	12	1.35	51	2.09	118	5.78	43	4.36	60	7.15
<i>School refusal</i>	109	1.13	8	0.90	21	0.86	28	1.37	8	0.81	17	2.03
<i>Teacher refusal: no reason given</i>	82	0.85	1	0.11	6	0.25	25	1.22	10	1.01	8	0.95
<i>Teacher refusal: too busy</i>	103	1.07	0	0.00	9	0.37	36	1.76	20	2.03	8	0.95
<i>Teacher refusal: q're too long / too many q'res</i>	63	0.66	2	0.22	6	0.25	18	0.88	4	0.41	17	2.03
<i>Teacher refusal: not interested /doesn't see benefit</i>	12	0.12	0	0.00	1	0.04	5	0.24	1	0.10	0	0.00
<i>Teacher refusal: concerned about confidentiality</i>	10	0.10	1	0.11	2	0.08	3	0.15	0	0.00	2	0.24
<i>Teacher refusal: teacher spoke to child's parent</i>	2	0.02	0	0.00	0	0.00	1	0.05	0	0.00	0	0.00
<i>Refusal: via CLS</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Refusal: other reason</i>	31	0.32	0	0.00	6	0.25	2	0.10	0	0.00	8	0.95
Non-contact:	166	1.73	1	0.11	6	0.25	80	3.92	48	4.86	2	0.24
<i>Teacher temporarily away from school / not available during fieldwork</i>	160	1.66	1	0.11	5	0.20	80	3.92	48	4.86	2	0.24

<i>Teacher retired</i>	3	0.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher died</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Other non-contact reason (other than refusal)</i>	3	0.03	0	0.00	1	0.04	0	0.00	0	0.00	0	0.00
No response	1602	16.67	77	8.64	266	10.90	215	10.53	111	11.25	170	20.26

Table 14 (continued): Summary of response for Teacher Survey by number of children (by wave)

	TOTAL		W6		W7		W8		W9		W10		W11	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total eligible and in-scope cases	9610	n/a	367	n/a	1188	n/a	495	n/a	211	n/a	132	n/a	19	n/a
Total productive	7430	77.32	249	67.85	755	63.55	299	60.40	111	52.61	71	53.79	7	36.84
<i>Productive postal self-completion (initial mailing)</i>	4453	46.34	161	43.87	384	32.32	167	33.74	54	25.59	35	26.52	3	15.79
<i>Productive postal self-completion (reminder mailing)</i>	2295	23.88	62	16.89	268	22.56	91	18.38	38	18.01	22	16.67	0	0.00
<i>Productive telephone interview</i>	682	7.10	26	7.08	103	8.67	41	8.28	19	9.00	14	10.61	4	21.05
Total unproductive	578	6.01	26	7.08	77	6.48	37	7.47	9	4.27	7	5.30	1	5.26
Refusals:	412	4.29	25	6.81	63	5.30	30	6.06	4	1.90	5	3.79	1	5.26
<i>School refusal</i>	109	1.13	4	1.09	19	1.60	1	0.20	1	0.47	1	0.76	1	5.26
<i>Teacher refusal: no reason given</i>	82	0.85	9	2.45	12	1.01	8	1.62	2	0.95	1	0.76	0	0.00
<i>Teacher refusal: too busy</i>	103	1.07	7	1.91	16	1.35	6	1.21	0	0.00	1	0.76	0	0.00
<i>Teacher refusal: q're too long / too many q'res</i>	63	0.66	2	0.54	4	0.34	9	1.82	0	0.00	1	0.76	0	0.00
<i>Teacher refusal: not interested / doesn't see benefit</i>	12	0.12	0	0.00	5	0.42	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher refusal: concerned about</i>	10	0.10	0	0.00	2	0.17	0	0.00	0	0.00	0	0.00	0	0.00

<i>confidentiality</i>														
<i>Teacher refusal: teacher spoke to child's parent</i>	2	0.02	0	0.00	1	0.08	0	0.00	0	0.00	0	0.00	0	0.00
<i>Refusal: via CLS</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Refusal: other reason</i>	31	0.32	3	0.82	4	0.34	6	1.21	1	0.47	1	0.76	0	0.00
Non-contact:	166	1.73	1	0.27	14	1.18	7	1.41	5	2.37	2	1.52	0	0.00
<i>Teacher temporarily away from school/not available during fieldwork</i>	160	1.66	1	0.27	9	0.76	7	1.41	5	2.37	2	1.52	0	0.00
<i>Teacher retired</i>	3	0.03	0	0.00	3	0.25	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher died</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Other non-contact reason (other than refusal)</i>	3	0.03	0	0.00	2	0.17	0	0.00	0	0.00	0	0.00	0	0.00
No response	1602	16.67	92	25.07	356	29.97	159	32.12	91	43.13	54	40.91	11	57.89

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)

	TOTAL		W1		W2		W3		W4		W5	
	N	%	N	%	N	%	N	%	N	%	N	%
Total eligible and in-scope cases	5,365	n/a	738	n/a	1813	n/a	1510	n/a	793	n/a	714	n/a
Total productive	5079	94.67	670	90.79	1605	88.53	1258	83.31	639	80.58	533	74.65
<i>Productive postal self-completion (initial mailing)</i>	2898	54.02	377	51.08	924	50.97	810	53.64	409	51.58	370	51.82
<i>Productive postal self-</i>	1654	30.83	201	27.24	590	32.54	352	23.31	184	23.20	92	12.89

completion (reminder mailing)												
Productive telephone interview	527	9.82	92	12.47	91	5.02	96	6.36	46	5.80	71	9.94
Total unproductive	319	5.95	9	1.22	35	1.93	122	8.08	68	8.58	41	5.74
Refusals:												
School refusal	49	0.91	7	0.95	16	0.88	18	1.19	2	0.25	10	1.40
Teacher refusal: no reason given	46	0.86	1	0.14	6	0.33	15	0.99	7	0.88	8	1.12
Teacher refusal: too busy	38	0.71	0	0.00	3	0.17	20	1.32	11	1.39	5	0.70
Teacher refusal: q're too long / too many q'res	27	0.50	1	0.14	3	0.17	10	0.66	3	0.38	7	0.98
Teacher refusal: not interested /doesn't see benefit	4	0.07	0	0.00	1	0.06	2	0.13	1	0.13	0	0.00
Teacher refusal: concerned about confidentiality	5	0.09	0	0.00	0	0.00	2	0.13	0	0.00	2	0.28
Teacher refusal: teacher spoke to child's parent	2	0.04	0	0.00	0	0.00	1	0.07	0	0.00	0	0.00
Refusal: via CLS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Refusal: other reason	24	0.45	0	0.00	0	0.00	2	0.13	0	0.00	7	0.98
Non-contact:												
Teacher temporarily away from school/not available during fieldwork	118	2.20	0	0.00	5	0.28	52	3.44	43	5.42	2	0.28
Teacher retired	3	0.06	0	0.00	0	0.00	0	0.00	1	0.13	0	0.00
Teacher died	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	0.06	0	0.00	1	0.06	0	0.00	0	0.00	0	0.00

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

	TOTAL		W6		W7		W8		W9		W10		W11	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total eligible and in-scope cases	5,365	n/a	330	n/a	930	n/a	427	n/a	197	n/a	124	n/a	19	n/a
Total productive	5079	94.6 7	233	70.6 1	621	66.7 7	269	63.0 0	108	54.8 2	66	53.2 3	7	36.8 4
Productive postal self- completion	2898	54.0 2	150	45.4 5	322	34.6 2	148	34.6 6	51	25.8 9	33	26.6 1	3	15.7 9

<i>(initial mailing)</i>														
<i>Productive postal self-completion (reminder mailing)</i>	1654	30.8 3	60	18.1 8	216	23.2 3	80	18.7 4	38	19.2 9	20	16.1 3	n/a	n/a
<i>Productive telephone interview</i>	527	9.82	23	6.97	83	8.92	41	9.60	19	9.64	13	10.4 8	4	21.0 5
Total unproductive	319	5.95	20	6.06	65	6.99	31	7.26	8	4.06	7	5.65	1	5.26
Refusals:														
<i>School refusal</i>	49	0.91	3	0.91	11	1.18	1	0.23	1	0.51	1	0.81	1	5.26
<i>Teacher refusal: no reason given</i>	46	0.86	7	2.12	10	1.08	6	1.41	2	1.02	1	0.81	0	0.00
<i>Teacher refusal: too busy</i>	38	0.71	4	1.21	19	2.04	4	0.94	0	0.00	1	0.81	0	0.00
<i>Teacher refusal: q're too long / too many q'res</i>	27	0.50	2	0.61	4	0.43	9	2.11	0	0.00	1	0.81	0	0.00
<i>Teacher refusal: not interested /doesn't see benefit</i>	4	0.07	0	0.00	2	0.22	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher refusal: concerned about confidentiality</i>	5	0.09	0	0.00	2	0.22	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher refusal: teacher spoke to child's parent</i>	2	0.04	0	0.00	1	0.11	0	0.00	0	0.00	0	0.00	0	0.00
<i>Refusal: via CLS</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Refusal: other reason</i>	24	0.45	3	0.91	4	0.43	5	1.17	1	0.51	1	0.81	0	0.00
Non-contact:														
<i>Teacher temporarily away from school/not available during fieldwork</i>	118	2.20	1	0.30	7	0.75	6	1.41	4	2.03	2	1.61	0	0.00
<i>Teacher retired</i>	3	0.06	0	0.00	3	0.32	0	0.00	0	0.00	0	0.00	0	0.00
<i>Teacher died</i>	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<i>Other non-contact reason (other than refusal)</i>	3	0.06	0	0.00	2	0.22	0	0.00	0	0.00	0	0.00	0	0.00

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

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

Wave	When fieldwork took place	Eligible and in scope sample	Productive interviews	
		N	N	%
1	<i>All fieldwork completed <u>before</u> summer holiday 2012</i>	891	801	90
2		2,440	2,117	87
3		2,041	1,628	80
4		987	785	80
TOTAL 1-4		6,359	5,331	84
5	<i>Fieldwork <u>before and after</u> summer holiday 2012</i>	839	607	72
6		367	249	68
TOTAL W5-6		1,206	856	71
7	<i>All fieldwork completed <u>after</u> summer holiday 2012</i>	1,188	755	64
8		495	299	60
9		211	111	53
10		132	71	54
11		19	7	37
TOTAL W7-11		2,045	1,243	61
GRAND TOTAL		9,610	7,430	77

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

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

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 timeslots¹⁴ (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

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

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 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 straight forward. 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

Output	Date delivered
Pilot 1	
Questionnaire data	September 2011
Report	September 2011
Dress Rehearsal	
Questionnaire data	November 2011
Paradata	November 2011
Report	November 2011
Main Survey	
Questionnaire data	March 2013
Paradata	April 2013
Technical report	April 2013
Coding and editing booklet	April 2013

9. Appendices

All materials are from the main stage of fieldwork.

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Teachers Survey:

Appendices

Child of the New Century - Age 11 Survey

Consent form

CHILD ELEMENTS

Name of child (print)

Name of parent/guardian (print)

Child questionnaire

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

Please initial box

Child assessments

I give my consent to the interviewer named below to ask my child if they are willing to participate in:

Please initial box

- a) Verbal similarities task
- b) Memory task
- c) Decision making task

Child Measurements

I give my consent to the interviewer named below to ask my child if they are willing to have the following measurements taken:

Please initial box

- a) Height
- b) Weight
- c) Body fat percentage

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.

Please initial box

Full name of class teacher (print):

Title

First Name

Surname

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

Date

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)

Signed by interviewer

Date

Interviewer use only:

BARCODE

Interviewer number:

--	--	--	--	--

EW

ENG

Plentyn y Ganrif Newydd - Arolwg 11 Oed

Ffurflen caniatâd

ELFENNAU PLENTYN

Enw'r plentyn (printiwch)

Enw'r rhiant/gwarchodwr
(printiwch)

Holiadur plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n barod i gwblhau'r Holiadur Plentyn:

Llofnodwch â
llythrennau cyntaf enw

Asesiadau'r plentyn

Mesuriadau'r plentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n barod i gymryd rhan yn:

Llofnodwch â
llythrennau cyntaf enw

- a) Tasg nodweddion geiriol tebyg
- b) Tasg cof
- c) Tasg gwneud penderfyniadau

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n barod i roi'r mesuriadau canlynol:

Llofnodwch â
llythrennau cyntaf enw

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

Athro fy mhlentyn

Rwy'n rhoi fy nghaniatâd i'r cyfwelydd a enwir isod ofyn i'm plentyn a yw'n fodlon eich bod yn cysylltu â'u hathro dosbarth. Gofynnir i'r athro gwblhau holiadur ynglŷn ag addysg a phrofiad fy mhlentyn yn yr ysgol. Rwy'n deall nad oes unrhyw reidrydd ar yr athro i gwblhau'r holiadur.

Llofnodwch â
llythrennau cyntaf enw

Enw llawn yr athro dosbarth (printiwch):

Teitl

Enw Cyntaf

Cyfenw

Cadarnhad rhiant

Rydwi i wedi darllen neu glywed y daflen wybodaeth ("RHAGOR O WYBODAETH YNGLŷN Â'R YMWELIAD") ynglŷn â chyfranogiad fy mhlentyn yn Plentyn y Ganrif Newydd: Arolwg 11 Oed. Rwy'n deall beth fydd yr arolwg yn golygu ac wedi trafod unrhyw gwestiynau sy'n weddill gyda'r cyfwelydd a enwir isod. Rwy'n hapus i'm plentyn a enwir uchod gymryd rhan yn yr Arolwg os yw eisiau. Rwy'n deall y gall fy mhlentyn neu minnau atal unrhyw ran o'r astudiaeth ar unrhyw adeg neu wrthod cymryd rhan mewn unrhyw ran ohoni. Rwy'n deall y bydd yr holl wybodaeth yn cael ei thrin yn gwbl gyfrinachol yn unol â'r Ddeddf Diogelu Data ac yn cael ei defnyddio i ddibenion ymchwil yn unig.

Llofnodwyd gan y
rhiant/gwarchodwr

Dyddiad

Cadarnhad y cyfwelydd

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

Enw'r cyfwelydd
(printiwch)Llofnodwyd gan y
cyfwelydd

Dyddiad

Interviewer use only:

BARCODE

Interviewer number:

W

WEL



Ipsos MORI

Child of the New Century - Age 11 Survey Letter for Class Teacher

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**



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and social research
Institute of Education
University of London



Centre for Longitudinal Studies
Director: Professor Jane Elliott
Following lives from birth and through the adult years
CLS is an ESRC Resource Centre based at the IOE

Centre for Longitudinal Studies • Institute of Education
20 Bedford Way • London WC1H 0AL
Tel 020 7612 6902 Freephone 0800 092 1250
Email childnc@ioe.ac.uk Website www.childnc.net

10-030358/Ltr5/PT



Ipsos MORI

Plentyn y Ganrif Newydd - Arolwg 11 Oed Llythyr i'r Athro Dosbarth

Annwyl

Mae fy mhlentyn

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^{ain} 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 agweddau o addysg y plentyn yn yr ysgol gan eu hathro dosbarth.

Mae'r Arolwg 11 Oed yn cael ei gyflawni yn ystod 2012, pan fydd y plant yn 11 oed ac yn eu blwyddyn olaf o ysgol gynradd. Mae fy mhlentyn 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 mhlentyn wedi cytuno i chi gael eich gwahodd i gymryd rhan yn yr arolwg hwn hefyd. Yn rhan o hyn rwyf wedi darparu'ch enw ac enw a chyfeiriad yr ysgol. Os byddwch yn cymryd rhan yn yr arolwg hwn, gallaf eich sicrhau **na** fydd eich atebion yn cael eu rhannu gyda mi na fy mhlentyn.

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 gwbl 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 holiadur atoch trwy'r post a rhagor o wybodaeth ynglŷn â'r astudiaeth yn y dyfodol agos. Os oes gennych unrhyw gwestiynau, 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 astudiaeth yn gyffredinol, gallwch ymweld â gwefan yr astudiaeth: www.childnc.net

Cofion cynnes,

Enw

Llofnodwyd **Dyddiad**



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University of London



Centre for Longitudinal Studies
Cyfarwyddwr: Yr Athro Jane Elliott
Dilyn bywydau o enedigaeth hyd at oedolion mae CLS
yn Ganolfan adnodd ESRC wedi ei leoli yn yr IOE

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E-bost childnc@ioe.ac.uk Gwefan www.childnc.net

10-030358/LtrSPT/E&W



Ipsos MORI

Child of the New Century - Age 11 Survey Letter for Year 6 Class Teacher

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**



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Ipsos MORI

Plentyn y Ganrif Newydd - Arolwg 11 Oed Llythyr i Athro Dosbarth Blwyddyn 6

Annwyl

Mae fy mhlentyn

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^{ain} 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 agweddau o addysg y plentyn yn ystod ei flwyddyn olaf yn yr ysgol gynradd gan ei athro dosbarth ym mlwyddyn 6.

Mae'r Arolwg 11 Oed yn cael ei gyflawni yn ystod 2012, pan fydd y plant yn 11 oed. Mae fy mhlentyn 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 mhlentyn wedi cytuno i chi gael eich gwahodd i gymryd rhan yn yr arolwg hwn hefyd, gan mai chi oedd ei athro/hathro dosbarth ym mlwyddyn 6 yn ystod tymor yr haf 2012. Yn rhan o hyn rwyf wedi darparu'ch enw ac enw a chyfeiriad yr ysgol. Os byddwch yn cymryd rhan yn yr arolwg hwn, gallaf eich sicrhau na fydd eich atebion yn cael eu rhannu gyda mi na fy mhlentyn.

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 gwbl 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 holiadur atoch trwy'r post a rhagor o wybodaeth ynglŷn â'r astudiaeth yn y dyfodol agos. Os oes gennych unrhyw gwestiynau, 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 astudiaeth yn gyffredinol, gallwch ymweld â gwefan yr astudiaeth: www.childnc.net

Cofion cynnes,

Enw

Llofnodwyd Dyddiad



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Ipsos MORI



Child of the New Century

Age 11 Survey

Teacher Questionnaire - England

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.

PLEASE FILL IN THE INFORMATION BELOW

Date of completion WRITE IN:

Day		Month		Year	
<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/ 20 <input type="text"/>

Are you the teacher named on the label to the left?

Yes ☐

No ☐ Please write your name in the boxes below

Title

Forename

Surname

PLEASE READ THIS PAGE BEFORE YOU START**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
No ☐ → Go to

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

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).

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

		Well above average	Above average	Average	Below average	Well below average
a	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Art and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Physical Education (PE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Information and Communication Technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

		Always	Usually	Sometimes	Never
a	...seem to enjoy school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...seem bored by school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...try their best at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...misbehave or cause trouble in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...hand their homework in late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 How well does this child work independently?

Very well Quite well Not very well Not at all well

TICK **ONE** BOX ONLY

☐
☐
☐
☐

5

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.

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

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

- 6** 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 ☐

- 7** 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**

- 8** How many times has this happened?

WRITE IN

- 9** 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 ☐

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

TICK ONE BOX ONLY

- Yes ☐
- No ☐

- 11** Does this child have Special Educational Needs (SEN)?

TICK ONE BOX ONLY

- Yes ☐ → Go to **12**
- No ☐ → Go to **14**

- 12** 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)?

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

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

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...has this child hurt or picked on other children at school on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	... go to university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

		Very interested	Fairly interested	Neither interested or uninterested	Fairly uninterested	Very uninterested	Cannot say	No mother or father figure
a	Mother or Mother-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Father or Father-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

41 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

42 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)

43 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

44 Are you male or female?

TICK **ONE** BOX ONLY

Male

☐

Female

☐

45 Are you this child's...TICK **ONE** BOX ONLY

- | | | |
|---|--------------------------|-------------------|
| ...Class teacher | <input type="checkbox"/> | } Go to 46 |
| ...Head teacher | <input type="checkbox"/> | |
| ...Other teacher | <input type="checkbox"/> | |
| ...Teaching assistant/Higher level teaching assistant | <input type="checkbox"/> | } END |
| ...School administrative assistant | <input type="checkbox"/> | |
| ...Other | <input type="checkbox"/> | |

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) | <input type="checkbox"/> |
| Higher degree mainly by taught course (e.g. MA, MSc) | <input type="checkbox"/> |
| Postgraduate Certificate in Education (PGCE) | <input type="checkbox"/> |
| Other postgraduate diploma or certificate | <input type="checkbox"/> |
| Bachelor of Education (BEd) | <input type="checkbox"/> |
| Other first degree (e.g. BA, BSc) | <input type="checkbox"/> |
| Teaching diploma or certificate | <input type="checkbox"/> |
| Professional qualification (e.g. Accountancy) | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
| Do not wish to answer | <input type="checkbox"/> |

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.

Ipsos MORI



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.

PLEASE FILL IN THE INFORMATION BELOW

Date of completion WRITE IN:

Day Month Year

/ / 20

Are you the teacher named in the panel to the left?

Yes ☐

No ☐ Please write your name in the boxes below

Title

Forename

Surname

PLEASE READ THIS PAGE BEFORE YOU START

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
No ☐ → Go to

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

		Well above average	Above average	Average	Below average	Well below average
a	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Art and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Physical Education (PE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Information and Communication Technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

This question asks about this child's attitude to school.

How often does this child...

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

		Always	Usually	Sometimes	Never
a	...seem to enjoy school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...seem bored by school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...try their best at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...misbehave or cause trouble in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...hand their homework in late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

How well does this child work independently?

Very well Quite well Not very well Not at all well

TICK **ONE** BOX ONLY

☐ ☐ ☐ ☐

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.

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

		Not true	Is somewhat true	Very true
a	Is considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Is restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Often complains of headaches, stomach aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Is rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Is generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Has many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Is helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Constantly fidgets or squirms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Is often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Is generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

o	Is easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Is nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Is kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Is picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	Has many fears, is easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 ONLYYes ☐No ☐**12 Does this child have Special Educational Needs (SEN) or Additional Learning Needs?**TICK **ONE** BOX ONLYYes ☐ → Go to **13**No ☐ → Go to **15****13 Does this child have a full statement of SEN or Additional Learning Needs?**TICK **ONE** BOX ONLYYes ☐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

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

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

		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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...has this child hurt or picked on other children at school on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ... go to university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very interested	Fairly interested	Neither interested or uninterested	Fairly uninterested	Very uninterested	Cannot say	No mother or father figure
a Mother or Mother-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Father or Father-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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...

a

...English? WRITE IN

b

...Welsh? WRITE IN

c

...Maths? WRITE IN

d

...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 ☐

About You

- 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) | <input type="checkbox"/> |
| Higher degree mainly by taught
course (e.g. MA, MSc) | <input type="checkbox"/> |
| Postgraduate Certificate in Education
(PGCE) | <input type="checkbox"/> |
| Other postgraduate diploma or
certificate | <input type="checkbox"/> |
| Bachelor of Education (BEd) | <input type="checkbox"/> |
| Other first degree (e.g. BA, BSc) | <input type="checkbox"/> |
| Teaching diploma or certificate | <input type="checkbox"/> |
| Professional qualification (e.g.
Accountancy) | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
| Do not wish to answer | <input type="checkbox"/> |

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.

Ipsos MORI



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 gwestiwn na allwch neu nad ydych eisiau ei ateb. Os ydych angen unrhyw gymorth neu os 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

Dyddiad cwblhau YSGRIFENNWCH

Diwrnod Mis Blwyddyn

/ / 20

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

DARLLENWCH Y DUDALEN HON CYN CYCHWYN

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:

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

Ie ☒ ➔ Ewch i

Na ☐ ➔ Ewch i

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 iaith 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.

3 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).

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

		Llawer uwch na'r cyfartaledd	Uwch na'r cyfartaledd	Cyfartalog	Is na'r cyfartaledd	Llawer is na'r cyfartaledd
a	Saesneg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Cymraeg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Mathemateg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Gwyddoniaeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Celf a Dylunio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Cerddoriaeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Addysg Gorfforol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Technoleg Gwybodaeth a Chyfathrebu (TGCh)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Mae'r cwestiwn hwn yn gofyn am agwedd y plentyn i'r ysgol.
Pa mor aml mae'r plentyn hwn yn...

TICIWCH UN BLWCH AR GYFER POB RHES

		Bob tro	Fel arfer	Weithiau	Byth
a	...ymddangos i fod yn mwynhau'r ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...ymddangos i fod wedi diflasu yn yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...gwneud ei orau yn yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...camymddwyn neu achosi trafferth yn y dosbarth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...cyflwyno gwaith cartref yn hwyr?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yn dda iawn Yn eithaf da Ddim yn dda iawn Ddim yn dda o gwbl

TICIWCH UN BLWCH YN UNIG

☐ ☐ ☐ ☐

6 Meddyliwch am ymddygiad y plentyn hwn yn ystod y 6 mis diwethaf os gallwch. Ar gyfer pob un o'r datganiadau canlynol, dywedwch os nad yw'n wir, ei fod yn agos at y gwir neu'n sicr yn wir am ymddygiad y plentyn.

TICIWCH UN BLWCH AR GYFER POB RHES

		Ddim yn wir	Agos at y gwir	Gwir iawn
a	Yn ystyried teimladau pobl eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Yn aflonydd, gorfywiog, yn methu aros yn llonydd yn hir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Yn aml yn cwyno o gur pen, poen yn y bol neu salwch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Yn barod i rannu â phlant eraill (danteithion, tegau, pensiliau ac ati)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Yn aml yn colli tymer neu gyda thymor wyllt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Yn blentyn unig sy'n hoffi chwarae ar ei ben ei hun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Yn gyffredinol ufudd, fel arfer yn gwneud beth mae oedolion yn ofyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Gyda nifer o bryderon, yn aml yn ymddangos i fod yn bryderus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Yn gymwynasgar os bydd rhywun wedi brifo, cynhyrfu neu'n teimlo'n sâl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Yn aflonydd neu'n gwingo o hyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Ag o leiaf un ffrind da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Yn aml yn ymladd gyda phlant eraill neu'n eu bwlio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Yn aml yn anhapus, digalon neu ddagreuol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Yn gyffredinol boblogaidd ymysg plant eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

o	Yn hawdd tynnu ei sylw o'i waith, heb allu i ganolbwyntio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Yn nerfus neu'n anghenus mewn sefyllfaoedd newydd, colli hyder yn hawdd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Yn garedig i'r plant iau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Yn aml yn dweud celwydd neu'n twyllo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Mae plant eraill yn ei gam-drin neu fwlio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Yn aml yn gwirfoddoli i helpu eraill (rhieni, athrawon, plant eraill)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	Yn ystyried pethau cyn gweithredu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Yn dwyn o adref, yr ysgol neu lefydd eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	Yn tynnu ymlaen yn well ag oedolion na phlant eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	Gyda nifer o ofnau, yn hawdd ei ddychryn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	Yn cwblhau tasgau, gallu da i ganolbwyntio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 hwn wedi ei 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?

YSGRIFENNWCH

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 iaith Ychwanegol?

TICIWCH UN BLWCH YN UNIG

Ydi ☐

Nac Ydi ☐

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **13**

Nac oes ☐ ➔ Ewch i **15**

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

TICIWCH UN BLWCH YN UNIG

Oes ☐

Nac oes ☐

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

TICIWCH UN BLWCH AR GYFER POB RHES

		Ie	Na
a	Dyslecsia	<input type="checkbox"/>	<input type="checkbox"/>
b	Anawsterau dysgu (yn cynnwys dyspracsia / dyscalcwlia	<input type="checkbox"/>	<input type="checkbox"/>
c	Anhwylder Diffyg Canolbwyntio a Gorfywigrwydd (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d	Awtistiaeth, Syndrom Asperger neu anhwylder ar y sbectwm awtistig	<input type="checkbox"/>	<input type="checkbox"/>
e	Problemau ymddygiad / gorfywigrwydd	<input type="checkbox"/>	<input type="checkbox"/>
f	Problem gyda lleferydd neu iaith	<input type="checkbox"/>	<input type="checkbox"/>
g	Problem gyda golwg	<input type="checkbox"/>	<input type="checkbox"/>
h	Problem gyda'r clyw	<input type="checkbox"/>	<input type="checkbox"/>
i	Anabledd corfforol arall	<input type="checkbox"/>	<input type="checkbox"/>
j	Problem feddygol neu iechyd	<input type="checkbox"/>	<input type="checkbox"/>
k	Salwch meddyliol / iselder	<input type="checkbox"/>	<input type="checkbox"/>
l	Dawnus / IQ Uchel / Mwy galluog a thalentog / Galluog iawn	<input type="checkbox"/>	<input type="checkbox"/>
m	Rheswm neu resymau eraill (disgrifiwch isod)	<input type="checkbox"/>	<input type="checkbox"/>

15 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 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 academiaidd na'r rhan fwyaf o blant yn y dosbarth? ☐
- ...o allu academiaidd tebyg i'r rhan fwyaf o blant yn y dosbarth? ☐
- ...yn llai galluog yn academiaidd 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 brifo neu bigo ar y plentyn hwn ar bwrpas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b | ...mae'r plentyn hwn wedi brifo neu bigo ar blant eraill yn yr ysgol ar bwrpas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19 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	Ddim yn symud i'r ysgol uwchradd flwyddyn nesaf
TICIWCH UN BLWCH YN UNIG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	Tebygol iawn	Gweddol debygol	Ddim yn debygol iawn	Ddim yn debygol o gwbl
a ...aros ymlaen mewn addysg llawn amser wedi 16 oed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ...mynd i'r brifysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rhieni'r Plentyn

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

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

	Llawer o ddiddordeb	Rhywfaint o ddiddordeb	Nid y naill na'r llall	Dim llawer o ddiddordeb	Dim diddordeb o gwbl	Methu dwed	Dim ffigwr mam na thad
a Mam neu ffigwr Mam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Tad neu ffigwr Tad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 flwyddyn 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 ddosbarthiadau yn 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.

Efallai 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

22 Ym mlwyddyn y plentyn hwn, a oes ffrydio?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **23**

Nac oes ☐ ➔ Ewch i **25**

23 Sawl ffrwd sydd yna ym mlwyddyn y plentyn hwn?

YSGRIFENNWCH

24 Ym mha ffrwd mae'r plentyn?

Uchaf

Canol

Isaf

TICIWCH UN BLWCH YN UNIG

☐
☐
☐

Setio: grwpio plant yn ôl gallu ar gyfer pynciau penodol

25 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Saesneg?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **26**

Nac oes ☐ ➔ Ewch i **28**

26 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Saesneg?

YSGRIFENNWCH

27 Ym mha set mae'r plentyn ar gyfer Saesneg?

Uchaf

Canol

Isaf

TICIWCH UN BLWCH YN UNIG

☐
☐
☐

28 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Cymraeg?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **29**

Nac oes ☐ ➔ Ewch i **31**

29 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Cymraeg?

YSGRIFENNWCH

30 Ym mha set mae'r plentyn ar gyfer Cymraeg?

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ → Ewch i **32**
 Nac oes ☐ → Ewch i **34**

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

YSGRIFENNWCH

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

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ → Ewch i **35**
 Nac oes ☐ → Ewch i **37**

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

YSGRIFENNWCH

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

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dosbarth y Plentyn

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

YSGRIFENNWCH

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 â 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

46

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)

47

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) | <input type="checkbox"/> |
| Athro anghenion arbennig | <input type="checkbox"/> |
| Cynorthwydd dysgu/Cynorthwydd dysgu lefel uwch | <input type="checkbox"/> |
| Myfyriwr dysgu | <input type="checkbox"/> |
| Gwirfoddolwr | <input type="checkbox"/> |
| Rhieni | <input type="checkbox"/> |
| Arall (disgrifiwch isod) | <input type="checkbox"/> |

Dim ☐

Amdanoch Chi

48

Ydych chi'n wryw neu'n fenyw?

TICIWCH **UN** BLWCH YN UNIG

Gwrywaidd ☐

Benywaidd ☐

49

Eich perthynas â'r plentyn yw...

TICIWCH **UN** BLWCH YN UNIG

- | | | |
|---|--------------------------|--------------------|
| ...Athro dosbarth | <input type="checkbox"/> | } Ewch i 50 |
| ...Pennaeth | <input type="checkbox"/> | |
| ...Athro arall | <input type="checkbox"/> | |
| ...Cynorthwydd dysgu/Cynorthwydd dysgu lefel uwch | <input type="checkbox"/> | } DIWEDD |
| ...Cynorthwydd gweinyddol yr ysgol | <input type="checkbox"/> | |
| ...Arall | <input type="checkbox"/> | |

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 GYMWYS

- | | |
|---|--------------------------|
| Gradd uwch yn bennaf trwy ymchwil
(e.e. PhD, DPhil) | <input type="checkbox"/> |
| Gradd uwch yn bennaf trwy gwrs a
ddysgwyd (e.e. MA, MSc) | <input type="checkbox"/> |
| Tystysgrif Addysg i Raddedigion
(TAR) | <input type="checkbox"/> |
| Diploma neu dystysgrif ôl-raddedig
arall | <input type="checkbox"/> |
| Baglor Addysg (BEd) | <input type="checkbox"/> |
| Graff gyntaf arall (e.e. BA, BSc) | <input type="checkbox"/> |
| Diploma neu dystysgrif dysgu | <input type="checkbox"/> |
| Cymhwyster proffesiynol (e.e.
Cyfrifeg) | <input type="checkbox"/> |
| Dim un o'r rhain | <input type="checkbox"/> |
| Ddim eisiau ateb | <input type="checkbox"/> |

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.

Ipsos MORI



Child of the New Century

Age 11 Survey

Teacher Questionnaire - England

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	
<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/ 20 <input type="text"/>

Are you the teacher named on the label to the left?

Yes ☐

No ☐ Please write your name in the boxes below

Title

Forename

Surname

PLEASE READ THIS PAGE BEFORE YOU START

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
No ☐ → Go to

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

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).

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

		Well above average	Above average	Average	Below average	Well below average
a	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Art and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Physical Education (PE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Information and Communication Technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

		Always	Usually	Sometimes	Never
a	...seem to enjoy school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...seem bored by school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...try their best at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...misbehave or cause trouble in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...hand their homework in late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 How well does this child work independently?

Very well Quite well Not very well Not at all well

TICK **ONE** BOX ONLY

☐
☐
☐
☐

5

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.

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

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

- 6** 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 ☐

- 7** 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**

- 8** How many times has this happened?

WRITE IN

- 9** 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 ☐

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

TICK ONE BOX ONLY

- Yes ☐
- No ☐

- 11** Does this child have Special Educational Needs (SEN)?

TICK ONE BOX ONLY

- Yes ☐ → Go to **12**
- No ☐ → Go to **14**

- 12** 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)?

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

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

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...has this child hurt or picked on other children at school on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	... go to university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

		Very interested	Fairly interested	Neither interested or uninterested	Fairly uninterested	Very uninterested	Cannot say	No mother or father figure
a	Mother or Mother-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Father or Father-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

41 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

42 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)

43 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

44 Are you male or female?

TICK **ONE** BOX ONLY

Male

☐

Female

☐

45 Are you this child's...TICK **ONE** BOX ONLY

- | | | |
|---|--------------------------|-------------------|
| ...Class teacher | <input type="checkbox"/> | } Go to 46 |
| ...Head teacher | <input type="checkbox"/> | |
| ...Other teacher | <input type="checkbox"/> | |
| ...Teaching assistant/Higher level teaching assistant | <input type="checkbox"/> | } END |
| ...School administrative assistant | <input type="checkbox"/> | |
| ...Other | <input type="checkbox"/> | |

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) | <input type="checkbox"/> |
| Higher degree mainly by taught course (e.g. MA, MSc) | <input type="checkbox"/> |
| Postgraduate Certificate in Education (PGCE) | <input type="checkbox"/> |
| Other postgraduate diploma or certificate | <input type="checkbox"/> |
| Bachelor of Education (BEd) | <input type="checkbox"/> |
| Other first degree (e.g. BA, BSc) | <input type="checkbox"/> |
| Teaching diploma or certificate | <input type="checkbox"/> |
| Professional qualification (e.g. Accountancy) | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
| Do not wish to answer | <input type="checkbox"/> |

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.

Ipsos MORI



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

/ / 20

Are you the teacher named in the panel to the left?

Yes ☐

No ☐ Please write your name in the boxes below

Title

Forename

Surname

PLEASE READ THIS PAGE BEFORE YOU START

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
No ☐ → Go to

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

		Well above average	Above average	Average	Below average	Well below average
a	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Art and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Physical Education (PE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Information and Communication Technology (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

This question asks about this child's attitude to school.

How often does this child...

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

		Always	Usually	Sometimes	Never
a	...seem to enjoy school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...seem bored by school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...try their best at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...misbehave or cause trouble in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...hand their homework in late?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5

How well does this child work independently?

Very well Quite well Not very well Not at all well

TICK **ONE** BOX ONLY

☐ ☐ ☐ ☐

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.

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

		Not true	Is somewhat true	Very true
a	Is considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Is restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Often complains of headaches, stomach aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Is rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Is generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Has many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Is helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Constantly fidgets or squirms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Is often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Is generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

o	Is easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Is nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Is kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Is picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	Has many fears, is easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

		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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...has this child hurt or picked on other children at school on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20 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?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ... go to university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very interested	Fairly interested	Neither interested or uninterested	Fairly uninterested	Very uninterested	Cannot say	No mother or father figure
a Mother or Mother-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Father or Father-figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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?

Highest

Middle

Lowest

TICK **ONE** BOX ONLY

☐
☐
☐

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...

a

...English? WRITE IN

b

...Welsh? WRITE IN

c

...Maths? WRITE IN

d

...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 ☐

About You

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) | <input type="checkbox"/> |
| Higher degree mainly by taught
course (e.g. MA, MSc) | <input type="checkbox"/> |
| Postgraduate Certificate in Education
(PGCE) | <input type="checkbox"/> |
| Other postgraduate diploma or
certificate | <input type="checkbox"/> |
| Bachelor of Education (BEd) | <input type="checkbox"/> |
| Other first degree (e.g. BA, BSc) | <input type="checkbox"/> |
| Teaching diploma or certificate | <input type="checkbox"/> |
| Professional qualification (e.g.
Accountancy) | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
| Do not wish to answer | <input type="checkbox"/> |

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.

Ipsos MORI



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 gwestiwn na allwch neu nad ydych eisiau ei ateb. Os ydych angen unrhyw gymorth neu os 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 gwblhau'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

/ / 20

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

DARLLENWCH Y DUDALEN HON CYN CYCHWYN

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:

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

Ie ☒ ➔ Ewch i

Na ☐ ➔ Ewch i

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 unrhyw gwestiynau sy'n cyfeirio at 'eich dosbarth', 'y flwyddyn ysgol hon', 'blwyddyn y plentyn hwn' neu 'ddosbarth y plentyn hwn', atebwch gan gyfeirio at flwyddyn ysgol 2011/2012.

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 iaith 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.

3 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).

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

		Llawer uwch na'r cyfartaledd	Uwch na'r cyfartaledd	Cyfartalog	Is na'r cyfartaledd	Llawer is na'r cyfartaledd
a	Saesneg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Cymraeg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Mathemateg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Gwyddoniaeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Celf a Dylunio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Cerddoriaeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Addysg Gorfforol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Technoleg Gwybodaeth a Chyfathrebu (TGCh)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Mae'r cwestiwn hwn yn gofyn am agwedd y plentyn i'r ysgol.
Pa mor aml mae'r plentyn hwn yn...

TICIWCH UN BLWCH AR GYFER POB RHES

		Bob tro	Fel arfer	Weithiau	Byth
a	...ymddangos i fod yn mwynhau'r ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	...ymddangos i fod wedi diflasu yn yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	...gwneud ei orau yn yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	...camymddwyn neu achosi trafferth yn y dosbarth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	...cyflwyno gwaith cartref yn hwyr?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yn dda iawn Yn eithaf da Ddim yn dda iawn Ddim yn dda o gwbl

TICIWCH UN BLWCH YN UNIG

☐ ☐ ☐ ☐

6 Meddyliwch am ymddygiad y plentyn hwn yn ystod y 6 mis diwethaf os gallwch. Ar gyfer pob un o'r datganiadau canlynol, dywedwch os nad yw'n wir, ei fod yn agos at y gwir neu'n sicr yn wir am ymddygiad y plentyn.

TICIWCH UN BLWCH AR GYFER POB RHES

		Ddim yn wir	Agos at y gwir	Gwir iawn
a	Yn ystyried teimladau pobl eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Yn aflonydd, gorfywiog, yn methu aros yn llonydd yn hir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Yn aml yn cwyno o gur pen, poen yn y bol neu salwch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Yn barod i rannu â phlant eraill (danteithion, tegau, pensiliau ac ati)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Yn aml yn colli tymer neu gyda thymor wyllt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Yn blentyn unig sy'n hoffi chwarae ar ei ben ei hun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Yn gyffredinol ufudd, fel arfer yn gwneud beth mae oedolion yn ofyn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Gyda nifer o bryderon, yn aml yn ymddangos i fod yn bryderus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Yn gymwynasgar os bydd rhywun wedi brifo, cynhyrfu neu'n teimlo'n sâl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Yn aflonydd neu'n gwingo o hyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Ag o leiaf un ffrind da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Yn aml yn ymladd gyda phlant eraill neu'n eu bwlio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Yn aml yn anhapus, digalon neu ddagreuol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Yn gyffredinol boblogaidd ymysg plant eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

o	Yn hawdd tynnu ei sylw o'i waith, heb allu i ganolbwyntio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Yn nerfus neu'n anghenus mewn sefyllfaoedd newydd, colli hyder yn hawdd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Yn garedig i'r plant iau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Yn aml yn dweud celwydd neu'n twyllo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Mae plant eraill yn ei gam-drin neu fwlio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Yn aml yn gwirfoddoli i helpu eraill (rhieni, athrawon, plant eraill)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	Yn ystyried pethau cyn gweithredu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Yn dwyn o adref, yr ysgol neu lefydd eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	Yn tynnu ymlaen yn well ag oedolion na phlant eraill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	Gyda nifer o ofnau, yn hawdd ei ddychryn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	Yn cwblhau tasgau, gallu da i ganolbwyntio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 hwn wedi ei 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?

YSGRIFENNWCH

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 iaith Ychwanegol?

TICIWCH UN BLWCH YN UNIG

Ydi ☐

Nac Ydi ☐

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **13**

Nac oes ☐ ➔ Ewch i **15**

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

TICIWCH UN BLWCH YN UNIG

Oes ☐

Nac oes ☐

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

TICIWCH UN BLWCH AR GYFER POB RHES

		Ie	Na
a	Dyslecsia	<input type="checkbox"/>	<input type="checkbox"/>
b	Anawsterau dysgu (yn cynnwys dyspracsia / dyscalcwlia	<input type="checkbox"/>	<input type="checkbox"/>
c	Anhwylder Diffyg Canolbwyntio a Gorfywigrwydd (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d	Awtistiaeth, Syndrom Asperger neu anhwylder ar y sbectwm awtistig	<input type="checkbox"/>	<input type="checkbox"/>
e	Problemau ymddygiad / gorfywigrwydd	<input type="checkbox"/>	<input type="checkbox"/>
f	Problem gyda lleferydd neu iaith	<input type="checkbox"/>	<input type="checkbox"/>
g	Problem gyda golwg	<input type="checkbox"/>	<input type="checkbox"/>
h	Problem gyda'r clyw	<input type="checkbox"/>	<input type="checkbox"/>
i	Anabledd corfforol arall	<input type="checkbox"/>	<input type="checkbox"/>
j	Problem feddygol neu iechyd	<input type="checkbox"/>	<input type="checkbox"/>
k	Salwch meddyliol / iselder	<input type="checkbox"/>	<input type="checkbox"/>
l	Dawnus / IQ Uchel / Mwy galluog a thalentog / Galluog iawn	<input type="checkbox"/>	<input type="checkbox"/>
m	Rheswm neu resymau eraill (disgrifiwch isod)	<input type="checkbox"/>	<input type="checkbox"/>

15 A yw'r plentyn yn derbyn unrhyw un o'r mathau canlynol o gymorth yn yr ysgol oherwydd problem iechyd neu ymddygiad neu anabled? 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 academiaidd na'r rhan fwyaf o blant yn y dosbarth? ☐
- ...o allu academiaidd tebyg i'r rhan fwyaf o blant yn y dosbarth? ☐
- ...yn llai galluog yn academiaidd 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 brifo neu bigo ar y plentyn hwn ar bwrpas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b | ...mae'r plentyn hwn wedi brifo neu bigo ar blant eraill yn yr ysgol ar bwrpas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19 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	Ddim yn symud i'r ysgol uwchradd flwyddyn nesaf
TICIWCH <u>UN</u> BLWCH YN UNIG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

TICIWCH UN BLWCH AR GYFER POB RHES

	Tebygol iawn	Gweddol debygol	Ddim yn debygol iawn	Ddim yn debygol o gwbl
a ...aros ymlaen mewn addysg llawn amser wedi 16 oed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b ...mynd i'r brifysgol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rhieni'r Plentyn

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

TICIWCH UN BLWCH AR GYFER POB RHES

	Llawer o ddiddordeb	Rhywfaint o ddiddordeb	Nid y naill na'r llall	Dim llawer o ddiddordeb	Dim diddordeb o gwbl	Methu dwed	Dim ffigwr mam na thad
a Mam neu ffigwr Mam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Tad neu ffigwr Tad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 flwyddyn 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 ddosbarthiadau yn 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.

Efallai 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

22 Ym mlwyddyn y plentyn hwn, a oes ffrydio?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **23**

Nac oes ☐ ➔ Ewch i **25**

23 Sawl ffrwd sydd yna ym mlwyddyn y plentyn hwn?

YSGRIFENNWCH

24 Ym mha ffrwd mae'r plentyn?

Uchaf

Canol

Isaf

TICIWCH UN BLWCH YN UNIG

☐
☐
☐

Setio: grwpio plant yn ôl gallu ar gyfer pynciau penodol

25 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Saesneg?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **26**

Nac oes ☐ ➔ Ewch i **28**

26 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Saesneg?

YSGRIFENNWCH

27 Ym mha set mae'r plentyn ar gyfer Saesneg?

Uchaf

Canol

Isaf

TICIWCH UN BLWCH YN UNIG

☐
☐
☐

28 Ym mlwyddyn y plentyn hwn, a oes setiau ar gyfer Cymraeg?

TICIWCH UN BLWCH YN UNIG

Oes ☐ ➔ Ewch i **29**

Nac oes ☐ ➔ Ewch i **31**

29 Sawl set sydd yna ym mlwyddyn y plentyn hwn ar gyfer Cymraeg?

YSGRIFENNWCH

30 Ym mha set mae'r plentyn ar gyfer Cymraeg?

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ → Ewch i **32**
 Nac oes ☐ → Ewch i **34**

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

YSGRIFENNWCH

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

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

TICIWCH UN BLWCH YN UNIG

Oes ☐ → Ewch i **35**
 Nac oes ☐ → Ewch i **37**

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

YSGRIFENNWCH

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

TICIWCH UN BLWCH YN UNIG

	Uchaf	Canol	Isaf
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dosbarth y Plentyn

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

YSGRIFENNWCH

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 â 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

46

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)

47

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) | <input type="checkbox"/> |
| Athro anghenion arbennig | <input type="checkbox"/> |
| Cynorthwydd dysgu/Cynorthwydd dysgu lefel uwch | <input type="checkbox"/> |
| Myfyriwr dysgu | <input type="checkbox"/> |
| Gwirfoddolwr | <input type="checkbox"/> |
| Rhieni | <input type="checkbox"/> |
| Arall (disgrifiwch isod) | <input type="checkbox"/> |

Dim ☐

Amdanoch Chi

48

Ydych chi'n wryw neu'n fenyw?

TICIWCH **UN** BLWCH YN UNIG

Gwrywaidd ☐

Benywaidd ☐

49

Eich perthynas â'r plentyn yw...

TICIWCH **UN** BLWCH YN UNIG

- | | | |
|---|--------------------------|--------------------|
| ...Athro dosbarth | <input type="checkbox"/> | } Ewch i 50 |
| ...Pennaeth | <input type="checkbox"/> | |
| ...Athro arall | <input type="checkbox"/> | |
| ...Cynorthwydd dysgu/Cynorthwydd dysgu lefel uwch | <input type="checkbox"/> | } DIWEDD |
| ...Cynorthwydd gweinyddol yr ysgol | <input type="checkbox"/> | |
| ...Arall | <input type="checkbox"/> | |

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 GYMWYS

- | | |
|---|--------------------------|
| Gradd uwch yn bennaf trwy ymchwil
(e.e. PhD, DPhil) | <input type="checkbox"/> |
| Gradd uwch yn bennaf trwy gwrs a
ddysgwyd (e.e. MA, MSc) | <input type="checkbox"/> |
| Tystysgrif Addysg i Raddedigion
(TAR) | <input type="checkbox"/> |
| Diploma neu dystysgrif ôl-raddedig
arall | <input type="checkbox"/> |
| Baglor Addysg (BEd) | <input type="checkbox"/> |
| Graff gyntaf arall (e.e. BA, BSc) | <input type="checkbox"/> |
| Diploma neu dystysgrif dysgu | <input type="checkbox"/> |
| Cymhwyster proffesiynol (e.e.
Cyfrifeg) | <input type="checkbox"/> |
| Dim un o'r rhain | <input type="checkbox"/> |
| Ddim eisiau ateb | <input type="checkbox"/> |

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.

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.

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.

	Well above average	Above average	Average	Below average	Well below average
a. English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Art and design	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Physical Education (PE)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Information and Communication Technology (ICT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

	Always	Usually	Sometimes	Never
a ... seem to enjoy school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b ... seem bored by school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c ... try their best at school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d ... misbehave or cause trouble in class?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e ... hand their homework in late?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well	<input type="text"/>
Quite well	<input type="text"/>
Not very well	<input type="text"/>
Not at all well	<input type="text"/>

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.

	Not true	Is somewhat true	Very true
a. Is considerate of other people's feelings	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Is restless, overactive, cannot stay still for long	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Often complains of headaches, stomach aches or sickness	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Shares readily with other children, e.g. treats, toys, pencils etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Often has temper tantrums or hot tempers	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Is rather solitary, tends to play alone	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Is generally obedient, usually does what adults request	<input type="text"/>	<input type="text"/>	<input type="text"/>
h. Has many worries, often seems worried	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. Is helpful if someone is hurt, upset or feeling ill	<input type="text"/>	<input type="text"/>	<input type="text"/>
j. Constantly fidgets or squirms	<input type="text"/>	<input type="text"/>	<input type="text"/>
k. Has at least one good friend	<input type="text"/>	<input type="text"/>	<input type="text"/>
l. Often fights with other children or bullies them	<input type="text"/>	<input type="text"/>	<input type="text"/>
m. Is often unhappy, down-hearted or tearful	<input type="text"/>	<input type="text"/>	<input type="text"/>
n. Is generally liked by other children	<input type="text"/>	<input type="text"/>	<input type="text"/>
o. Is easily distracted, concentration wanders	<input type="text"/>	<input type="text"/>	<input type="text"/>
p. Is nervous or clingy in new situations, easily loses confidence	<input type="text"/>	<input type="text"/>	<input type="text"/>
q. Is kind to younger children	<input type="text"/>	<input type="text"/>	<input type="text"/>
r. Often lies or cheats	<input type="text"/>	<input type="text"/>	<input type="text"/>

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- 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 ☐

10. Does [child forename] receive English 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)? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes	<input type="checkbox"/>	Go to Q12
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning difficulties, including dyspraxia / dyscalculia	<input type="checkbox"/>	<input type="checkbox"/>
c. Attention Deficit and Hyperactivity Disorder (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d. Autism, Asperger's syndrome or autistic spectrum disorder	<input type="checkbox"/>	<input type="checkbox"/>
e. Behavioural problems / hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>
f. Problem with speech or language	<input type="checkbox"/>	<input type="checkbox"/>
g. Problem with sight	<input type="checkbox"/>	<input type="checkbox"/>
h. Problem with hearing	<input type="checkbox"/>	<input type="checkbox"/>
i. Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
j. Medical or health problem	<input type="checkbox"/>	<input type="checkbox"/>
k. Mental illness / depression	<input type="checkbox"/>	<input type="checkbox"/>
l. Gifted / High IQ / More able and talented / Highly able	<input type="checkbox"/>	<input type="checkbox"/>
m. Other reason(s) (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>
Individual support in class from a family member	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Adaptations have been made to physical environment	<input type="checkbox"/>
Equipment has been provided	<input type="checkbox"/>
Attends a special school	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

.....

.....

No help / No such problems	<input type="checkbox"/>
----------------------------	--------------------------

.....

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	<input type="checkbox"/>
Fairly likely	<input type="checkbox"/>
Not very likely	<input type="checkbox"/>
Not at all likely	<input type="checkbox"/>

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	b. Father or father- figure
Very interested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly interested	<input type="checkbox"/>	<input type="checkbox"/>
Neither interested or uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Very uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Cannot say	<input type="checkbox"/>	<input type="checkbox"/>
No mother or father figure	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q22
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q25
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q28
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q31
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
... Maths?	<input type="checkbox"/>	<input type="checkbox"/>
... Science?	<input type="checkbox"/>	<input type="checkbox"/>

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)	<input type="checkbox"/>
Special needs teacher	<input type="checkbox"/>
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>
Student teacher	<input type="checkbox"/>
Volunteer	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Any other (please describe)	<input type="checkbox"/>
No one else	<input type="checkbox"/>

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	<input type="checkbox"/>
Female	<input type="checkbox"/>

45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Class teacher	<input type="checkbox"/>	}
Head teacher	<input type="checkbox"/>	}Go to Q46
Other teacher	<input type="checkbox"/>	}
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>	
School administrative assistant	<input type="checkbox"/>	CLOSE
Other	<input type="checkbox"/>	

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)	<input type="checkbox"/>
Higher degree mainly by taught course (e.g. MA, MSc)	<input type="checkbox"/>
Postgraduate Certificate in Education (PGCE)	<input type="checkbox"/>
Other postgraduate diploma or certificate	<input type="checkbox"/>
Bachelor of Education (BEd)	<input type="checkbox"/>
Other first degree (e.g. BA, BSc)	<input type="checkbox"/>
Teaching diploma or certificate	<input type="checkbox"/>
Professional qualification (e.g. Accountancy)	<input type="checkbox"/>
None of these	<input type="checkbox"/>
Do not wish to answer	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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.

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.

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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	<input type="checkbox"/>
Mainly Welsh	<input type="checkbox"/>
Welsh and English in roughly equal proportion	<input type="checkbox"/>
Mainly English	<input type="checkbox"/>
English only	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

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.

	Well above average	Above average	Average	Below average	Well below average
a. English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
aa. Welsh	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Art and design	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Physical Education (PE)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Information and Communication Technology (ICT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

	Always	Usually	Sometimes	Never
a ... seem to enjoy school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b ... seem bored by school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c ... try their best at school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d ... misbehave or cause trouble in class?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e ... hand their homework in late?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well	<input type="text"/>
Quite well	<input type="text"/>
Not very well	<input type="text"/>
Not at all well	<input type="text"/>

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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.

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

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	<input type="text"/>
Yes, definite difficulties	<input type="text"/>
Yes, severe difficulties	<input type="text"/>
No	<input type="text"/>

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	<input type="checkbox"/>	Go to Q8
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q12
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning difficulties, including dyspraxia / dyscalculia	<input type="checkbox"/>	<input type="checkbox"/>
c. Attention Deficit and Hyperactivity Disorder (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d. Autism, Asperger's syndrome or autistic spectrum disorder	<input type="checkbox"/>	<input type="checkbox"/>

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e. Behavioural problems / hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>
f. Problem with speech or language	<input type="checkbox"/>	<input type="checkbox"/>
g. Problem with sight	<input type="checkbox"/>	<input type="checkbox"/>
h. Problem with hearing	<input type="checkbox"/>	<input type="checkbox"/>
i. Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
j. Medical or health problem	<input type="checkbox"/>	<input type="checkbox"/>
k. Mental illness / depression	<input type="checkbox"/>	<input type="checkbox"/>
l. Gifted / High IQ / More able and talented / Highly able	<input type="checkbox"/>	<input type="checkbox"/>
m. Other reason(s) (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>
Individual support in class from a family member	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Adaptations have been made to physical environment	<input type="checkbox"/>
Equipment has been provided	<input type="checkbox"/>
Attends a special school	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

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	<input type="checkbox"/>
...as likely as most children in the class to misbehave or cause trouble	<input type="checkbox"/>
...less likely than most children in the class to misbehave or cause trouble	<input type="checkbox"/>

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	<input type="checkbox"/>
...of a similar academic ability to most children in the class	<input type="checkbox"/>
...less able academically than most children in the class	<input type="checkbox"/>

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	<input type="checkbox"/>
About once a week	<input type="checkbox"/>
About once a month	<input type="checkbox"/>
Every few months	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

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	<input type="checkbox"/>
Quite well prepared	<input type="checkbox"/>
Not very well prepared	<input type="checkbox"/>
Not at all prepared	<input type="checkbox"/>
Not moving to secondary school next year	<input type="checkbox"/>

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	<input type="checkbox"/>
Fairly likely	<input type="checkbox"/>
Not very likely	<input type="checkbox"/>
Not at all likely	<input type="checkbox"/>

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.

	a. Mother or Mother-figure		b. Father or father-figure
Very interested	<input type="checkbox"/>		<input type="checkbox"/>
Fairly interested	<input type="checkbox"/>		<input type="checkbox"/>
Neither interested or uninterested	<input type="checkbox"/>		<input type="checkbox"/>
Fairly uninterested	<input type="checkbox"/>		<input type="checkbox"/>
Very uninterested	<input type="checkbox"/>		<input type="checkbox"/>
Cannot say	<input type="checkbox"/>		<input type="checkbox"/>
No mother or father figure	<input type="checkbox"/>		<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q22
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q25
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q26b
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q28
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q31
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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?	<input type="text"/>	<input type="text"/>
...Welsh?	<input type="text"/>	<input type="text"/>
... Maths?	<input type="text"/>	<input type="text"/>
... Science?	<input type="text"/>	<input type="text"/>

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)	<input type="checkbox"/>
Special needs teacher	<input type="checkbox"/>
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>
Student teacher	<input type="checkbox"/>
Volunteer	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Any other (please describe)	<input type="checkbox"/>
No one else	<input type="checkbox"/>

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	<input type="checkbox"/>
Female	<input type="checkbox"/>

45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Class teacher	<input type="checkbox"/>	} Go to Q46
Head teacher	<input type="checkbox"/>	
Other teacher	<input type="checkbox"/>	
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>	} CLOSE
School administrative assistant	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

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)	<input type="checkbox"/>
Higher degree mainly by taught course (e.g. MA, MSc)	<input type="checkbox"/>
Postgraduate Certificate in Education (PGCE)	<input type="checkbox"/>
Other postgraduate diploma or certificate	<input type="checkbox"/>
Bachelor of Education (BEd)	<input type="checkbox"/>
Other first degree (e.g. BA, BSc)	<input type="checkbox"/>
Teaching diploma or certificate	<input type="checkbox"/>
Professional qualification (e.g. Accountancy)	<input type="checkbox"/>
None of these	<input type="checkbox"/>
Do not wish to answer	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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)

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 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.

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.

	Well above average	Above average	Average	Below average	Well below average
a. English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Art and design	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Physical Education (PE)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Information and Communication Technology (ICT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

	Always	Usually	Sometimes	Never
a ... seem to enjoy school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b ... seem bored by school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c ... try their best at school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d ... misbehave or cause trouble in class?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e ... hand their homework in late?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well	<input type="text"/>
Quite well	<input type="text"/>
Not very well	<input type="text"/>
Not at all well	<input type="text"/>

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.

	Not true	Is somewhat true	Very true
a. Is considerate of other people's feelings	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Is restless, overactive, cannot stay still for long	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Often complains of headaches, stomach aches or sickness	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Shares readily with other children, e.g. treats, toys, pencils etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Often has temper tantrums or hot tempers	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Is rather solitary, tends to play alone	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Is generally obedient, usually does what adults request	<input type="text"/>	<input type="text"/>	<input type="text"/>
h. Has many worries, often seems worried	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. Is helpful if someone is hurt, upset or feeling ill	<input type="text"/>	<input type="text"/>	<input type="text"/>
j. Constantly fidgets or squirms	<input type="text"/>	<input type="text"/>	<input type="text"/>
k. Has at least one good friend	<input type="text"/>	<input type="text"/>	<input type="text"/>
l. Often fights with other children or bullies them	<input type="text"/>	<input type="text"/>	<input type="text"/>
m. Is often unhappy, down-hearted or tearful	<input type="text"/>	<input type="text"/>	<input type="text"/>
n. Is generally liked by other children	<input type="text"/>	<input type="text"/>	<input type="text"/>
o. Is easily distracted, concentration wanders	<input type="text"/>	<input type="text"/>	<input type="text"/>
p. Is nervous or clingy in new situations, easily loses confidence	<input type="text"/>	<input type="text"/>	<input type="text"/>
q. Is kind to younger children	<input type="text"/>	<input type="text"/>	<input type="text"/>
r. Often lies or cheats	<input type="text"/>	<input type="text"/>	<input type="text"/>

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- 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 ☐

10. Does [child forename] receive English 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)? SINGLE CODE ONLY. ALLOW DK AND REF BUT DO NOT READ OUT.

Yes	<input type="checkbox"/>	Go to Q12
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning difficulties, including dyspraxia / dyscalculia	<input type="checkbox"/>	<input type="checkbox"/>
c. Attention Deficit and Hyperactivity Disorder (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d. Autism, Asperger's syndrome or autistic spectrum disorder	<input type="checkbox"/>	<input type="checkbox"/>
e. Behavioural problems / hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>
f. Problem with speech or language	<input type="checkbox"/>	<input type="checkbox"/>
g. Problem with sight	<input type="checkbox"/>	<input type="checkbox"/>
h. Problem with hearing	<input type="checkbox"/>	<input type="checkbox"/>
i. Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
j. Medical or health problem	<input type="checkbox"/>	<input type="checkbox"/>
k. Mental illness / depression	<input type="checkbox"/>	<input type="checkbox"/>
l. Gifted / High IQ / More able and talented / Highly able	<input type="checkbox"/>	<input type="checkbox"/>
m. Other reason(s) (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>
Individual support in class from a family member	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Adaptations have been made to physical environment	<input type="checkbox"/>
Equipment has been provided	<input type="checkbox"/>
Attends a special school	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

.....

.....

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 | <input type="checkbox"/> |
| ...as likely as most children in the class to misbehave or cause trouble | <input type="checkbox"/> |
| ...less likely than most children in the class to misbehave or cause trouble | <input type="checkbox"/> |

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 | <input type="checkbox"/> |
| ...of a similar academic ability to most children in the class | <input type="checkbox"/> |
| ...less able academically than most children in the class | <input type="checkbox"/> |

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 | <input type="checkbox"/> |
| About once a week | <input type="checkbox"/> |
| About once a month | <input type="checkbox"/> |
| Every few months | <input type="checkbox"/> |
| Less often | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |

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 | <input type="checkbox"/> |
| Quite well prepared | <input type="checkbox"/> |
| Not very well prepared | <input type="checkbox"/> |
| Not at all prepared | <input type="checkbox"/> |
| Not moving to secondary school next year | <input type="checkbox"/> |

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	<input type="checkbox"/>
Fairly likely	<input type="checkbox"/>
Not very likely	<input type="checkbox"/>
Not at all likely	<input type="checkbox"/>

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	b. Father or father- figure
Very interested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly interested	<input type="checkbox"/>	<input type="checkbox"/>
Neither interested or uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Very uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Cannot say	<input type="checkbox"/>	<input type="checkbox"/>
No mother or father figure	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q22
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q25
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q28
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q31
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
... Maths?	<input type="checkbox"/>	<input type="checkbox"/>
... Science?	<input type="checkbox"/>	<input type="checkbox"/>

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)	<input type="checkbox"/>
Special needs teacher	<input type="checkbox"/>
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>
Student teacher	<input type="checkbox"/>
Volunteer	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Any other (please describe)	<input type="checkbox"/>
No one else	<input type="checkbox"/>

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	<input type="checkbox"/>
Female	<input type="checkbox"/>

45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Class teacher	<input type="checkbox"/>	}
Head teacher	<input type="checkbox"/>	}Go to Q46
Other teacher	<input type="checkbox"/>	}
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>	
School administrative assistant	<input type="checkbox"/>	CLOSE
Other	<input type="checkbox"/>	

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)	<input type="checkbox"/>
Higher degree mainly by taught course (e.g. MA, MSc)	<input type="checkbox"/>
Postgraduate Certificate in Education (PGCE)	<input type="checkbox"/>
Other postgraduate diploma or certificate	<input type="checkbox"/>
Bachelor of Education (BEd)	<input type="checkbox"/>
Other first degree (e.g. BA, BSc)	<input type="checkbox"/>
Teaching diploma or certificate	<input type="checkbox"/>
Professional qualification (e.g. Accountancy)	<input type="checkbox"/>
None of these	<input type="checkbox"/>
Do not wish to answer	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
Mainly Welsh	<input type="checkbox"/>
Welsh and English in roughly equal proportion	<input type="checkbox"/>
Mainly English	<input type="checkbox"/>
English only	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

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.

	Well above average	Above average	Average	Below average	Well below average
a. English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
aa. Welsh	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Art and design	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Music	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Physical Education (PE)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Information and Communication Technology (ICT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

	Always	Usually	Sometimes	Never
a ... seem to enjoy school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b ... seem bored by school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c ... try their best at school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d ... misbehave or cause trouble in class?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e ... hand their homework in late?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. How well does [child forename] work independently? SINGLE CODE ONLY. READ OUT SCALE. ALLOW DK AND REF BUT DO NOT READ OUT.

Very well	<input type="text"/>
Quite well	<input type="text"/>
Not very well	<input type="text"/>
Not at all well	<input type="text"/>

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.

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

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	<input type="text"/>
Yes, definite difficulties	<input type="text"/>
Yes, severe difficulties	<input type="text"/>
No	<input type="text"/>

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	<input type="checkbox"/>	Go to Q8
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q12
No	<input type="checkbox"/>	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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning difficulties, including dyspraxia / dyscalculia	<input type="checkbox"/>	<input type="checkbox"/>
c. Attention Deficit and Hyperactivity Disorder (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
d. Autism, Asperger's syndrome or autistic spectrum disorder	<input type="checkbox"/>	<input type="checkbox"/>

e. Behavioural problems / hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>
f. Problem with speech or language	<input type="checkbox"/>	<input type="checkbox"/>
g. Problem with sight	<input type="checkbox"/>	<input type="checkbox"/>
h. Problem with hearing	<input type="checkbox"/>	<input type="checkbox"/>
i. Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
j. Medical or health problem	<input type="checkbox"/>	<input type="checkbox"/>
k. Mental illness / depression	<input type="checkbox"/>	<input type="checkbox"/>
l. Gifted / High IQ / More able and talented / Highly able	<input type="checkbox"/>	<input type="checkbox"/>
m. Other reason(s) (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>
Individual support in class from a family member	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Adaptations have been made to physical environment	<input type="checkbox"/>
Equipment has been provided	<input type="checkbox"/>
Attends a special school	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

.....

.....

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	<input type="checkbox"/>
...as likely as most children in the class to misbehave or cause trouble	<input type="checkbox"/>
...less likely than most children in the class to misbehave or cause trouble	<input type="checkbox"/>

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	<input type="checkbox"/>
...of a similar academic ability to most children in the class	<input type="checkbox"/>
...less able academically than most children in the class	<input type="checkbox"/>

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	<input type="checkbox"/>
About once a week	<input type="checkbox"/>
About once a month	<input type="checkbox"/>
Every few months	<input type="checkbox"/>
Less often	<input type="checkbox"/>
Never	<input type="checkbox"/>

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	<input type="checkbox"/>
Quite well prepared	<input type="checkbox"/>
Not very well prepared	<input type="checkbox"/>
Not at all prepared	<input type="checkbox"/>
Not moving to secondary school next year	<input type="checkbox"/>

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	<input type="checkbox"/>
Fairly likely	<input type="checkbox"/>
Not very likely	<input type="checkbox"/>
Not at all likely	<input type="checkbox"/>

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.

	a. Mother or Mother-figure	b. Father or father- figure
Very interested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly interested	<input type="checkbox"/>	<input type="checkbox"/>
Neither interested or uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Fairly uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Very uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Cannot say	<input type="checkbox"/>	<input type="checkbox"/>
No mother or father figure	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q22
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q25
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q26b
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q28
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>	Go to Q31
No	<input type="checkbox"/>	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	<input type="checkbox"/>
Middle	<input type="checkbox"/>
Lowest	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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?	<input type="text"/>	<input type="text"/>
...Welsh?	<input type="text"/>	<input type="text"/>
... Maths?	<input type="text"/>	<input type="text"/>
... Science?	<input type="text"/>	<input type="text"/>

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)	<input type="checkbox"/>
Special needs teacher	<input type="checkbox"/>
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>
Student teacher	<input type="checkbox"/>
Volunteer	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Any other (please describe)	<input type="checkbox"/>
No one else	<input type="checkbox"/>

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	<input type="checkbox"/>
Female	<input type="checkbox"/>

45. Are you [child forename]'s...? SINGLE CODE ONLY. READ OUT. ALLOW REF BUT DO NOT READ OUT.

Class teacher	<input type="checkbox"/>	}Go to Q46
Head teacher	<input type="checkbox"/>	
Other teacher	<input type="checkbox"/>	
Teaching assistant/Higher level teaching assistant	<input type="checkbox"/>	}CLOSE
School administrative assistant	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

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)	<input type="checkbox"/>
Higher degree mainly by taught course (e.g. MA, MSc)	<input type="checkbox"/>
Postgraduate Certificate in Education (PGCE)	<input type="checkbox"/>
Other postgraduate diploma or certificate	<input type="checkbox"/>
Bachelor of Education (BEd)	<input type="checkbox"/>
Other first degree (e.g. BA, BSc)	<input type="checkbox"/>
Teaching diploma or certificate	<input type="checkbox"/>
Professional qualification (e.g. Accountancy)	<input type="checkbox"/>
None of these	<input type="checkbox"/>
Do not wish to answer	<input type="checkbox"/>

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.

MCS5_MS_CATI Teacher Survey Questionnaire_WAL_ Waves5-10_FINAL_220812

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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.



Ipsos MORI

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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', with a stylized flourish at the end.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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.

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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.

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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



Ipsos MORI

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 gwahodd 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^{ain} 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 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 gwahodd i gymryd rhan. Dywedodd y teulu wrthym beth yw'ch enw, ac enw a chyfeiriad yr ysgol. Fe adawom llythyr i'r teulu ei basio ymlaen i chi yn cyflwyno'r arolwg ac efallai'ch 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.

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 llwyr 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.

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 ganolfan o safon byd ar hyfforddi athrawon a meysydd yn ymwneud ag addysg o 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 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 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 ddeler 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,



Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg



Ipsos MORI

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.

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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', written in a cursive style.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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.

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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.

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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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', with a stylized flourish at the end.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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 gwahodd 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^{ain} 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 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 gwahodd i gymryd rhan. 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 byddwch yn cytuno i'n helpu hefyd er mwyn i ni gael darlun mwy cyflawn 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 llwyr 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.

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 ganolfan o safon byd ar hyfforddi athrawon a meysydd yn ymwneud ag addysg o 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 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 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 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,



Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg



Ipsos MORI

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.

Please turn over

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.

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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



Ipsos MORI

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.

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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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt'.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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 gwahodd 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^{ain} 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 plant yn ystod eu blwyddyn olaf yn yr ysgol gynradd gan eu hathro 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 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 gwahodd 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 chyfeiriad yr ysgol. Fe adawom llythyr i'r teulu ei basio ymlaen i chi yn cyflwyno'r arolwg ac efallai'ch 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 fydddech mor garedig â meddwl yn ôl i'r cyfnod hwnnw ac ateb y cwestiynau drwy gyfeirio at dymor yr haf 2012, a'ch gwybodaeth am y plentyn bryd hynny a hyd at yr adeg honno. Yn y cwestiynau sy'n sôn am ddosbarth y plentyn neu am y flwyddyn ysgol, cyfeiriwch at flwyddyn ysgol 2011/2012 os gwelwch yn dda. Dylai'r holiadur neu holiaduron gymryd 15 munud i'w gwblhau a'ch dewis chi yn llwyr yw ei gwblhau neu beidio.

Trowch drosodd os gwelwch yn dda

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.

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.

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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.

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,



Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg



Ipsos MORI

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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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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', with a stylized, cursive script.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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



Ipsos MORI

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]

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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 â phosibl er mwyn i ni allu cael darlun mwy cyflawn o fywyd pob plentyn. Byddem yn ddiolchgar iawn pe gallech gwblhau'r holiadur neu holiaduron cyn gynted â phosibl a'u ddychwelyd atom. Os ydych eisoes wedi gwneud hynny yn 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).

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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 proffil 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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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.

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



Ipsos MORI

Ref: <teacher ID>

<Date>

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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



Ipsos MORI

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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', with a stylized flourish at the end.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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.

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Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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 gwahodd i gymryd rhan yn Plentyn y Ganrif Newydd – astudiaeth genedlaethol bwysig sy'n archwilio sut brofiad ydi hi i dyfu fyny yn y Deyrnas Unedig yn yr 21^{ain} 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). Fe'ch gwahoddwyd i gymryd rhan am fod 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 cyflawn o fywyd pob plentyn. Byddem yn ddiolchgar iawn pe gallech gwblhau'r holiadur neu holiaduron cyn gynted â 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 eisoed wedi cwblhau a dychwelyd eich holiadur(on), yna diolch, 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 ein cofnod o holiaduron wedi'u cwblhau ar ei hôl hi.

Byddwn yn cynnal cyfweiliadau dros y ffôn gydag athrawon nad ydynt 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 argaeledd (mae costau o ffonau symudol yn amrywio, gwiriwch gyda'ch darparwr). Yna bydd cyfweilydd Ipsos MORI yn eich ffonio yn ôl i gynnal cyfweiliad 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 cyfweilydd Ipsos MORI yn ffonio'r ysgol i'ch gwahodd 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 proffil 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 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

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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



Ipsos MORI

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,



Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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.

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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,



Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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 21^{ain} 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 gynnal 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 gytunodd 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 gwblhau 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 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 amgaaedig i chi er gwybodaeth.

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 nad ydym wedi clywed ganddynt wedi ychydig wythnosau. Os nad ydym yn dal wedi clywed ganddynt, bydd cyfwelydd Ipsos MORI yn ffonio'r ysgol er mwyn i ni allu gwahodd 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 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 gofyn 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.

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 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

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Fe ddeler 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 ryddhau 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



Ipsos MORI

Ref: <teacher ID>

<Date>

Dear Head Teacher [or if available merge title and surname of headteacher],

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[Merge title, first name, surname of teacher(s)]

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With kind regards,



Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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 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



Ipsos MORI

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 21^{ain} 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 gynnal 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 gytunodd 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 gwblhau 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 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 amgaaedig i chi er gwybodaeth.

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 nad ydym wedi clywed ganddynt wedi ychydig wythnosau. Os nad ydym yn dal wedi clywed ganddynt, bydd cyfwelydd Ipsos MORI yn ffonio'r ysgol er mwyn i ni allu gwahodd 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 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 gofyn 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.

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 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 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.

Fe ddeler 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 ryddhau 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



Ipsos MORI

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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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



Ipsos MORI

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)]

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Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

Cyf: <teacher ID>

<Date>

Annwyl Brifathro [or if available merge title and surname of headteacher],

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[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 21^{ain} 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 gynnal yn 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 caredig i roi eu caniatâd ysgrifenedig ac fe gytunodd y plentyn i wahodd yr athro neu athrawon a enwir uchod i gymryd rhan gan mai ef/hi oedd ei athro dosbarth yn ystod tymor yr haf 2012. 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 gwblhau holiadur byr ynglŷn ag addysg ac ymddygiad pob plentyn yn yr astudiaeth yn yr ysgol yn ystod blwyddyn 6, a fydd yn 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 amgaaedig i chi er gwybodaeth.

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 nad ydym wedi clywed ganddynt wedi ychydig wythnosau. Os nad ydym yn dal wedi clywed ganddynt, bydd cyfwelydd Ipsos MORI yn ffonio'r ysgol er mwyn i ni allu gwahodd 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 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 gofyn 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.

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 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 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.

Fe ddeler 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 ryddhau 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



Ipsos MORI

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)]

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,



Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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)]

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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.

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Ipsos MORI

Cyf: <teacher ID>

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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^{ain} 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 datblygiad addysgiadol y plant gan eu hathro dosbarth.

Gwahoddwyd yr athro neu athrawon a 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 â 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 cyfweiliadau 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 y dderbynfa 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 chi neu athro arall priodol gymryd rhan mewn cyfweiliad 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 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 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 ddeler yn gwbl gyfrinachol â'r holl atebion yn unol â'r Ddeddf Diogelu Data. Defnyddir yr wybodaeth a roddir i greu proffil 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



Ipsos MORI

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.

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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 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.

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



Ipsos MORI

Ref: <school ID>

<Date>

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[Merge title, first name, surname of teacher(s)]

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Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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^{ain} 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 datblygiad addysgiadol y plant gan eu hathro dosbarth.

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Cofion cynnes,



Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg



Ipsos MORI

Ref: <school 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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With kind regards,



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With kind regards,

A handwritten signature in black ink, appearing to read 'Lucinda Platt', with a stylized, cursive script.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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^{ain} 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 datblygiad addysgiadol y plant gan eu hathro dosbarth.

Gwahoddwyd yr athro neu athrawon a enwir uchod i gymryd rhan am fod o leiaf un plentyn y buont yn dysgu 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 hôl 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 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.

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Cofion cynnes,



Yr Athro Lucinda Platt

Cyfarwyddwr yr Astudiaeth, Sefydliad Addysg



Ipsos MORI

Ref: <school 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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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 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



Ipsos MORI

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 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,

A handwritten signature in black ink, appearing to read 'Lucinda Platt'.

Professor Lucinda Platt

Study Director, Institute of Education



Ipsos MORI

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^{ain} 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 â datblygiad addysgiadol ac addysg y plant ym mlwyddyn olaf yr ysgol gynradd gan eu hathro 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 hôl 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 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 cyfweiliadau 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 chi neu athro arall priodol gymryd rhan mewn cyfweiliad 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 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 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 proffil 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

CHILD OF THE NEW CENTURY



Child of the new Century

AGE 11 SURVEY

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.



CHILD OF THE NEW CENTURY

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.



CHILD OF THE NEW CENTURY

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

PLENTYN Y GANRIF NEWYDD



Child of the new Century

AROLWG 11 OED

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 bywydau. 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 mhedair gwlad y Deyrnas Unedig, o blant a aned ar ddechrau'r ganrif newydd. Rydym yn anelu i ddilyn y plant trwy gydol eu bywydau.

Mae gwybodaeth wedi ei gasglu gan y teuluoedd hyn ar bedwar achlysur blaenorol: pan oedd y plant yn 9 mis oed, yn 3, 5 a 7 oed. Mae'r pumed arolwg yn cael ei gynnal yn 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.

PAM YDYM NI'N EICH GWAHODD I GYMRYD RHAN YN 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 gwahodd chi i gymryd rhan ac wedi rhoi 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.



PLENTYN Y GANRIF NEWYDD

BETH YDYM NI AM I CHI EI WNEUD?

Hoffem ofyn i chi gwblhau'r holiadur a anfonwyd gyda'r daflen hon a'i dychwelyd atom yn yr amlen Rhadbost a ddarparwyd. Chi sydd i ddewis a ydych am gwblhau'r holiadur neu beidio. Os byddwch yn penderfynu ei gwblhau, dylai gymryd tua 15 munud ac mae cyfarwyddiadau ar flaen yr holiadur ynglŷn â 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 safbwyntiau 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 safbwyntiau athrawon ar ddatblygiad addysgol plant yn gysylltiedig â'r wybodaeth a gasglwyd gan y teulu, megis perfformiad y plentyn ar asesiadau gwybyddol, 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 chyrhaeddiad addysgol plant a deilliannau yn hwyrach mewn bywyd.

PRYD FYDDWN NI'N CASGLU GWYBODAETH GAN ATHRAWON?

Rydym yn casglu gwybodaeth gan athrawon rhwng Mawrth a Hydref 2012. Y nod yw casglu gwybodaeth gan bob athro rhyw fis wedi cyfweld â'r teulu, rhwng Chwefror a Gorffennaf 2012.

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 gyfwelwyd 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 y cwestiynau hyn ynglŷn â'r plentyn, pasiwch 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 Rhadbost a ddarparwyd. Rydym yn ddolchgar iawn am eich amser i gwblhau'r holiaduron hyn ac fe hoffem bwysleisio pwysigrwydd cael gwybodaeth ynglŷn â phob plentyn sydd yn yr astudiaeth gan ei hathro.

BETH FYDD YN DIGWYDD I'R WYBODAETH A GASGLWYD YN YR AROLWG 1 I 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 ddarparu i 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.



PLENTYN Y GANRIF NEWYDD

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 y 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 gesglir gan yr astudiaeth yn caniatáu i ymchwilwyr archwilio'r dylanwadau ar ddatblygiad plant, i gysylltu profiad blynyddoedd cynnar â chynnydd yn yr ysgol a gwneud cymariaethau rhwng plant o wahanol gefndiroedd teuluol ac o wahanol wledydd yn y Deyrnas Unedig.

PWY SY'N CYFLAWNI'R ASTUDIAETH?

Mae'r astudiaeth yn cael ei chyflawni 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 ymchwil ar hyfforddi athrawon ac yn ymwneud ag addysg. Mae'r Arolwg 11 Oed yn cael ei gyflawni gan Ipsos MORI, sefydliad ymchwil annibynnol sydd â phrofiad o gyflawni ymchwil gyda theuluoedd ac athrawon.

Mae'r ymchwil wedi ei ariannu gan Gyngor Ymchwil Economaidd a Chymdeithasol y llywodraeth a nifer o adrannau llywodraeth, yn cynnwys yr Adran Addysg a'r Adran Plant, Addysg a Dysgu Gydol Oes a Sgiliau yn Llywodraeth Cymru.

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 ar 0808 238 5446 rhwng 9:30am a 5:30pm (Dydd Llun i Ddydd Gwener).

Gellir gweld rhagor o wybodaeth ynglŷn â'r astudiaeth yn gyffredinol, yn cynnwys cyhoeddiadau a chanlyniadau o arolygon 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

AGE 11 SURVEY



Child of the new Century

SOME FINDINGS ABOUT CHILDREN'S EDUCATION

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.

CHILD OF THE NEW CENTURY

CHILDREN

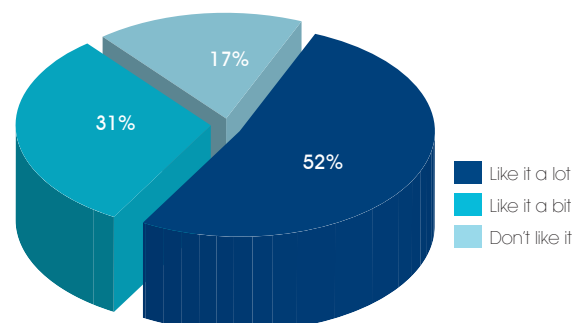
WHAT DID CHILDREN THINK ABOUT SCHOOL?

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.

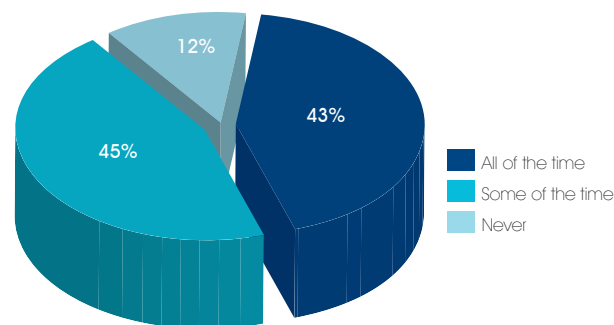
- Around 2 in 3 (63%) girls and 2 in 5 (43%) boys liked school 'a lot'.
- Nearly half (48%) of girls and less than 2 in 5 (38%) boys found school interesting 'all of the time'.
- 1 in 4 (24%) boys but only 1 in 10 (10%) girls did not like school.
- 1 in 6 (16%) boys and 1 in 11 (9%) girls 'never' found 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.



How much do you like school?



How often is school interesting?



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?

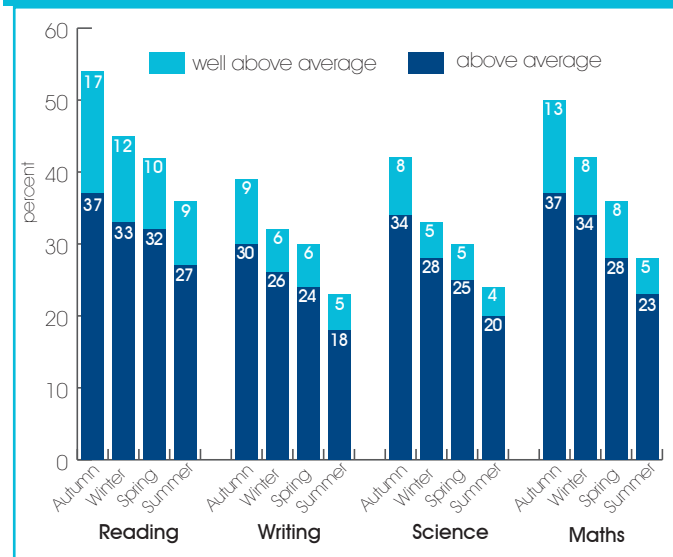
We asked teachers to rate the study child in relation to other children of the same age across a number of subjects on a five-point scale from 'well above' to 'well below' average. The subjects covered were; reading, writing, science, maths and numeracy, PE, ICT, and expressive and creative arts.

- 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.

% of children rated by teachers with 'well above' or 'above' average ability by season of birth



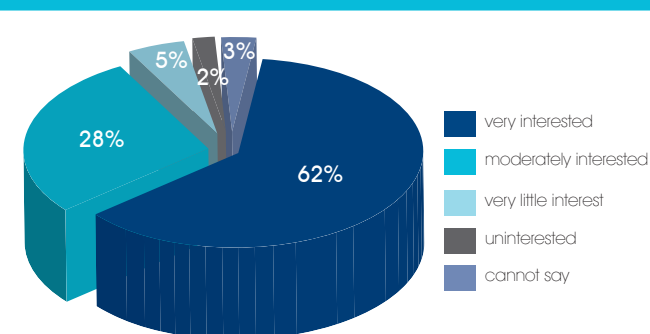
WHAT DO TEACHERS THINK OF PARENTS?

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;

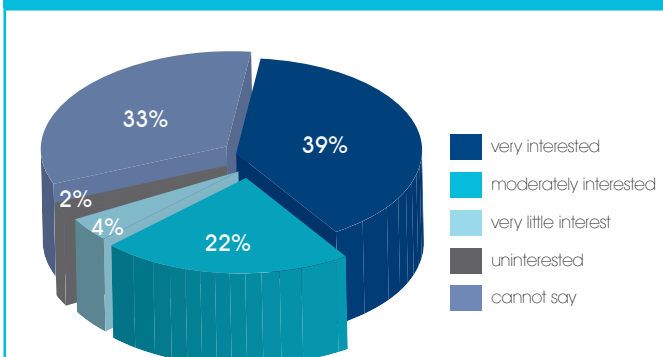
- Around 3 in 5 (62%) mothers and 2 in 5 (39%) fathers were 'very interested' in their child's education.
- Similar proportions of mothers (7%) and fathers (6%) were felt to have 'very little' interest or to be 'uninterested', but teachers felt unable to say what the level of interest was for 1 in 3 (33%) fathers compared with 1 in 33 (3%) mothers.



Interest level of mothers



Interest level of fathers



CHILD OF THE NEW CENTURY



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

PLENTYN Y GANRIF NEWYDD

AROLWG 11 OED



Child of the new Century

RHAI CASGLIADAU AM ADDYSG PLANT

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 fewnwelediad 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.



NODWEDDION YSGOL

Cafwyd gwybodaeth gan rieni ac athrawon ar y math o ysgol yr oedd y plant yn mynychu.

GAN Y RHENI FE DDYSGOM

- Bod y mwyafrif llethol o'r plant - 99% - yn mynd i ysgolion cynradd rhyw gymysg.
- Roedd 1 o bob 25 (4%) plentyn yn mynychu ysgol ble roedd rhaid talu ffi.
- Roedd tua 1 o bob 4 plentyn (26%) wedi cofrestru mewn ysgol ffydd (16% Eglwys Lloegr, 9% Catholig, 1% arall).
- Roedd y mwyafrif helaeth o rieni 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 roeddynt 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, yn 7 oed, a tua 1 o bob 3 mewn set, sef wedi ei roi mewn grŵp gallu penodol ar gyfer llythrennedd (29%) neu fathemateg (35%). Roedd yna berthynas gref rhwng ffrydio a setiau mewn ysgolion. Ymysg y mwyafrif o'r plant nad oeddynt wedi eu ffrydio, roedd 21% mewn setiau ar gyfer llythrennedd a 27% mewn setiau ar gyfer mathemateg. Ymysg y rhai 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 ddysgyblion. Uchafswm maint dosbarth oedd 48 o blant.
- Roedd tua 1 o bob 2 plentyn mewn dosbarth gydag o leiaf un disgybl oedd â Saesneg fel iaith atodol (48%) neu anghenion addysgol arbennig (51%).
- Roedd gan 1 o bob 3 (34%) gyd-ddisgybl yr oedd ei ymddygiad ar adegau yn atal eraill rhag dysgu ac roedd gan 1 o bob 17 (6%) gyd-ddisgybl oedd wedi ei eithrio ers dechrau'r flwyddyn ysgol.

PLENTYN Y GANRIF NEWYDD

PLANT

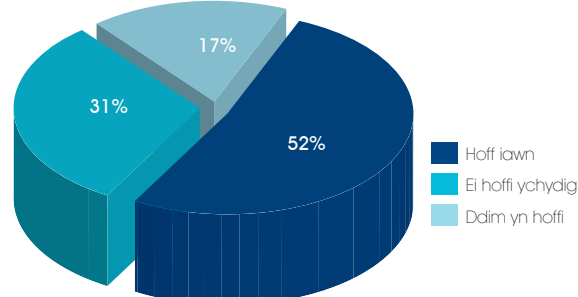
BETH OEDD Y PLANT YN FEDDWL AM YR YSGOL?

Dyweddodd tua hanner (52%) o'r holl blant eu bod yn 'hoff iawn' o'r ysgol, a 2 o bob 5 (43%) bod yr ysgol yn ddiddorol 'o hyd'. Roedd mwy o ferched na bechgyn yn bositif am yr ysgol.

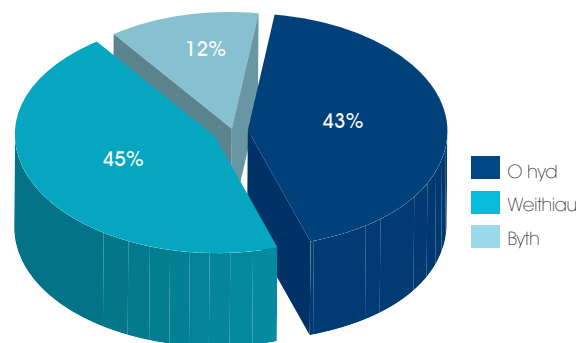
- Roedd tua 2 o bob 3 (63%) merch a 2 o bob 5 (43%) bachgen yn 'hoff iawn' o'r ysgol.
- Roedd bron i hanner y merched (48%) a llai na 2 o bob 5 (38%) bachgen yn credu bod yr ysgol yn ddiddorol 'o hyd'.
- Roedd 1 o bob 4 (24%) bachgen ond dim ond 1 o bob 10 (10%) merch ddim yn hoffi'r ysgol.
- Roedd 1 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 oeddynt 'byth' yn gwneud eu gorau.
- Dywedodd 7 o bob 10 (70%) eu bod yn ymddwyn yn dda yn y dosbarth bob tro, er bod hyn yn uwch ymysg merched (80%) na bechgyn (61%).
- Roedd y mwyafrif helaeth o blant yn teimlo bod ei hathro yn teimlo eu bod yn glyfar 'o hyd' (47%) neu 'rywfaint o'r amser' (48%). Dim ond 1 o bob 20 (5%) oedd yn teimlo nad oedd ei hathro byth yn meddwl eu bod yn glyfar.



Faint wyt ti'n hoffi'r ysgol?



Pa mor aml mae'r ysgol yn ddiddorol?



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 ddarlenn.
- 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 'rhywfaint' o'r amser neu 'o hyd'. Felly hefyd, roedd hanner y plant i gyd yn teimlo eu bod wedi eu heithrio o bethau gan blant eraill 'rhywfaint' o'r amser neu 'o hyd'.
- Dywedodd mwy o fechgyn (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 oeddynt yn teimlo yn ddiogel yn y maes chwarae naill ai 'rhywfaint' (33%) o'r amser neu 'o hyd' (6%).

ATHRAWON

SUT MAE ATHRAWON YN GRADDIO GALLU PLANT?

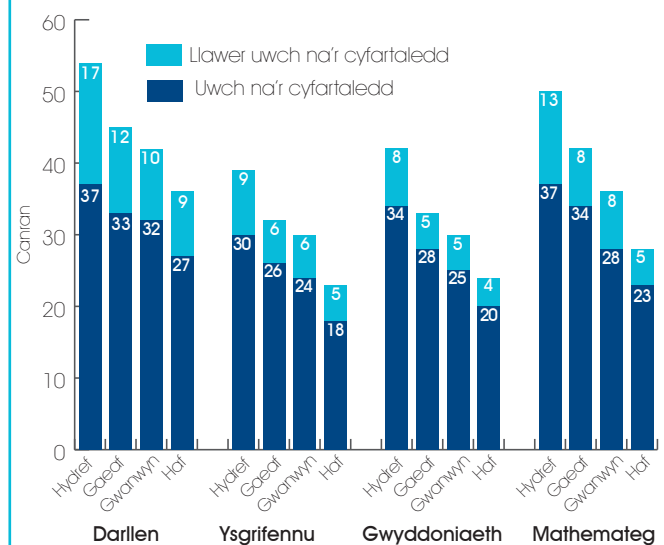
Fe ofynnem i athrawon raddio plentyn yr astudiaeth parthed plant eraill o'r un oed ar draws nifer o bynciau ar raddfa pum pwynt o 'llawer uwch' i 'llawer is' na'r cyfartaledd. Y pynciau a drafodwyd oedd; darllen, ysgrifennu, gwyddoniaeth, mathemateg a rhifedd, addysg gorfforol, TGCh, a chelf fynegol 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 cyswllt 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.

% o blant a raddiwyd gan athrawon gyda gallu 'llawer uwch' neu 'uwch' na'r cyfartaledd yn ôl tymor genedigolaeth.



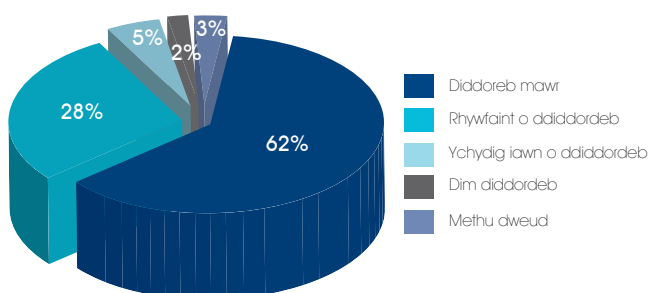
BETH MAE ATHRAWON YN FEDDWL O RIENI?

Gofynnwyd i athrawon faint o ddiddordeb oeddent yn credu oedd gan athrawon yn addysgu eu plant. Ymysg y mwyafrif o'r plant oedd â ffigur mamol (99%) neu ffigur tadol (94%), roedd athrawon yn teimlo;

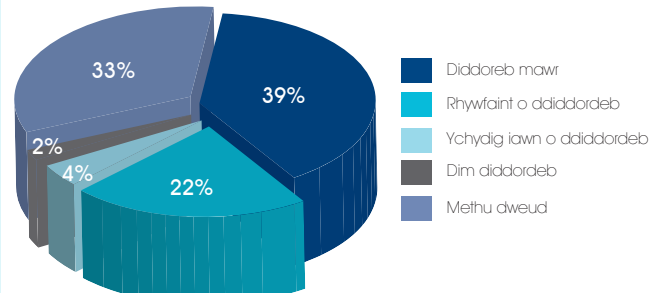
- Roedd tua 3 o bob 5 (62%) o famau a 2 o bob 5 (39%) o famau â 'diddordeb mawr' yn addysgu eu plant.
- Teimlwyd bod cyfran debyg o famau (7%) a thadau (6%) gydag 'ychydig iawn' o ddiddordeb neu 'heb ddiddordeb', ond roedd athrawon yn teimlo nad oeddynt yn gallu dweud beth oedd y lefel o ddiddordeb mewn 1 o bob 3 (33%) o dadau o gymharu ag 1 o bob 33 (3%) o famau.



Lefel diddordeb mamau



Lefel diddordeb tadau



PLENTYN Y GANRIF NEWYDD



RHIENI

GOBEITHION ADDYSGOL I BLANT

Awgrymmodd 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 thraean 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 blant 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 seiliedig ar y cyfrifiadur a'r Rhyngwyd, mae'n bwysig gwybod a oes gan y plant dechnoleg yn y cartref.

- Roedd gan fwy na 4 o bob 5 (83%) plentyn fynediad at gyfrifiadur (mae gan 13% eu cyfrifiadur eu hun) ac mae gan 4 o bob 5 (81%) Rhyngwyd. Roedd plant o gefndiroedd 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 cyhoeddiadau a chanlyniadau o arolygon 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

AGE 11 SURVEY



Child of the new Century

INFORMATION FOR SCHOOL OFFICE STAFF

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

PLENTYN Y GANRIF NEWYDD

AROLWG 11 OED



Child of the new Century

GWYBODAETH I STAFF SWYDDFA YSGOL

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 cyfweled â'r athro dros y ffôn.** Mae'r daflen hon yn dweud mwy wrthyhych 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 rhoi eu caniatâd i wahodd yr athro i gymryd rhan y cysylltir 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 chyflawni gan y Centre for Longitudinal Studies, sy'n rhan o'r Sefydliad Addysg (IOE). Mae'r Arolwg 11 Oed yn cael ei gyflawni gan Ipsos MORI, sefydliad 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 geisio cyfweled â'r athro dros y ffôn yn lle hyn. Bydd hyn yn cymryd tua 15 munud yn unig. Gellir cyflawni'r cyfweled ar unrhyw adeg yn y dydd sy'n gyfleus i'r athro, yn cynnwys amser cinio, cyn ac wedi gwersi ysgol.

Byddem yn ddiolchgar pe gallech wneud popeth posibl i drefnu cyfweled trwy roi'r cyfwelydd mewn cysylltiad â'r athro, neu adael iddynt wybod pryd i ffonio yn ôl i siarad â'r athro.

Rydym wedi hysbysu eich prifathro pa athrawon yn eich ysgol sydd wedi eu gwahodd i gymryd rhan ac fe anfonwyd 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 gysylltu â James Bill yn Ipsos MORI ar 0808 238 5446 (9:30am - 5:30pm, Llun - Gwener).

Diolch i chi am eich cymorth

Ipsos MORI