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

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

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

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

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

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

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

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

  X ☑

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

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

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

*Tick one box in each row*

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

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

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

Yes ☐ Please describe below
No ☐ Go to Q35

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

Yes, minor difficulties ☐
Yes, definite difficulties ☐ Go to Q36
Yes, severe difficulties ☐
No ☐ Go to Q37

36 a) How long have these difficulties been present?

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

b) Do these difficulties

...upset or distress the child? Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal ☐
...interfere with the child’s peer relationships? Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal ☐
...interfere with the child’s classroom learning? Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal ☐
...put a burden on you or the class as a whole? Not at all ☐ Only a little ☐ Quite a lot ☐ A great deal ☐
Study Child Profile

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

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

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

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

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

42 Does this child have a full statement of SEN?
   Yes ☐
   No ☐
43 Do these specific problem(s) apply to this child?  

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

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**Study Child’s Parents**

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

<table>
<thead>
<tr>
<th>Concerned</th>
<th>Interested</th>
<th>Very little interest</th>
<th>Uninterested</th>
<th>Cannot say</th>
<th>No mother / father figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

46 In this child's year, is there streaming?  
*Tick one box only*  
Yes [ ] Go to Q47  
No [ ] Go to Q49

47 How many streams are there in this child's year? [ ]

48 Which stream is this child in?  
Highest [ ] Go to Q49  
Middle [ ] Go to Q49  
Lowest [ ]

49 In this child's year are there sets for literacy?  
Yes [ ] Go to Q50  
No [ ] Go to Q52

50 How many sets are there in this child's year for literacy? [ ]

51 Which set is this child in for literacy?  
Highest [ ] Go to Q52  
Middle [ ] Go to Q52  
Lowest [ ]

52 In this child's year are there sets for maths?  
Yes [ ] Go to Q53  
No [ ] Go to Q55

53 How many sets are there in this child's year for maths? [ ]

54 Which set is this child in for maths?  
Highest [ ] Go to Q55  
Middle [ ] Go to Q55  
Lowest [ ]
Some schools group children within the same class by general ability and they are taught in these ability groups for most or all lessons. We refer to this as **within-class ability grouping**.

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

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

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

55 In this child’s class, is there within-class ability grouping?  
Tick one box only  
Yes ☐  ➔ Go to Q56  
No ☐  ➔ Go to Q58

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

57 Which group is this child in?  
Highest ☐  ➔ Go to Q58  
Middle ☐  ➔ Go to Q58  
Lowest ☐

58 In this child’s class, are there within-class subject groups for literacy?  
Yes ☐  ➔ Go to Q59  
No ☐  ➔ Go to Q61

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

60 Which group is this child in for literacy?  
Highest ☐  ➔ Go to Q61  
Middle ☐  ➔ Go to Q61  
Lowest ☐

61 In this child’s class, are there within-class subject groups for maths?  
Yes ☐  ➔ Go to Q62  
No ☐  ➔ Go to Q64

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

63 Which group is this child in for maths?  
Highest ☐  ➔ Go to Q64  
Middle ☐  ➔ Go to Q64  
Lowest ☐
About You

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

64 Have you already filled out a form for another child who is also part of this study and in the same class as this child?  
- Yes [ ] → Go to Q85  
- No [ ] → Go to Q65

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

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

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

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

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

70 Which of the qualifications listed below do you have?  
*Tick all that apply*

- Higher degree mainly by research (e.g. PhD, DPhil) [ ]
- Higher degree mainly by taught course (e.g. MA, MSc) [ ]
- Postgraduate Certificate in Education (PGCE) [ ]
- Other postgraduate diploma or certificate [ ]
- Bachelor of Education (BEd) [ ]
- Other first degree (e.g. BA, BSc) [ ]
- Teaching diploma or certificate [ ]
- Professional qualification (e.g. Accountancy) [ ]
- None of these [ ]
- Do not wish to answer [ ]
**Study Child’s Class**

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

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

72 Does the study child’s class contain mixed year groups?  

   Yes  
   No  

   Go to Q73  
   Go to Q74

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

   Reception  
   Year 1  
   Year 2  
   Year 3  
   Year 4

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

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

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

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

78 Are there any children in the study child’s class whose behaviour in class prevents other children from learning?  

   Yes  
   No

79 Which of the phrases below best describes the noise outside the study child’s classroom/main teaching area?  

   Continuous and is a problem  
   Continuous but not a problem  
   Intermittent and is a problem  
   Intermittent but not a problem  
   It is usually quiet outside the classroom

80 How many days in this term has supply cover been used for the study child’s class? If none write 0 in box.
81 In an average week, how many hours a week are spent teaching the study child's class

... Literacy or language? □ □

... Maths and numeracy? □ □

... PE? □ □

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

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

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

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

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

Tick all that apply

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

85 Date of completion:  

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

Please write your name in the boxes below

Title  Forename  Surname

Thank you very much for taking the time to answer our questions.

All your answers will remain confidential.

Please return the questionnaire in the envelope provided.
Please call freephone 0800 783 5890 if you have any queries.