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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Ticking a box – like this</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or writing a number in a box – like this</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes you will find an instruction telling you which question to answer next – like this</td>
<td>Yes □ No ✓ Go to Q99</td>
</tr>
<tr>
<td>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:</td>
<td>✗ ✓</td>
</tr>
</tbody>
</table>

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

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

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

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

---

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

Tick one box in each row.
**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.

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

Yes ☐  Please describe below

No ☐  → Go to Q39

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

Yes, minor difficulties ☐  → Go to Q40

Yes, definite difficulties ☐

Yes, severe difficulties ☐

No ☐  → Go to Q41

40 a) How long have these difficulties been present?

Less than 1 month ☐

1 – 5 months ☐

6 – 12 months ☐

More than a year ☐

Don’t know ☐

b) Do these difficulties

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

...upset or distress the child?

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

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

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

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

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

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

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

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

46 Does this child have a Co-ordinated Support Plan?
   Yes ☐
   No ☐
47 Do these specific problem(s) apply to this child?  

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

Study Child’s Parents

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

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

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

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

We are interested to know about groupings between and within classes in this child’s year. Q50-Q58 ask about groupings between classes and Q59-Q67 ask about groupings within classes.

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

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

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

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

Tick one box only

Yes Go to Q51
No Go to Q53

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

52 Which stream is this child in?

Highest
Middle Go to Q53
Lowest

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

Yes Go to Q54
No Go to Q56

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

55 Which set is this child in for literacy?

Highest
Middle Go to Q56
Lowest

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

Yes Go to Q57
No Go to Q59

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

58 Which set is this child in for maths?

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

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

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

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

59 In this child’s class, is there within-class ability grouping?  
**Tick one box only**

Yes [ ] — Go to Q60  
No [ ] — Go to Q62

60 How many within-class ability groups are there?  

61 Which group is this child in?  

Highest [ ] — Go to Q62  
Middle [ ] — Go to Q62  
Lowest [ ]

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

Yes [ ] — Go to Q63  
No [ ] — Go to Q65

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

64 Which group is this child in for literacy?  

Highest [ ] — Go to Q65  
Middle [ ] — Go to Q65  
Lowest [ ]

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

Yes [ ] — Go to Q66  
No [ ] — Go to Q68

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

67 Which group is this child in for maths?  

Highest [ ] — Go to Q68  
Middle [ ] — Go to Q68  
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.

68 Have you already filled out a form for another child who is also part of this study and in the same class as this child?

   Yes ☐ → Go to Q89
   No ☐ → Go to Q69

69 Are you male or female?

   Male ☐
   Female ☐

70 Are you the study child’s...?

   Class teacher ☐ → Go to Q71
   Head teacher ☐
   Other teacher ☐
   Classroom assistant ☐ → Go to Q75
   School administrative assistant ☐
   Other ☐

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

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

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

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

   Higher degree mainly by research (e.g. PhD, DPhil) ☐
   Higher degree mainly by taught course (e.g. MA, MSc) ☐
   Postgraduate Certificate in Education (PGCE) ☐
   Other postgraduate diploma or certificate ☐
   Batchelor 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.

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

76 Does the study child's class contain mixed year groups?

Yes  Go to Q77

No  Go to Q78

77 How many children in the study child's mixed year class are from each of these years?

Write in for each year. If none write 0 in box.

Primary 1
Primary 2
Primary 3
Primary 4
Primary 5

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

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

80 How many children in the study child's class have been excluded from school since the beginning of the school year?

If none write 0 in box.

81 How many children in the study child's class have come from homes where English or Gaelic is an additional language?

If none write 0 in box.

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

Yes

No

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

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

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

... Literacy or language? 

... Maths and numeracy? 

... PE? 

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

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

= 100% = 100%

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

Enter the number of minutes e.g. an hour = 60

If none write 0 in box.

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

Tick all that apply

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

Please Complete The Information Below

89 Date of completion / / 

d d m m y y y

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.