

Millennium Cohort Study
Fourth Survey

A Guide to the
Teacher Survey Dataset

First Edition

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July 2011

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First published July 2011
by the Centre for Longitudinal Studies
Institute of Education, University of London
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London WC1H 0AL

Website: www.cls.ioe.ac.uk

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ACKNOWLEDGEMENTS

We are grateful for the co-operation of the teachers who give their time to complete the teacher questionnaire on the Millennium Cohort Study children. We continue to be grateful for the participation of the children and their families in the Study.

We are grateful for the support of the Economic and Social Research Council and of the consortium of Government Departments (Work and Pensions; Children, Schools and Families; and Health) and the governments of Wales, Scotland and Northern Ireland, co-ordinated by the Office for National Statistics which enabled Sweep 4 of the Millennium Cohort Study to take place

We also acknowledge the extensive advice and feedback we received at all stages of the study from academics, policy-makers and funders. We are particularly grateful for the contribution and support of the MCS Advisory Groups and the British Birth Cohorts Scientific Committee..

PREFACE

This document has been prepared to accompany the deposit of data from the Teacher Survey with the UK Data Archive at the University of Essex in April 2011. The Teacher Survey was one component of fourth survey of the Millennium Cohort Study (MCS4), which took place in 2008 when the children were aged around 7 years old.

Separate documentation covers the main questionnaire (asked of parents) and the data collected from children themselves, through assessments, measures and self-completion (see www.cls.ioe.ac.uk/mcs4questionnaires). This Guide is intended to complement the existing documentation and is designed to be read in conjunction with it. Reference should also be made to the technical report on the Teacher Survey available at: www.cls.ioe.ac.uk/mcs4technicalreports.

1. About the MCS

The Millennium Cohort Study (MCS) is the fourth of the UK's national longitudinal birth cohort studies. Each follows a large sample of individuals born over a limited period of time through the course of their lives, charting the effects of events and circumstances in early life on outcomes and achievements later on. They show how histories of health, wealth, education, family and employment are interwoven for individuals and vary between them.

The MCS focuses on a large sample of children born at the turn of the new millennium. It covers the four countries of the UK, with over-representation of those living in the smaller countries, and it also over-represents those born in disadvantaged areas and in areas of England with relatively high proportions of those from minority ethnic groups. Unlike earlier birth cohort studies, the sample covers those born across a full year, rather than a specific week. The sample was selected from Child Benefit records, and selected from 400 areas of the UK. When appropriately weighted the sample is representative of children born in the UK across the period (late 2000-2001 in England and Wales and to early 2002 in Scotland and Northern Ireland)

The four surveys of the MCS have taken place in the children's homes and have covered a range of different sorts of data collected from multiple family respondents. Table x summaries the different elements collected at the different sweeps. Sweep 4 was the first sweep to introduce a postal survey of class teachers of the MCS.

Table 1: MCS elements at different sweeps

	MCS1 (age 9 months)	MCS2 (age 3)	MCS3 (age5)	MCS4 (age 7)
Interview (& self-completion) with both resident parents	✓	✓	✓	✓
Cognitive assessments		✓	✓	✓
Physical measurements		✓	✓	✓
Child self-completion				✓
Older Siblings		✓	✓	
Interviewer Observations		✓	✓	✓
Teacher Survey				✓

2. Teacher Survey

From the inception of MCS4, it was felt that a survey of children's teachers during their primary schooling would provide valuable information on a cohort child's early educational development. It would provide a point of reference and comparison for the cognitive assessments carried out directly with children in the home and complement the educational and behavioural data collected in the main interview. The Teacher Survey was first implemented in MCS4, that took place in 2008 when the children were aged around 7 and had been in primary schooling for around 3 years.

The teachers were contacted based on information provided by the parents and contingent on consent to contact being obtained from the parents. During the MCS main respondent interview the parent was asked to give the name of the child's class teacher and to consent for the teacher to be contacted. School details were also collected as part of the main questionnaire. The Teacher Survey took the form of a postal self-completion questionnaire sent to named teacher at the child's school. The head teacher of the school also received an information pack containing a covering letter and survey leaflet at the same time as teachers were first sent the questionnaire. Separate questionnaires were issued to schools in England, Wales (also a version in Welsh), Scotland and Northern Ireland. Teachers who did not

respond were sent up to two reminders. Details of the development and conduct of the Survey are contained in the MCS4 Teacher Survey Technical Report

3. Response to Survey

Consent and sufficient information to contact a teacher or school was obtained for 12655 out of the 14043 cohort children surveyed at MCS4. Information was returned by teachers for 8876 of these 12655 children. . Table 1 gives details of the response information. In a small number of cases the questionnaire did not reach the teacher, and there were a small number of direct refusals. In 25 per cent of cases, the teacher simply did not return the questionnaire even after reminders.

Table 2: Survey Outcomes

Outcome	Number	Percentage
Returned completed	8876	70%
Refusal	472	4%
Non-contact with teacher /school	24	< 1%
Questionnaire not returned	3288	26%
Total	12655	100%

Type of Questionnaire returned

There were 4 versions of the questionnaire, one for each country. Additionally the Welsh questionnaire was offered in both English and Welsh language versions. The key differences between the versions were additional questions to the English version on language of schooling. Reading in writing in another language

Table 3: Questionnaires returned by Country and language

Country	Language	Issued	Returned	Response
England	English	8094	5627	70%
Wales	English	1812	1052	66%
	Welsh		146	
Scotland	English	1443	1100	76%
Northern Ireland	English	1306	951	73%
Total		13367	8876	70%

Questionnaires returned by institutions, school and teacher

Table 4: Number of Local Education Authorities / Boards with completed questionnaires, by country

Country	Number
England	156
Wales	45
Scotland	33
Northern Ireland	6
Total	240

Table 5: Number of schools with completed questionnaires, by country

Country	Number
England	2739
Wales	433
Scotland	473
Northern Ireland	346
Total	3991

Table 6: Number of teachers with completed questionnaires, by country

Country	Number
England	3519
Wales	641
Scotland	683
Northern Ireland	521
Total	5364

4. Topics Covered in Questionnaire

The questionnaire covered:

1. Study Child's Abilities
 - a. Questions relating to the core curriculum areas
 - i. Speaking
 - ii. Reading
 - iii. Writing
 - iv. Science
 - v. Maths & numeracy
 - vi. Physical Education
 - vii. Information and Communication Technology
 - viii. Expressive and Creative Arts
2. Study Child's Behaviour
 - a. The Teacher Strengths and Difficulties Questionnaire
3. Study Child Profile
 - a. Length of time in class
 - b. Support for health, behavioural or disability
 - c. SEN
 - d. Specific problems
4. Study Child's Parents
 - a. Teacher rating of parental involvement and attitude toward child
5. Class Groupings
 - a. Streaming, setting, ability grouping
6. About you (The Teacher)
 - a. Gender
 - b. Teaching experience and qualifications
7. Study Child's Class
 - a. Size of class
 - b. Mixed or single year groups
 - c. Number of children with SEN, exclusions
 - d. Disruption in class
 - e. Noise outside class
 - f. Time spent on literacy and numeracy
 - g. Support within class from others

The full versions of the questionnaires used are available with the deposited data downloadable from the Data Archive and also the CLS website at www.cls.ac.uk/mcs

5. Variables Available on the Dataset

The dataset contains 8876 cases, one row per cohort member.

Variable	Description
MCSID	MCS Research Serial Number
DCCNUM00	S4 TS CM Number
DVERSION	S4 TS Version of Questionnaire Used

<i>Study Child's Abilities</i>	
Variable	Description
DQ2100	S4 TS Please state in which language the child is educated
DQ2101	S4 TS Text present or not?
DQ2160	S4 TS Speaking and listening (in English)
DQ2161	S4 TS Speaking and listening in Welsh/Gaelic/Irish
DQ2162	S4 TS Reading (in English)
DQ2163	S4 TS Reading in Welsh/Gaelic/Irish
DQ2164	S4 TS Writing (in English)
DQ2165	S4 TS Writing in Welsh/Gaelic/Irish
DQ2166	S4 TS Science
DQ2167	S4 TS Maths and numeracy
DQ2168	S4 TS Physical Education (PE)
DQ2169	S4 TS Information and Communication Technology (ICT)
DQ2170	S4 TS Expressive and Creative Arts (e.g. art & design, music)

<i>Study Child's Behaviour</i>	
Variable	Description
DQ2171	S4 TS Is considerate of other peoples feelings
DQ2172	S4 TS Is restless, overactive, cannot stay still for long
DQ2173	S4 TS Often complains of headaches, stomach aches or sickness
DQ2174	S4 TS Shares readily with other children (treats, toys)
DQ2175	S4 TS Often has temper tantrums or hot tempers
DQ2176	S4 TS Is rather solitary, tends to play alone
DQ2177	S4 TS Is generally obedient, usually does what adults require
DQ2178	S4 TS Has many worries often seems worried
DQ2179	S4 TS Is helpful when someone is hurt, upset or feeling ill

DQ2180	S4 TS Constantly fidgets or squirms
DQ2181	S4 TS Has at least one good friend
DQ2182	S4 TS Often fights with other children or bullies them
DQ2183	S4 TS Is often unhappy, down-hearted or tearful
DQ2184	S4 TS Is generally liked by other children
DQ2185	S4 TS Is easily distracted, concentration wanders
DQ2186	S4 TS Is nervous or clingy in new situations, easily lose
DQ2187	S4 TS Is kind to younger children
DQ2188	S4 TS Often lies or cheats
DQ2189	S4 TS Is picked on or bullied by other children
DQ2190	S4 TS Often volunteers to help others (parents, teachers, other children)
DQ2191	S4 TS Thinks things out before acting
DQ2192	S4 TS Steals from home, school or elsewhere
DQ2193	S4 TS Gets on better with adults than with other children
DQ2194	S4 TS Has many fears, is easily scared
DQ2195	S4 TS Sees tasks through to the end, good attention span
DQ2196	S4 TS Do you have any other comments or concerns?
DQ2197	S4 TS Text present or not?
DQ2198	S4 TS Child has difficulties in emotions, concentration,
DQ2199	S4 TS How long have these difficulties been present?
DQ2200	S4 TS Do these difficulties upset or distress the child
DQ2201	S4 TS Difficulties interfere with the childs peer relationships
DQ2202	S4 TS Difficulties interfere with the childs classroom learning
DQ2203	S4 TS Difficulties put a burden on you or the class as a whole

<i>Study Child Profile</i>	
Variable	Description
DQ2204	S4 TS How long has the study child been in your class (months)
DQ2206A	S4 TS Been suspended or excluded from school in this school
DQ2207	S4 TS How many times has this happened?
DQ2210	S4 TS Does he/she receive English or Welsh/Gaelic/Irish additional support
DQ2211	S4 TS Does the child get any help at school due to a health problem
DQ221101	S4 TS No support
DQ221102	S4 TS Individual support in class from teacher / assistant

DQ221103	S4 TS Individual support in class from a family member
DQ221104	S4 TS Special classes
DQ221105	S4 TS Adaptations have been made to physical environment
DQ221106	S4 TS Equipment has been provided
DQ221107	S4 TS Attends a special school
DQ221108	S4 TS Other (please describe)
DQ2227	S4 TS Text present or not?
DQ2328	S4 TS Has this child EVER been recognised as having Special Ed. Needs
DQ2329	S4 TS Does this child have a full statement of SEN
DQ2330	S4 TS Dyslexia
DQ2331	S4 TS Learning difficulties (including dyspraxia / dyscalculia)
DQ2332	S4 TS Attention Deficit and Hyperactivity Disorder (ADHD)
DQ2333	S4 TS Autism, Aspergers syndrome or autistic spectrum disorder
DQ2334	S4 TS Behavioural problems / hyperactivity
DQ2335	S4 TS Other difficulties with reading, writing, spelling
DQ2336	S4 TS Problem with speech or language
DQ2337	S4 TS Problem with sight
DQ2338	S4 TS Problem with hearing
DQ2339	S4 TS Other physical disability
DQ2340	S4 TS Mental illness / depression
DQ2341	S4 TS More able / highly able / talented / gifted / high IQ
DQ2342	S4 TS English as an additional language
DQ2343	S4 TS Young carer or a sibling of a disabled child
DQ2344	S4 TS Bullying
DQ2345	S4 TS Bereavement
DQ2346	S4 TS Others (please describe)
DQ2347	S4 TS Text present or not?

Study Child's Parents

Variable	Description
DQ2450	S4 TS Mother appears to be...
DQ2451	S4 TS Father appears to be...
DQ2452	S4 TS Mothers attitude towards child
DQ2453	S4 TS Fathers attitude towards child

<i>Class Groupings</i>	
Variable	Description
DQ2454	S4 TS In this childs year, is there streaming?
DQ2455	S4 TS How many streams are there in this childs year?
DQ2457	S4 TS Which stream is this child in?
DQ2458	S4 TS In this childs year are there sets for literacy?
DQ2459	S4 TS How many sets are there in this childs year for literacy
DQ2461	S4 TS Which set is this child in for literacy?
DQ2462	S4 TS In this childs year are there sets for maths?
DQ2463	S4 TS How many sets are there in this childs year for maths
DQ2465	S4 TS Which set is this child in for maths?
DQ2466	S4 TS In this childs class, is there within-class ability grouping
DQ2467	S4 TS How many within-class ability groups are there?
DQ2469	S4 TS Which group is this child in?
DQ2470	S4 TS In this childs class are there within-class subject groups (literacy)
DQ2471	S4 TS How many within-class subject groups are there for literacy
DQ2473	S4 TS Which group is this child in for literacy?
DQ2474	S4 TS In this childs class, are there within-class subject groups (maths)
DQ2475	S4 TS How many within-class subject groups are there for maths
DQ2477	S4 TS Which group is this child in for maths?

<i>About you (The Teacher)</i>	
Variable	Description
DQ2478	S4 TS Already filled out a form for another child in the same class
DQ2479	S4 TS Are you male or female?
DQ2480	S4 TS Are you the study childs...
DQ2481	S4 TS How long have you taught altogether (years)?
DQ2483	S4 TS Year in which you completed your teaching qualification
DQ2487	S4 TS How many years have you taught at this school?
DQ2489	S4 TS Which of the qualifications listed below do you have
DQ248901	S4 TS Higher degree mainly by research (e.g. PhD, DPhil)
DQ248902	S4 TS Higher degree mainly by taught course (e.g. MA, MSc)
DQ248903	S4 TS Postgraduate Certificate in Education (PGCE)

DQ248904	S4 TS Other postgraduate diploma or certificate
DQ248905	S4 TS Batchelor of Education (BEd)
DQ248906	S4 TS Other first degree (e.g. BA,BSc)
DQ248907	S4 TS Teaching diploma or certificate
DQ248908	S4 TS Professional qualification (e.g. accountancy)
DQ248909	S4 TS None of these
DQ248910	S4 TS Do not wish to answer

<i>Study Child's Class</i>	
Variable	Description
DQ2511	S4 TS How many children are there on the study childs class
DQ2513	S4 TS Does the study childs class contain mixed year group
DQ2514	S4 TS How many children in reception year / Primary 1
DQ2516	S4 TS How many children in year 1 / Primary 2
DQ2518	S4 TS How many children in year 2 / Primary 3
DQ2520	S4 TS How many children in year 3 / Primary 4
DQ2522	S4 TS How many children in year 4 / Primary 5
DQ2524	S4 TS How many classes are there in the study childs year
DQ2526	S4 TS How many children in the study childs class have SEN statements
DQ2528	S4 TS How many children in the study childs class have been excluded
DQ2530	S4 TS How many children childs class where English is addtnal lang.
DQ2532	S4 TS Any children whose behaviour in class prevents others learning
DQ2533	S4 TS Which of the phrases below best describes the noise outside classroom
DQ2534	S4 TS How many days in this term has supply cover been used
DQ2551	S4 TS How many hours a week spent teaching literacy or language
DQ2553	S4 TS How many hours a week spent teaching maths and numeracy
DQ2555	S4 TS How many hours a week spent teaching PE?
DQ2557	S4 TS % of lesson time spent on literacy or language - whole class
DQ2560	S4 TS % of lesson time spent on literacy or language - in groups
DQ2563	S4 TS % of lesson time spent on literacy or language - individually
DQ2566	S4 TS % of lesson time spent on maths or numeracy - whole class
DQ2569	S4 TS % of lesson time spent on maths or numeracy - in groups
DQ2572	S4 TS % of lesson time spent on maths or numeracy - individually
DQ2575	S4 TS How long expected to spend on homework in an average

DQ2578	S4 TS This term did the study childs class get regular support from
DQ25781	S4 TS Another teacher (specialist)
DQ25782	S4 TS Special needs teacher
DQ25783	S4 TS Teaching/classroom assistant
DQ25784	S4 TS Student teacher
DQ25785	S4 TS Volunteer
DQ25786	S4 TS Parents
DQ25787	S4 TS Any other (please specify)
DQ2702	S4 TS Date of completion - month
DQ2704	S4 TS Date of completion - year
DQ2708	S4 TS Are you the teacher named on front of questionnaire

<i>School and Teacher Identifiers</i>	
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Variable	Description
DTSERIAL	S4 TS DV: Teacher Serial Number (anonymised)
DASCHOOL	S4 TS DV: School ID (anonymised)
DALEANO	S4 TS DV: Local Education Authority / Board (anonymised)

Derived Variables

a. Setting and Streaming

The following derived variables were derived by Samantha Parson at CLS to summarise the data collected on setting and streaming

Variable	Description
STREAM	S4 TS DV: If streamed at school and which stream
STREAMG	S4 TS DV: If streamed at school and which stream (Grouped)
LITSET	S4 TS DV: Set for Literacy
NUMSET	S4 TS DV: Set for Maths
LITSETG	S4 TS DV: Set for Literacy (Grouped)
NUMSETG	S4 TS DV: Set for Math (Grouped)
LITMATH	S4 TS DV: Setting summary
WICAG	S4 TS DV: Within-class ability grouping
WICAGL	S4 TS DV: Within-class ability grouping (Literacy)
WICAGN	S4 TS DV: Within-class ability grouping (Numeracy)
STRNUM	S4 TS DV: Relationship between streaming and numeracy setting
STRLIT	S4 TS DV: Relationship between streaming and literacy setting
STRNUMG	S4 TS DV: Relationship between streaming and numeracy setting (grouped)
STRLITG	S4 TS DV: Relationship between streaming and literacy setting (grouped)
M4STSC2	S4 TS DV: Which school year cm in?
SEASON	S4 TS DV: Season born in
SEASONG	S4 TS DV: season born in (Grouped)

b. Strengths and Difficulties

The variables DQ2171 to DQ2195 form the 25 point SDQ scale. These were coded into the following derived variables using the method defined at <http://www.sdqinfo.org/c1.html> for the teacher assessment. This complements the SDQ parental / carer measures taken at the MCS4 Interview.

Variable	Description
DEMOT00	S4 TS DV SDQ Emotional Symptoms; Using items: DQ2173, DQ2178, DQ2183, DQ2186, DQ2194
DCOND00	S4 TS DV SDQ Conduct Problems; Using items: Q2175, DQ2177, DQ2182, DQ2188, DQ2192
DHYPE00	S4 TS DV SDQ Hyperactivity/Inattention Using items: DQ2172, DQ2180, DQ2185, DQ2191, DQ2195
DPEER00	S4 TS DV SDQ Peer Problems Using items: DQ2176, DQ2181, DQ2184, DQ2189, DQ2193
DPROS00	S4 TS DV SDQ Prosocial. Using items: DQ2171, DQ2174, DQ2179, DQ2187, DQ2190
DEBDT00	S4 TS DV SDQ Total Difficulties
DIMPA00	S4 TS DV SDQ Impact
DEBDI00	S4 TS DV SDQ CM has Difficulties in one or more areas