



# Child of the New Century

## Age 7 Survey

### Teacher Questionnaire – Scotland

## CONFIDENTIAL

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:

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:



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)

*Tick one box in each row*

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

## 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.

*Tick one box in each row*

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

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

Yes, definite difficulties  } → Go to Q40

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

	<b>Not at all</b>	<b>Only a little</b>	<b>Quite a lot</b>	<b>A great deal</b>
...upset or distress the child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...interfere with the child's peer relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...interfere with the child's classroom learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...put a burden on you or the class as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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?

*Tick one box in each row*

	<b>Yes</b>	<b>No</b>
Dyslexia	<input type="checkbox"/>	<input type="checkbox"/>
Learning difficulties (including dyspraxia / dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>
Attention Deficit and Hyperactivity Disorder (ADHD)	<input type="checkbox"/>	<input type="checkbox"/>
Autism, Asperger's syndrome or autistic spectrum disorder	<input type="checkbox"/>	<input type="checkbox"/>
Behavioural problems / hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>
Other difficulties with reading, writing, spelling or maths	<input type="checkbox"/>	<input type="checkbox"/>
Problem with speech or language	<input type="checkbox"/>	<input type="checkbox"/>
Problem with sight	<input type="checkbox"/>	<input type="checkbox"/>
Problem with hearing	<input type="checkbox"/>	<input type="checkbox"/>
Other physical disability	<input type="checkbox"/>	<input type="checkbox"/>
Mental illness / depression	<input type="checkbox"/>	<input type="checkbox"/>
More able / highly able / talented / gifted / high IQ	<input type="checkbox"/>	<input type="checkbox"/>
English as an additional language	<input type="checkbox"/>	<input type="checkbox"/>
Young carer or sibling of a disabled child	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>
Bereavement	<input type="checkbox"/>	<input type="checkbox"/>
Others (please describe)	<input type="checkbox"/>	<input type="checkbox"/>

### Study Child's Parents

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

*Tick one box in each row*

	<b>Very interested</b>	<b>Moderately interested</b>	<b>Very little interest</b>	<b>Uninterested</b>	<b>Cannot say</b>	<b>No mother / father figure</b>
Mother appears to be...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father appears to be...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	<b>Mother</b> <i>Tick one box only</i>	<b>Father</b> <i>Tick one box only</i>
Has a balanced view of child's potential	<input type="checkbox"/>	<input type="checkbox"/>
Over concerned about progress / expecting too high a standard	<input type="checkbox"/>	<input type="checkbox"/>
Hostile to their child	<input type="checkbox"/>	<input type="checkbox"/>
Dismissive of child's potential	<input type="checkbox"/>	<input type="checkbox"/>
Cannot say	<input type="checkbox"/>	<input type="checkbox"/>
No mother / father figure	<input type="checkbox"/>	<input type="checkbox"/>

## 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   
 Lowest
- } → Go to Q53

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   
 Lowest
- } → Go to Q56

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   
 Lowest
- } → Go to Q59



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   
 Middle   
 Lowest
- } → Go to Q62

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   
 Middle   
 Lowest
- } → Go to Q65

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   
 Middle   
 Lowest
- } → Go to Q68

## 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

Head teacher

Other teacher

} → Go to Q71

Classroom assistant

School administrative assistant

Other

} → Go to Q75

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?

	Whole class		Work in groups		Individual work				
Literacy or language	<input type="text"/>	%	+	<input type="text"/>	%	+	<input type="text"/>	%	= 100%
Maths or numeracy	<input type="text"/>	%	+	<input type="text"/>	%	+	<input type="text"/>	%	= 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 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.**