

**IPSOS MORI CODING AND EDITING  
BOOKLET FOR MCS5 TEACHER  
SURVEY**

# CODING

Coding was applied to three 'other-specify' questions in the England version of the questionnaire and to four 'other-specify' questions in the Wales version.

<b>Questionnaire version</b>	Wales
<b>Question number</b>	2
<b>Question type</b>	Other – specify
<b>Question text</b>	Please state in which language this child is educated.
<b>Single-code / Multi-code</b>	Single-code
01	Welsh only
02	Mainly Welsh
03	Welsh and English in roughly equal proportion
04	Mainly English
05	English only
11	Bilingual elements to lessons
12	Welsh as a second language
10	Other
&	Don't know

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	13 (England), 14 (Wales)
<b>Question type</b>	Other – specify
<b>Question text</b>	Are any of the following the reason or reasons for this child's Special Educational Needs (SEN) [or Additional Learning Needs]?
<b>Single-code / Multi-code</b>	Multi-code
01	Dyslexia
02	Learning difficulties (including dyspraxia and dyscalculia)
03	Attention Deficit and Hyperactivity Disorder (ADHD)
04	Autism, Asperger's syndrome or autistic spectrum disorder
05	Behavioural problems/ hyperactivity <i>He can't understand his emotions or accept discipline</i> <i>ODD – Oppositional Defiant Disorder</i>
06	Problem with speech or language
07	Problem with sight <i>Scotopic</i>
08	Problem with hearing
09	Other physical disability <i>Unable to walk unaided</i> <i>Motor skills impaired</i>
10	Medical or health problem
11	Mental illness/ depression
12	Gifted/ High IQ/ More able and talented/ Highly able
95	Other reason (PLEASE SPECIFY) – NO LONGER VALID
21	English as an additional language/ English not first language
22	Young carer or sibling of a disabled child
23	Bullying
24	Bereavement
25	Child has Down's Syndrome
26	Reading difficulties (NB use only if dyslexia or other condition that can affect reading skills not specifically mentioned) <i>Needs help with his reading</i> <i>Six months behind in reading</i>
27	Developmental delays (not specified further) <i>Just a bit slower</i> <i>Global delay</i>
28	Behind in studies (NB use only if none of the reasons above caused the child to fall behind with their work) <i>Catch up programme</i>

29	Poor communication skills
30	Poor concentration skills (not specified further)
31	Auditory processing disorder
32	Confidence/self motivation/self-esteem/emotional problems/nervousness/ anxiety
33	Family problems/trauma/home life
34	Handwriting/writing/spelling
35	Maths/numeracy difficulties
36	Poor motor skills (general)
37	Poor short-term memory
20	Other specific answer: EDITOR: PLEASE USE CODES ABOVE IF POSSIBLE
38	Vague / irrelevant answer
-	No answer
&	Don't know

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	14 (England), 15 (Wales)
<b>Question type</b>	Other – specify
<b>Question text</b>	Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?
<b>Single-code / Multi-code</b>	Multi-code
01	<p>Child gets individual support in class from teacher/assistant</p> <p><i>Class helper assists him / her</i></p> <p><i>Asthma - helps with inhaler/ pumps etc</i></p> <p><i>Administers medication eg eczema cream</i></p> <p><i>Toilet/ bladder/ bowel problems - reminds child to go</i></p> <p><i>Food allergies - extra supervision at lunchtime</i></p> <p><i>Diabetes - has help with eating meals</i></p> <p><i>Eczema – has help with creams</i></p> <p><i>Behaviour problems - teacher has concerns</i></p> <p><i>Help in overcoming shyness</i></p> <p><i>Teacher watching his / her very active behaviour</i></p>
02	Child gets individual support in class from a family member
03	<p>Child has special classes</p> <p><i>Speech therapy classes/ sees speech therapist for an hour a week</i></p> <p><i>Sees child psychologist/ child educational psychologist</i></p> <p><i>45 mins role play with special educational assistant</i></p> <p><i>Gets upset, so has one-on-one sessions once a week</i></p> <p><i>Attends special unit for anger management</i></p> <p><i>Child is a high achiever - has special classes</i></p> <p><i>Child attends small classes</i></p> <p><i>Additional reading classes</i></p> <p><i>Additional hand-writing classes</i></p>
04	Adaptations have been made to physical environment for child
05	Equipment has been provided for child
06	Child attends a special school
07	Other (specify) - NO LONGER VALID
08	No help / No such problems (This should be SINGLE CODE only)
11	<p>School nurse helps/ matron helps/ child has a special nurse</p> <p><i>School nurse changes his colostomy bag</i></p> <p><i>Support from school nurse about eating</i></p> <p><i>Child has a special nurse</i></p> <p><i>Matron helps drain his urine</i></p>
12	Child is being assessed/ has been assessed

	<i>Assessing his social skills at present</i>
	<i>Going through process of assessing special needs</i>
	<i>Action plan has been devised between parents and teacher</i>
	<i>Has Individual Education Plan - due to communication problem</i>
	<i>School is aware of his behaviour condition</i>
	<i>Child has short attention span</i>
	<i>Monitoring his health</i>
	<i>Monitoring eyesight</i>
	<i>Monitoring for hearing problems</i>
	<i>Monitoring his progress</i>
13	Child attends school with small class sizes
14	Child sits at front of class
	<i>Child has glue ear and sits at front of class</i>
	<i>Child has lazy eye/ astigmatism and sits at front of class</i>
15	Attends a specified unit/centre/within/not specified in or out of/school
16	Behaviour support
17	Counselling/emotional support/social skills
18	English/reading/writing/literacy/phonics subjects
19	Intervention
20	Maths/numeracy subjects
21	Mentions of frequency of support
22	Medical support/assistance
23	Nurture group
24	Pastoral support
25	Private tuition/Home tutor
26	Receives support/help/learning support/additional support lessons - nsf
27	Specific behaviour problem/disability mention only SINGLE CODE
28	Support from an adult
29	Support from a youth worker
30	Support from CAMHS (child and Adolescent Mental Health Services)
31	Support from teacher/assistant/teaching/learning assistant
32	Support out of class
33	Support in class
34	Support in a group/small group/booster group
35	Support with a learning mentor
36	Tuition/one-to-one/individual support
37	Vague / irrelevant answer
	<i>Needs support but is not getting it</i>

*Child is hyper - have made enquiries*

*Have applied for special assistance*

*Has language problem but not getting any specific help yet*

*Has speech stammer which family correcting OUTSIDE school*

10 Other specific answer: EDITOR: PLEASE USE CODES ABOVE IF POSSIBLE

- No answer

87 EDITOR CANNOT DEAL WITH

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	43 (England), 47 (Wales)
<b>Question type</b>	Other – specify
<b>Question text</b>	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).
<b>Single-code / Multi-code</b>	Multi-code
01 Another teacher (specialist) 02 Special needs teacher 03 Teaching assistant/Higher level teaching assistant 04 Student teacher 05 Volunteer 06 Parents 07 Any other (please describe) 08 No one else 11 Another teacher (non specialist) 12 Booster groups/class/session 13 Cover/supply teacher/PPA cover 14 Learning support assistant/learning mentor 15 Occupational therapist 16 Physiotherapist 17 Reading support/buddy 18 Speech/language therapist 19 Tuition/one-to-one - No answer & Don't know 10 Other	



# EDITING

## Variable names in SPSS files

The table below illustrates the variables included in the unedited and edited SPSS files.

Variable name	Description
Childno	Child ID number
Issteacherid	Issued teacher ID number
Teachertitle	Teacher title of whoever <b>completed</b> the questionnaire: issued title OR handwritten title from front of questionnaire if respondent also ticked 'no' at Q 'Are you the teacher named on the label to the left?' OR title from CATI referral if written in field at S3/S6
Teacherfore	Teacher forename of whoever <b>completed</b> the questionnaire: issued forename OR handwritten forename from front of questionnaire if respondent also ticked 'no' at Q 'Are you the teacher named on the label to the left?' OR forename from CATI referral if written in field at S3/S6
Teachersur	Teacher surname of whoever <b>completed</b> the questionnaire: issued surname OR handwritten surname from front of questionnaire if respondent also ticked 'no' at Q 'Are you the teacher named on the label to the left?' OR surname from CATI referral if written in field at S3/S6
Originalteach	Original named teacher on front page label? (Yes = 1, No = 2)
Schoolid	School ID number: issued school ID
Schoolname	School name: issued school name
Schooladd	School address: issued school address
Day	Day of survey completion
Month	Month of survey completion
Year	Year of survey completion
Source	Mode of completion (1 = CATI, 2 = Paper)
Vers	Version completed (England = 1, Wales: English = 2, Wales: Welsh = 3)
Q1 - Q52	All questions as per Wales version of postal questionnaire. Questions that aren't in England questionnaire should be set to '-1 Not applicable'

## General editing rules

The following general editing rules were applied across all variables (where required).

- Dealing with duplicates -
  - For duplicated questionnaires completed by the same person (as recorded on the front page of questionnaire/question S1 in CATI):**  
Include data from the first questionnaire (by date of completion) that we get and exclude data from any others.
  - For duplicated questionnaires completed by different people (as recorded on the front page of questionnaire/question S1 in CATI):**  
As above but include data from the questionnaire completed by the named teacher over and above any other completions.

- Add '-1 Not applicable' code where a question is blank and routing indicates this is appropriate.
- Add '-1 Not applicable' code for remapped England to Wales question numbers for non applicable questions.
- Add '-8 No answer' code where a question is blank and there is no obvious reason why.
- Add '-8 No answer' code if respondent multi-coded at a single code question AND there aren't specific question edits to deal with this.

### **Specific editing rules and ranges applied**

The following question-specific editing checks and rules were applied across all variables (where required). Please note that where question numbers are referred to, these are applicable to the England questionnaire only. Ranges applied to individual questions during the editing process can be found at the end of the end of the section.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	n/a
<b>Question text</b>	Date of completion
<b>Single-code / Multi-code</b>	n/a
<b>Hard and soft edits or checks</b>	Check year is 2012 or 2013

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	n/a
<b>Question text</b>	Are you the teacher named on the label to the left?
<b>Single-code / Multi-code</b>	s/c
<b>Hard and soft edits or checks</b>	If have ticked 'no' but have written in issued teacher name recode to 'yes'.  If have ticked 'yes' or 'no' but made a correction to issued name, recode to yes but keep corrected name.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	n/a
<b>Question text</b>	Written name (Title, forename, surname)
<b>Single-code / Multi-code</b>	n/a
<b>Hard and soft edits or checks</b>	If have ticked 'no' at question 'Are you the teacher named on the label to the left?' but have written in issued teacher name recode to 'yes'.  If have ticked 'yes' or 'no' at question 'Are you the teacher named on the label to the left?' but made a correction to issued name, recode to yes but keep corrected name.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	1 (England), 1 (Wales)
<b>Question text</b>	How long has this child been in your class? [MONTHS]

<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at responses which are much higher than maximum range to determine whether they could be due to a scanning error (e.g. 65 could be 6.5) or could mean range needs extending (responses higher than max range could be because a child had a teacher the whole way through school - may want to extend range if looks plausible).</p> <p>Round down to the nearest month. E.g.</p> <p>8.50 = 8</p> <p>8 1/2 = 8</p> <p>8.35 = 8</p> <p>8 1/4 = 8</p>

<b>Questionnaire version</b>	Wales
<b>Question number</b>	2
<b>Question text</b>	Please state in which language this child is educated.
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If have given 'other' answer but not ticked 'other', add response to 'other'.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	7 (England), 8 (Wales)
<b>Question text</b>	During this school year has this child been temporarily suspended or temporarily excluded from school for at least one day?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q7 = 2 ('no') but Q8 = 1 or more, amend response at Q7 to be 1 ('yes').</p> <p>If Q7 is blank but Q8 = 1 or more, amend response at Q7 to be 1 ('yes').</p> <p>If Q7 is blank and Q8 = 0, amend response at Q7 to be 2 ('no').</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	8 (England), 9 (Wales)
<b>Question text</b>	How many times has this happened? [CHILD BEEN TEMPORARILY SUSPENDED OR TEMPORARILY EXCLUDED FROM SCHOOL FOR AT LEAST ONE DAY]
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q7 = 2 ('no') but Q8 = 1 or more, amend response at Q7 to be 1 ('yes').</p> <p>If Q7 is blank but Q8 = 1 or more, amend response at Q7 to be 1 ('yes').</p> <p>If Q7 is blank and Q8 = 0, amend response at Q7 to be 2 ('no').</p> <p>If Q8 = '0' and Q7 = 2 ('no'), remove '0' from Q8.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	11 (England), 12 (Wales)
<b>Question text</b>	Does this child have Special Educational Needs (SEN) (or Additional Learning Needs)?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q11 = 2 ('no') but Q12 = 1 ('yes') recode Q 11 to 1 ('yes').</p> <p>If Q11 = 2 ('no') but Q13 has 1 or more 'yes' answers recode Q11 to 1('yes').</p> <p>If Q11 = 2 ('no') and Q12 and Q13 = 2 ('no'), remove responses from Q12 and/or Q13.</p> <p>If Q11 is blank but Q12 and/or Q13 = 1 ('yes'), amend response at Q11 to be 1 ('yes').</p> <p>If Q11 is blank but Q12 and/or Q13 = 2 ('no') and the 'other reasons' response is blank, amend response at Q11 to be 2 ('no').</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	13m (England), 14m (Wales)
<b>Question text</b>	Are any of the following the reason or reasons for this child's Special Educational Needs (SEN) (or Additional Learning Needs)? Other reason(s) (please describe below)
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If have given 'other' answer but not ticked 'other', add response to 'other'.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	14 (England), 15 (Wales)
<b>Question text</b>	Does this child get any of the following types of help or support at school due to a health or behavioural problem or disability?
<b>Single-code / Multi-code</b>	Multi-code
<b>Hard and soft edits or checks</b>	<p>The 'No support' response is exclusive. If there are other responses in addition to this, reject the 'No support' response.</p> <p>If have given 'other' answer but not ticked 'other', add response to 'other'.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	18 (England), 19 (Wales)
<b>Question text</b>	How well prepared do you think this child is for secondary school?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	'Not moving to secondary school next year' (code 5) is an exclusive code. If there are responses in addition to 'Not moving to secondary school next year', reject them.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	21 (England), 22 (Wales)
<b>Question text</b>	In this child's year, is there streaming?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q21 = 2 ('no') but Q22 = 2 or more, amend response at Q21 to 1 ('yes').</p> <p>If Q21 = 2 ('no') and Q22 = 1, then remove answer to Q22.</p> <p>If Q21 = 2 ('no') and Q23 has a response and Q22 blank or 1, remove response from Q23.</p> <p>If Q21 = 1 ('yes') and Q22 = 1 or 0, recode Q21 to 2 ('no').</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	22 (England), 23 (Wales)
<b>Question text</b>	How many streams are there in this child's year?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Round down to the nearest number (of streams) E.g. 8.50 = 8, 8 1/2 = 8, 8.35 = 8, 8 1/4 = 8, 8-9 = 8.</p> <p>If Q21 = 2 ('no') but Q22 = 2 or more, amend response at Q21 to 1 ('yes').</p> <p>If Q21 = 2 ('no') but Q22 = 1 and/or there is a response at Q23, remove responses from Q22 and/or Q23.</p> <p>If Q21 = blank and Q22 = 1 or 0 and there is a response at Q23, recode Q21 to 2 ('no') and remove responses to Q22 and Q23.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	23 (England), 24 (Wales)
<b>Question text</b>	Which stream is this child in?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q21 = 2 ('no') but Q22 = 1 and/or there is a response at Q23, remove responses from Q22 and/or Q23.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	24 (England), 25 (Wales)
<b>Question text</b>	In this child's year are there sets for English?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q24 = 2 ('no') but Q25 = 2 or more, amend response at Q24 to 1 ('yes').</p> <p>If Q24 = 2 ('no') and Q25 = 1, then remove answer to Q24.</p> <p>If Q24 = 2 ('no') and Q26 has a response and Q25 blank or 1, remove response from Q26.</p> <p>If Q24 = 1 ('yes') and Q25 = 1 or 0, recode Q24 to 2 ('no').</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	25 (England), 26 (Wales)
<b>Question text</b>	How many sets are there in this child's year for English?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Round down to the nearest number (of sets) E.g. 8.50 = 8, 8 1/2 = 8, 8.35 = 8, 8 1/4 = 8, 8-9 = 8.</p> <p>If Q24 = 2 ('no') but Q25 = 2 or more, amend response at Q24 to 1 ('yes').</p> <p>If Q24 = 2 ('no') but Q25 = 1 and/or there is a response at Q26, remove responses from Q25 and/or Q26.</p> <p>If Q24 = 2 ('no') and Q25 = 1 ('yes') then remove answer to Q24.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	26 (England), 27 (Wales)
<b>Question text</b>	Which set is this child in for English?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q24 = 2 ('no') but Q25 = 1 and/or there is a response at Q26, remove responses from Q25 and/or Q26.

<b>Questionnaire version</b>	Wales
<b>Question number</b>	28
<b>Question text</b>	In this child's year are there sets for Welsh?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q28 [Wales] = 2 ('no') but Q29 = 2 or more, amend response at Q28 to 1 ('yes').</p> <p>If Q28 [Wales] = 2 ('no') and Q29 = 1, then remove answer to Q28.</p> <p>If Q28 [Wales] = 2 ('no') and Q30 has a response and Q29 blank or 1, remove response from Q30.</p> <p>If Q28 [Wales] = 1 ('yes') and Q29 = 1 or 0, recode Q28 to 2 ('no').</p>

<b>Questionnaire version</b>	Wales
<b>Question number</b>	29
<b>Question text</b>	How many sets are there in this child's year for Welsh?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Round down to the nearest number (of sets) E.g. 8.50 = 8, 8 1/2 = 8, 8.35 = 8, 8 1/4 = 8, 8-9 = 8.</p> <p>If Q28 [Wales] = 2 ('no') but Q29 = 2 or more, amend response at Q28 to 1 ('yes').</p> <p>If Q28 [Wales] = 2 ('no') but Q29 = 1 and/or there is a response</p>

	at Q30, remove responses from Q29 and/or Q30.  If Q28 [Wales] = blank and Q29 [Wales] = 1 or 0 and if there is a response at Q30 [Wales], recode Q28 [Wales] to 2 ('no') and remove responses to Q29 [Wales] and Q30 [Wales].
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<b>Questionnaire version</b>	Wales
<b>Question number</b>	30
<b>Question text</b>	Which set is this child in for Welsh?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q28 [Wales] = 2 ('no') but Q29 = 1 and/or there is a response at Q30, remove responses from Q29 and/or Q30.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	27 (England), 31(Wales)
<b>Question text</b>	In this child's year are there sets for maths?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q27 = 2 ('no') but Q28 = 2 or more, amend response at Q27 to 1 ('yes').  If Q27 = 2 ('no') but Q28 = 1 and/or there is a response at Q29, remove responses from Q28 and/or Q29.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	28 (England), 32 (Wales)
<b>Question text</b>	How many sets are there in this child's year for maths?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	Round down to the nearest number (of sets) E.g. 8.50 = 8, 8 1/2 = 8, 8.35 = 8, 8 1/4 = 8, 8-9 = 8.  If Q27 = 2 ('no') but Q28 = 2 or more, amend response at Q27 to 1 ('yes').  If Q27 = 2 ('no') but Q28 = 1 and/or there is a response at Q29, remove responses from Q28 and/or Q29.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	29 (England), 33 (Wales)
<b>Question text</b>	Which set is this child in for maths?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q27 = 2 ('no') but Q28 = 1 and/or there is a response at Q29, remove responses from Q28 and/or Q29.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	30 (England), 34 (Wales)
<b>Question text</b>	In this child's year are there sets for science?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q30 = 2 ('no') but Q31 = 2 or more, amend response at Q30 to 1 ('yes').

	<p>If Q30 = 2 ('no') and Q31 = 1, then remove answer to Q30.</p> <p>If Q30 = 2 ('no') and Q32 has a response and Q31 blank or 1, remove response from Q32.</p> <p>If Q30 = 1 ('yes') and Q31 = 1 or 0, recode Q30 to 2 ('no').</p>
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<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	31 (England), 35 (Wales)
<b>Question text</b>	How many sets are there in this child's year for science?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Round down to the nearest number (of sets) E.g. 8.50 = 8, 8 1/2 = 8, 8.35 = 8, 8 1/4 = 8, 8-9 = 8.</p> <p>If Q30 = 2 ('no') but Q31 = 2 or more, amend response at Q30 to 1 ('yes').</p> <p>If Q30 = 2 ('no') but Q31 = 1 and/or there is a response at Q32, remove responses from Q31 and/or Q32.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	32 (England), 36 (Wales)
<b>Question text</b>	Which set is this child in for science?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	If Q30 = 2 ('no') but Q31 = 1 and/or there is a response at Q32, remove responses from Q31 and/or Q32.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	35 (England), 39 (Wales)
<b>Question text</b>	How many classes are there in this child's year?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Answers of 1-10, leave as is (as per range).</p> <p>Answers of 11-39, change to 1 (class).</p> <p>Answers of 40-79, change to 2 (classes).</p> <p>Answers of 80 or more, change to 3 (classes).</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	36 (England), 40 (Wales)
<b>Question text</b>	How many children in this child's class have SEN (or Additional Learning Needs) statements?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Answer should not exceed total given at Q33 (How many children are there on this child's class register?).</p> <p>If answer given at Q36 but no answer or '0' at Q33, then allow Q36 answer to remain.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	37 (England), 41 (Wales)
<b>Question text</b>	How many children in this child's class have been excluded



	from school since the beginning of the school year?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Answer should not exceed total given at Q33 (How many children are there on this child's class register?).</p> <p>If answer given at Q37 but no answer or '0' at Q33, then allow Q37 answer to remain.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	38 (England), 42 (Wales)
<b>Question text</b>	How many children in this child's class come from homes where English (or Welsh) is an additional language?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Answer should not exceed total given at Q33 (How many children are there on this child's class register?).</p> <p>If answer given at Q38 but no answer or '0' at Q33, then allow Q38 answer to remain.</p> <p>Round down to the nearest number (of children) E.g. 3 - 4 = 3.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	40 (England), 44 (Wales)
<b>Question text</b>	How many days in this term has supply cover been used for this child's class?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If response starts with a '0', delete the '0'. E.g code '07' as '7'. If response written '0' or '00' code '0'.</p> <p>Round down to the nearest decimal point. E.g.</p> <p>8.50 = 8.5</p> <p>8 1/2 = 8.5</p> <p>8.35 = 8.4</p> <p>8 1/4 = 8.3</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	41a (England), 45a (Wales)
<b>Question text</b>	In an average week, how many hours a week are spent teaching this child's class English?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at whether responses that are very high could be reflecting minutes spent on teaching instead of hours and adjust accordingly.</p> <p>Look out for responses which end in numbers that could actually represent a quarter or half an hour (e.g. scanned as 512 hours but should be 5.5 hours).</p> <p>Query answers of '12', '13', '14' or '15'. If someone answered 1 - 2, 1 - 3, 1 - 4 or 1 - 5, or ½, then these might have been scanned incorrectly (e.g. be scanned as 12, 13, 14 or 15).</p>

	<p>Round down to the nearest decimal point. E.g.</p> <p><math>8.50 = 8.5</math></p> <p><math>8 \frac{1}{2} = 8.5</math></p> <p><math>8.35 = 8.4</math></p> <p><math>8 \frac{1}{4} = 8.3</math></p>
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<b>Questionnaire version</b>	Wales
<b>Question number</b>	41b
<b>Question text</b>	In an average week, how many hours a week are spent teaching this child's class Welsh?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at whether responses that are very high could be reflecting minutes spent on teaching instead of hours and adjust accordingly.</p> <p>Look out for responses which end in numbers that could actually represent a quarter or half an hour (e.g. scanned as 512 hours but should be 5.5 hours).</p> <p>Query answers of '12', '13', '14' or '15'. If someone answered 1 - 2, 1 - 3, 1 - 4 or 1 - 5, or <math>\frac{1}{2}</math>, then these might have been scanned incorrectly (e.g. be scanned as 12, 13, 14 or 15).</p> <p>Round down to the nearest decimal point. E.g.</p> <p><math>8.50 = 8.5</math></p> <p><math>8 \frac{1}{2} = 8.5</math></p> <p><math>8.35 = 8.4</math></p> <p><math>8 \frac{1}{4} = 8.3</math></p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	41b (England), 45c (Wales)
<b>Question text</b>	In an average week, how many hours a week are spent teaching this child's class Maths?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at whether responses that are very high could be reflecting minutes spent on teaching instead of hours and adjust accordingly.</p> <p>Look out for responses which end in numbers that could actually represent a quarter or half an hour (e.g. scanned as 512 hours but should be 5.5 hours).</p> <p>Query answers of '12', '13', '14' or '15'. If someone answered 1 - 2, 1 - 3, 1 - 4 or 1 - 5, or <math>\frac{1}{2}</math>, then these might have been scanned incorrectly (e.g. be scanned as 12, 13, 14 or 15).</p> <p>Round down to the nearest decimal point. E.g.</p> <p><math>8.50 = 8.5</math></p> <p><math>8 \frac{1}{2} = 8.5</math></p> <p><math>8.35 = 8.4</math></p> <p><math>8 \frac{1}{4} = 8.3</math></p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	41c (England), 45d (Wales)
<b>Question text</b>	In an average week, how many hours a week are spent teaching this child's class Science?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at whether responses that are very high could be reflecting minutes spent on teaching instead of hours and adjust accordingly.</p> <p>Look out for responses which end in numbers that could actually represent a quarter or half an hour (e.g. scanned as 512 hours but should be 5.5 hours).</p> <p>Query answers of '12', '13', '14' or '15'. If someone answered 1 - 2, 1 - 3, 1 - 4 or 1 - 5, or ½, then these might have been scanned incorrectly (e.g. be scanned as 12, 13, 14 or 15).</p> <p>Round down to the nearest decimal point. E.g.  8.50 = 8.5  8 1/2 = 8.5  8.35 = 8.4  8 1/4 = 8.3</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	42 (England), 46 (Wales)
<b>Question text</b>	How long are children in this child's class expected to spend on homework in an average week? [MINUTES]
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Look at whether responses that are very low could be reflecting hours spent on homework instead of minutes and adjust accordingly.</p> <p>If written '00', code '0'.</p> <p>Responses between 1-5 should be changed to equivalent minutes, e.g. 1=60, 1.3=78, 3.5=210, 5=300</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	43 (England), 47 (Wales)
<b>Question text</b>	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)
<b>Single-code / Multi-code</b>	Multi-code
<b>Soft edit checks</b>	n/a
<b>Hard edit rules</b>	'None' is an exclusive code. If there are responses in addition to 'None', reject the 'None' response.

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	45 (England), 49 (Wales)
<b>Question text</b>	Are you this child's... [CLASS/HEAD TEACHER, ETC]
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or</b>	If Q45 = 4, 5 or 6 and Q 46-48 have an answer, set Q 46-48 as

<b>checks</b>	<p>blank.</p> <p>If Q45 is multi-coded and one answer is code 1-3 and one answer is code 4-6, choose the code 1-3 and remove the other code.</p> <p>If Q45 is multi-coded and two or more answers are code 1-3, choose one code in this order: 1 ('class teacher') then 2 ('head teacher') then 3 ('other teacher') and discard the other/s.</p>
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<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	46 (England), 50(Wales)
<b>Question text</b>	In total, how many years have you been teaching?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q45 = 4, 5 or 6 and Q 46-48 have an answer, set Q 46-48 as blank.</p> <p>Round down to the nearest number (of years) E.g. 3-4 = 3, 3/4 = 0.7.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	47 (England), 51 (Wales)
<b>Question text</b>	How many years have you taught at this school?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>Check to see if there are any cases which have inconsistent answers to Q47 and Q46 (e.g. Q47 larger number than Q46). NB. Can't change data but need to know how many cases there are.</p> <p>If Q45 = 4, 5 or 6 and Q 46-48 have an answer, set Q 46-48 as blank.</p> <p>Round down to the nearest number (of years) E.g. 3-4 = 3, 3/4 = 0.7.</p>

<b>Questionnaire version</b>	England and Wales
<b>Question number</b>	11 (England), 12 (Wales)
<b>Question text</b>	Which of the qualifications listed below do you have?
<b>Single-code / Multi-code</b>	Single-code
<b>Hard and soft edits or checks</b>	<p>If Q45 = 4, 5 or 6 and Q 46-48 have an answer, set Q 46-48 as blank.</p> <p>'None of these' and 'Do not wish to answer' are exclusive codes. Reject these codes if either chosen together with other codes.</p>

**Ranges for specific questions**

The following questions had minimum and maximum ranges applied during editing.

Question number		Question text	Range
England	Wales		
1	1	How long has this child been in your class? [MONTHS]	0 – 48
8	9	How many times has this happened? [CHILD BEEN TEMPORARILY SUSPENDED OR TEMPORARILY EXCLUDED FROM SCHOOL FOR AT LEAST ONE DAY]	1 – 20
22	23	How many streams are there in this child's year?	2 – 15
25	26	How many sets are there in this child's year for English?	2 – 15
n/a	29	How many sets are there in this child's year for Welsh?	2 – 15
28	32	How many sets are there in this child's year for maths?	2 – 15
31	35	How many sets are there in this child's year for science?	2 – 15
33	37	How many children are there on this child's class register?	1 – 40
35	39	How many classes are there in this child's year?	1 – 10
36	40	How many children in this child's class have SEN (or Additional Learning Needs) statements?	0 – 20
37	41	How many children in this child's class have been excluded from school since the beginning of the school year?	0 – 20
38	42	How many children in this child's class come from homes where English (or Welsh) is an additional language?	0 – 40
40	44	How many days in this term has supply cover been used for this child's class?	0 – 80
41a	45a	In an average week, how many hours a week are spent teaching this child's class English?	1 – 20
n/a	45b	In an average week, how many hours a week are spent teaching this child's class Welsh?	1 – 20
41b	45c	In an average week, how many hours a week are spent teaching this child's class maths?	1 – 20
41c	45d	In an average week, how many hours a week are spent teaching this child's class science?	1 – 20
42	46	How long are children in this child's class expected to spend on homework in an average week? [MINUTES]	0 – 600
46	50	In total, how many years have you been teaching?	0 – 50
47	51	How many years have you taught at this school?	0 – 50