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|--|--|--|--|--|--|--|

**Questionnaire
to all teaching maths
to Year 7, Year 8 or Year 9
during the academic year
2004-2005**



BLANK



Instructions

Please complete this questionnaire in black ink.

Where a range of options is given, please **cross through** the relevant box or boxes. e.g. ☒ ☒ ☒

If you cross a box by mistake, please completely fill it then cross the correct answer. e.g. ☒ ☒ ☒

When writing in boxes, please use **block capitals** and avoid touching the sides of the box.

e.g.

| | | |
|---|---|---|
| A | B | C |
|---|---|---|

 or

| | | | | | | |
|---|---|---|---|---|---|---|
| B | R | I | S | T | O | L |
|---|---|---|---|---|---|---|

Year 7 class(es)/set(s) taught in the academic year 2004-2005:

Please give the names of each class or set you teach maths to in **Year 7**.

| | |
|---------|---|
| set 1*. | <input style="width: 100%;" type="text"/> |
| set 2*. | <input style="width: 100%;" type="text"/> |
| set 3*. | <input style="width: 100%;" type="text"/> |

Year 8 class(es)/set(s) taught in the academic year 2004-2005:

Please give the names of each class or set you teach maths to in **Year 8**.

| | |
|---------|---|
| set 4*. | <input style="width: 100%;" type="text"/> |
| set 5*. | <input style="width: 100%;" type="text"/> |
| set 6*. | <input style="width: 100%;" type="text"/> |

Year 9 class(es)/set(s) taught in the academic year 2004-2005:

Please give the names of each class or set you teach maths to in **Year 9**.

| | |
|---------|---|
| set 7*. | <input style="width: 100%;" type="text"/> |
| set 8*. | <input style="width: 100%;" type="text"/> |
| set 9*. | <input style="width: 100%;" type="text"/> |

* the numbering used here is strictly for the purposes of this questionnaire



Section A: About each class/set you teach maths to in Year 7

| | Set 1* | Set 2* | Set 3* |
|--|---|---|---|
| A1) How many pupils are in the maths set or class this term? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A2a) Is the class: (please cross 1 box in each column) | | | |
| setted (i.e. grouped according to ability specific to maths) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| streamed (i.e. grouped according to general ability across all subjects) | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| mixed ability (i.e. not grouped at all) | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| A2b) How many sets / streams are there in total? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A2c) If setted or streamed, please state (numerically) which set or stream? (1 being top / highest) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A3a) How many pupils in this set are receiving in-class support for maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A3b) How many pupils are withdrawn from class for special needs in maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A3c) How many children are on the Special Educational Needs register? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A3d) How many children have statements of Special Educational Needs? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A4) How many support staff do you have full-time in this class? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A5) What is the ethnic background of the children in the class? (Please indicate the no. of children in each class) | | | |
| a) White | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| b) Mixed | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| c) Indian, Pakistani, Bangladeshi, Chinese or Other Asian | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| d) Black Caribbean, Black African, Black Other | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| e) Other ethnic group | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |

Section A: About each class/set you teach maths to in Year 7 (cont'd...)

| | Set 1* | Set 2* | Set 3* |
|--|---|---|---|
| A6a) How many maths classes does this set have per week? | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| A6b) When are the maths classes? | | | |
| (i) Class 1: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| (ii) Class 2: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| (iii) Class 3: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| (iv) Class 4: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| (v) Class 5: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| (vi) Class 6: | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> | Mo <input type="checkbox"/> Tu <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> Fr <input type="checkbox"/> Sa <input type="checkbox"/> |
| Day: | | | |
| Start Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |
| End Time (in hours & minutes): | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> | <input type="text"/> : <input type="text"/> |



Section A: About each class/set you teach maths to in Year 7 (cont'd...)

| | Set 1* | Set 2* | Set 3* |
|--|---|---|---|
| A7a) How many minutes on average are spent getting the group to settle at the beginning of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A7b) What proportion of the classtime, is on average, spent teaching the class? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A7c) What proportion of the class is, on average, spent on classroom management? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A7d) How many minutes on average are spent getting the group to clear away at the end of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A8) At this point in the school year, how would you rate behaviour in your class: (cross 1 box in each column) | | | |
| Group misbehaves very frequently and is almost always difficult to handle | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| Group misbehaves frequently and is often difficult to handle | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| Group misbehaves occasionally | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Group behaves well | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Group behaves exceptionally well | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| A9) How many pupils in the class are regularly disruptive or misbehave? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |



Section A: About each class/set you teach maths to in Year 8

| | Set 4* | Set 5* | Set 6* |
|---|---|---|---|
| A10) How many pupils are in the maths set or class this term? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A11a) Is the class: (please cross 1 box in each column) | | | |
| setted (i.e. grouped according to ability specific to maths) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| streamed (i.e. grouped according to general ability across all subjects) | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| mixed ability (i.e. not grouped at all) | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| A11b) How many sets / streams are there in total? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A11c) If setted or streamed, please state (numerically) which set or stream? (1 being top / highest) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A12a) How many pupils in this set are receiving in-class support for maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A12b) How many pupils are withdrawn from class for special needs in maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A12c) How many children are on the Special Educational Needs register? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A12d) How many children have statements of Special Educational Needs? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A13) How many support staff do you have full-time in this class? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A14) What is the ethnic background of the children in the class? (Please indicate the no. of children in each class) | | | |
| a) White | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| b) Mixed | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| c) Indian, Pakistani, Bangladeshi, Chinese or Other Asian | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| d) Black Caribbean, Black African, Black Other | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| e) Other ethnic group | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |



Section A: About each class/set you teach maths to in Year 8 (cont'd...)

A15a) How many maths classes does this set have per week?

Set 4*

Set 5*

Set 6*

A15b) When are the maths classes?

(i) Class 1:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

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 :
 :

End Time (in hours & minutes):

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 :
 :

(ii) Class 2:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

 :
 :
 :

(iii) Class 3:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

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 :
 :

(iv) Class 4:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

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 :
 :

(v) Class 5:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

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 :
 :

End Time (in hours & minutes):

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 :
 :

(vi) Class 6:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

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 :
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End Time (in hours & minutes):

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Section A: About each class/set you teach maths to in Year 8 (cont'd...)

| | Set 4* | Set 5* | Set 6* |
|---|---|---|---|
| A16a) How many minutes on average are spent getting the group to settle at the beginning of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A16b) What proportion of the classtime, is on average, spent teaching the class? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A16c) What proportion of the class is, on average, spent on classroom management? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A16d) How many minutes on average are spent getting the group to clear away at the end of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A17) At this point in the school year, how would you rate behaviour in your class: (cross 1 box in each column) | | | |
| Group misbehaves very frequently and is almost always difficult to handle | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| Group misbehaves frequently and is often difficult to handle | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| Group misbehaves occasionally | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Group behaves well | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Group behaves exceptionally well | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| A18) How many pupils in the class are regularly disruptive or misbehave? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |

Section A: About each class/set you teach maths to in Year 9

| | Set 7* | Set 8* | Set 9* |
|---|---|---|---|
| A19) How many pupils are in the maths set or class this term? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A20a) Is the class: (please cross 1 box in each column) | | | |
| setted (i.e. grouped according to ability specific to maths) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| streamed (i.e. grouped according to general ability across all subjects) | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| mixed ability (i.e. not grouped at all) | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| A20b) How many sets / streams are there in total? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A20c) If setted or streamed, please state (numerically) which set or stream? (1 being top / highest) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A21a) How many pupils in this set are receiving in-class support for maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A21b) How many pupils are withdrawn from class for special needs in maths? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A21c) How many children are on the Special Educational Needs register? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A21d) How many children have statements of Special Educational Needs? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A22) How many support staff do you have full-time in this class? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A23) What is the ethnic background of the children in the class? (Please indicate the no. of children in each class) | | | |
| a) White | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| b) Mixed | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| c) Indian, Pakistani, Bangladeshi, Chinese or Other Asian | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| d) Black Caribbean, Black African, Black Other | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| e) Other ethnic group | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |



Section A: About each class/set you teach maths to in Year 9 (cont'd...)

A24a) How many maths classes does this set have per week?

Set 7*

Set 8*

Set 9*

A24b) When are the maths classes?

(i) Class 1:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

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End Time (in hours & minutes):

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(ii) Class 2:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

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 :
 :

End Time (in hours & minutes):

 :
 :
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(iii) Class 3:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

 :
 :
 :

(iv) Class 4:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

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 :
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(v) Class 5:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

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 :
 :

(vi) Class 6:

Day:

Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Mo ☐ Tu ☐ W ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐Th ☐ Fr ☐ Sa ☐

Start Time (in hours & minutes):

 :
 :
 :

End Time (in hours & minutes):

 :
 :
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Section A: About each class/set you teach maths to in Year 9 (cont'd...)

| | Set 7* | Set 8* | Set 9* |
|---|---|---|---|
| A25a) How many minutes on average are spent getting the group to settle at the beginning of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A25b) What proportion of the classtime, is on average, spent teaching the class? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A25c) What proportion of the class is, on average, spent on classroom management? | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % | <input type="text"/> <input type="text"/> % |
| A25d) How many minutes on average are spent getting the group to clear away at the end of the class? (in minutes) | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| A26) At this point in the school year, how would you rate behaviour in your class: (cross 1 box in each column) | | | |
| Group misbehaves very frequently and is almost always difficult to handle | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| Group misbehaves frequently and is often difficult to handle | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| Group misbehaves occasionally | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Group behaves well | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Group behaves exceptionally well | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| A27) How many pupils in the class are regularly disruptive or misbehave? | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |

Section B: About each class/set you teach maths to in Year 7

For each question in this section, please give one answer per set.

| Between-class differences Year 7 | | Set 1* | Set 2* | Set 3* |
|---|--|--|--|--|
| B1) | How able / intelligent are the pupils in this class compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B2) | How much effort do pupils in this class put forth as compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B3) | To what extent do pupils in this class focus on their learning / mastery of content, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B4) | To what extent do pupils in this class focus on their performance / getting high grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B5) | To what extent do pupils in this class try to avoid errors / low grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B6) | To what extent are pupils in this class withdrawn / would rather not answer questions, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B7) | To what extent do pupils in this class give up easily, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B8) | How well do you know the pupils in this class as compared to pupils in other classes you teach / have taught? (1: very well, 2: quite well, 3: average, 4: not very well, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B9) | How enthusiastic about learning maths are the pupils in this class, as compared to pupils in other classes you teach / have taught? (1: very enthusiastic, 2: quite enthusiastic, 3: average, 4: not very enthusiastic, 5: not at all enthusiastic) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |



Section B: About each class/set you teach maths to in Year 7 (cont'd...)

| Between-class differences Year 7 (cont'd...) | | Set 1* | Set 2* | Set 3* |
|---|--|--|--|--|
| B10) | In terms of learning, to what extent do you tell the pupils in this class when they do something wrong in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B11) | In terms of learning, to what extent do you tell the pupils in this class when they do something right / correct in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| Within-class differences Year 7: | | | | |
| B12) | How different / similar are the pupils in the class regarding their ability / intelligence? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B13) | How different / similar are the pupils in the class regarding their effort? (1: very different, 2: 4: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B14) | How different / similar are the pupils in the class regarding their focus on learning? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B15) | How different / similar are the pupils in this class regarding their focus on performance / getting high grades? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B16) | In what way do you tell pupils in this class when they do something wrong? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B17) | In what way do you tell pupils in this class when they do something right / correct? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |



Section B: About each class/set you teach maths to in Year 8

| Between-class differences Year 8 | | Set 4* | Set 5* | Set 6* |
|----------------------------------|--|--|--|--|
| B18) | How able / intelligent are the pupils in this class compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B19) | How much effort do pupils in this class put forth as compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B20) | To what extent do pupils in this class focus on their learning / mastery of content, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B21) | To what extent do pupils in this class focus on their performance / getting high grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B22) | To what extent do pupils in this class try to avoid errors / low grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B23) | To what extent are pupils in this class withdrawn / would rather not answer questions, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B24) | To what extent do pupils in this class give up easily, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B25) | How well do you know the pupils in this class as compared to pupils in other classes you teach / have taught? (1: very well, 2: quite well, 3: average, 4: not very well, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B26) | How enthusiastic about learning maths are the pupils in this class, as compared to pupils in other classes you teach / have taught? (1: very enthusiastic, 2: quite enthusiastic, 3: average, 4: not very enthusiastic, 5: not at all enthusiastic) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |



Section B: About each class/set you teach maths to in Year 8 (cont'd...)**Between-class differences Year 8 (cont'd...)**

| | Set 4* | Set 5* | Set 6* |
|---|--|--|--|
| B27) In terms of learning, to what extent do you tell the pupils in this class when they do something wrong in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B28) In terms of learning, to what extent do you tell the pupils in this class when they do something right / correct in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |

Within-class differences Year 8:

| | | | |
|---|--|--|--|
| B29) How different / similar are the pupils in the class regarding their ability / intelligence? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B30) How different / similar are the pupils in the class regarding their effort? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B31) How different / similar are the pupils in the class regarding their focus on learning? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B32) How different / similar are the pupils in this class regarding their focus on performance / getting high grades? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B33) In what way do you tell pupils in this class when they do something wrong? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B34) In what way do you tell pupils in this class when they do something right / correct? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |



Section B: About each class/set you teach maths to in Year 9

| Between-class differences Year 9 | | Set 7* | Set 8* | Set 9* |
|---|--|--|--|--|
| B35) | How able / intelligent are the pupils in this class compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B36) | How much effort do pupils in this class put forth as compared to pupils in other classes you teach / have taught? (1: well above average, 2: above average, 3: average, 4: below average, 5: well below average) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B37) | To what extent do pupils in this class focus on their learning / mastery of content, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B38) | To what extent do pupils in this class focus on their performance / getting high grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B39) | To what extent do pupils in this class try to avoid errors / low grades, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B40) | To what extent are pupils in this class withdrawn / would rather not answer questions, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B41) | To what extent do pupils in this class give up easily, as compared to pupils in other classes you teach / have taught? (1: very much, 2: quite a lot, 3: average, 4: not a lot, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B42) | How well do you know the pupils in this class as compared to pupils in other classes you teach / have taught? (1: very well, 2: quite well, 3: average, 4: not very well, 5: not at all) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| B43) | How enthusiastic about learning maths are the pupils in this class, as compared to pupils in other classes you teach / have taught? (1: very enthusiastic, 2: quite enthusiastic, 3: average, 4: not very enthusiastic, 5: not at all enthusiastic) | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |



Section B: About each class/set you teach maths to in Year 9 (cont'd...)**Between-class differences Year 9 (cont'd...)**

| | | Set 7* | Set 8* | Set 9* |
|------|--|----------------------------|----------------------------|----------------------------|
| B44) | In terms of learning, to what extent do you tell the pupils in this class when they do something wrong in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B45) | In terms of learning, to what extent do you tell the pupils in this class when they do something right / correct in class, as compared to pupils in other classes you teach / have taught? (1: all the time, 2: quite often, 3: average, 4: not very often, 5: never) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Within-class differences Year 9:

| | | | | |
|------|--|----------------------------|----------------------------|----------------------------|
| B46) | How different / similar are the pupils in the class regarding their ability / intelligence? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B47) | How different / similar are the pupils in the class regarding their effort? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B48) | How different / similar are the pupils in the class regarding their focus on learning? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B49) | How different / similar are the pupils in this class regarding their focus on performance / getting high grades? (1: very different, 2: somewhat different, 3: average, 4: somewhat similar, 5: very similar) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B50) | In what way do you tell pupils in this class when they do something wrong? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| B51) | In what way do you tell pupils in this class when they do something right / correct? (1: the same way for everyone - 5: I provide very different kinds of feedback) | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| | | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| | | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| | | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| | | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |



Section C: About yourself

C1) How long have you been a teacher at this school? (If intermittently because of illness, maternity leave etc. count the no. of school years spent teaching)

| | | | | | |
|------------------|----------------------------|------------|----------------------------|----------------|----------------------------|
| Less than a year | 1 <input type="checkbox"/> | 1 - 2 yrs | 2 <input type="checkbox"/> | 3 - 4 yrs | 3 <input type="checkbox"/> |
| 5 - 7 yrs | 4 <input type="checkbox"/> | 8 - 10 yrs | 5 <input type="checkbox"/> | 11 or more yrs | 6 <input type="checkbox"/> |

C2) For how long have you taught in schools altogether?

| | | | | | |
|------------------|----------------------------|------------|----------------------------|----------------|----------------------------|
| Less than a year | 1 <input type="checkbox"/> | 1 - 2 yrs | 2 <input type="checkbox"/> | 3 - 4 yrs | 3 <input type="checkbox"/> |
| 5 - 7 yrs | 4 <input type="checkbox"/> | 8 - 10 yrs | 5 <input type="checkbox"/> | 11 or more yrs | 6 <input type="checkbox"/> |

C3) Are you:

| | | | |
|------|----------------------------|--------|----------------------------|
| Male | 1 <input type="checkbox"/> | Female | 2 <input type="checkbox"/> |
|------|----------------------------|--------|----------------------------|

C4) How old are you?

| | | | |
|--------------------|----------------------------|-----------------|----------------------------|
| Under 30 years old | 1 <input type="checkbox"/> | 30 - 39 yrs old | 2 <input type="checkbox"/> |
| 40 - 49 years old | 3 <input type="checkbox"/> | 50 or over | 4 <input type="checkbox"/> |

C5) Your ethnicity (please cross 1 only)

| | | | | | |
|-----------------|-----------------------------|--------------------|-----------------------------|-------------|----------------------------|
| White | 1 <input type="checkbox"/> | Mixed | 2 <input type="checkbox"/> | Indian | 3 <input type="checkbox"/> |
| Pakistani | 4 <input type="checkbox"/> | Bangladeshi | 5 <input type="checkbox"/> | Other Asian | 6 <input type="checkbox"/> |
| Black Caribbean | 7 <input type="checkbox"/> | Black African | 8 <input type="checkbox"/> | Black Other | 9 <input type="checkbox"/> |
| Chinese | 10 <input type="checkbox"/> | Other ethnic group | 11 <input type="checkbox"/> | | |

(please cross the box and state below)

C6) Please indicate which of the following maths qualifications you have
(enter grade in all relevant boxes)

| | (a) Maths | (b) Further maths | (c) Applied maths | (d) Statistics | (e) Pure maths |
|---------------------------|---|----------------------|----------------------|----------------------|----------------------|
| i) O-level / GCSE | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| ii) AS level | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| iii) A level | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| iv) Degree level training | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| v) Higher degree | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| vi) Other (please state): | <div style="border: 1px solid black; height: 40px; width: 100%;"></div> | | | | |

Section C: About yourself (cont'd...)

C7a) What are/were the highest educational qualifications of your parents? Please cross all boxes that apply.

| | Mother | Father |
|--|-----------------------------|-----------------------------|
| Qualifications in shorthand &/or typing, trade apprenticeships, or other vocational training | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| Fewer than 5 GCE O level passes (or equivalent) | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| More than 5 GCE O level passes (or equivalent) | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| GCE A level (or equivalent) | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Degree | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Higher degree | 6 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| Other qualifications (please cross box and specify below) | 7 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| | | |
| No qualifications | 8 <input type="checkbox"/> | 8 <input type="checkbox"/> |
| Not applicable, no mother/father figure | 9 <input type="checkbox"/> | 9 <input type="checkbox"/> |
| Qualifications not known | 10 <input type="checkbox"/> | 10 <input type="checkbox"/> |

C7b) At what age did your parents leave full-time education?

| | Minimum age | 15 - 17 years | 18 years + |
|------------------------|----------------------------|----------------------------|----------------------------|
| Age mother left school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Age father left school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

C8) What is your current post and responsibility? (cross all boxes that apply)

| | | | |
|--|----------------------------|-------------------------|----------------------------|
| Class teacher | 1 <input type="checkbox"/> | Key Stage Leader | 2 <input type="checkbox"/> |
| Subject Leader / Co-ordinator | 3 <input type="checkbox"/> | Deputy Head | 4 <input type="checkbox"/> |
| Head teacher | 5 <input type="checkbox"/> | Advanced Skills Teacher | 6 <input type="checkbox"/> |
| Other (please cross box and specify below) | 7 <input type="checkbox"/> | | |

C9a) Do you work full-time or part-time?

Full-time 1 ☐ Part-time 2 ☐

C9b) If part-time, what proportion of the week (FTE's) do you work?

%

C9c) How many hours per week do you usually work?

| | | | | | |
|---------------|----------------------------|---------------|----------------------------|---------------|----------------------------|
| 0 - 19 hours | 1 <input type="checkbox"/> | 20 - 29 hours | 2 <input type="checkbox"/> | 30 - 39 hours | 3 <input type="checkbox"/> |
| 40 - 49 hours | 4 <input type="checkbox"/> | 50 - 59 hours | 5 <input type="checkbox"/> | 60 hours + | 6 <input type="checkbox"/> |



Section D: Your attitude to teaching

Please indicate the extent to which you agree/disagree with the following statements:

| | | Strongly Agree | Mildly Agree | Can't Say | Mildly Disagree | Strongly Disagree |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| D1) | I really enjoy my present teaching job | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D2) | During class, I often provide several different activities so that students can choose among them | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D3) | I display the work of the highest achieving students as an example | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D4) | If I could start over, I would choose teaching again as my career | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D5) | I encourage students to compete with each other | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D6) | I am certain I am making a difference in the lives of the children I teach | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D7) | If I try really hard, I can get through to even the most difficult student | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D8) | I point out those students who do well as a model for other students | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D9) | It is often necessary to remind students that their status in school differs from that of teachers. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D10) | Factors beyond my control have a greater influence on my students' achievement than I do | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D11) | I help students understand how their performance compares to others | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D12) | I am good at helping all the students in my classes make significant improvements | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D13) | Some students are not going to make a lot of progress this year, no matter what I do | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D14) | I consider how much students have improved when I give them reports | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D15) | I give special privileges to students who do the best work | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D16) | Most students will waste free time if they're not given something to do. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



Section D: Your attitude to teaching (cont'd...)

Please indicate the extent to which you agree/disagree with the following statements:

| | | Strongly Agree | Mildly Agree | Can't Say | Mildly Disagree | Strongly Disagree |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| D17) | There is little I can do to ensure that all my pupils make significant progress this year | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D18) | I make a special effort to recognise pupils' individual progress, even if they are below grade level | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D19) | Pupils can be trusted to use the lavatory without getting permission. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D20) | I can deal with almost any learning problem | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D21) | Teachers should consider revision of their teaching methods if these are criticised by their pupils. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D22) | How much a student learns about maths in my class depends more on a student's natural ability than on my teaching strategies. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D23) | Pupils can be trusted to correct their own tests. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D24) | If pupils in my class are having trouble with maths, they will probably continue to have trouble in maths in the future. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D25) | Some of my pupils were born with more maths potential than other pupils. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D26) | Pupils can be trusted to work together without supervision. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D27) | How much a student learns about maths in my class depends more on his/her social background than on my teaching strategies. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D28) | Being friendly with pupils often leads them to become too familiar. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| D29) | I give a wide range of work, matched to pupils' needs and skills | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



Section E: Stresses and strains

Sometimes teachers nowadays are under considerable stress. The following questions will enable us to assess your well-being. They have been used in many studies.

| | | Very often | Often | Not very often | Never |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|
| E1) | Do you often feel upset for no obvious reason | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E2) | Do you get troubled by dizziness or shortness of breath | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E3) | Have you felt as though you might faint | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E4) | Do you feel sick or have indigestion | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E5) | Do you feel that life is too much effort | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E6) | Do you feel uneasy and restless | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E7) | Do you feel tingling or prickling sensations in your body, arms or legs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E8) | Do you regret much of your past behaviour | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E9) | Do you sometimes feel panicky | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E10) | Do you find that you have little or no appetite | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E11) | Do you wake unusually early in the morning even when you haven't been woken up by someone else in the household | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E12) | Do you worry a lot | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E13) | Do you feel tired or exhausted | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E14) | Do you experience long periods of sadness | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E15) | Do you feel strung-up inside | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E16) | Can you go to sleep all right | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E17) | Do you ever have the feeling you are going to pieces | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E18) | Do you often have excessive sweating or fluttering of the heart | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E19) | Do you find yourself needing to cry | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E20) | Do you have bad dreams which upset you when you wake up | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E21) | Do you lose the ability to feel sympathy for others | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E22) | Can you think as quickly as you used to | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| E23) | Do you have to make a special effort to face up to a crisis or difficulty | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |



Section F: Your opinion of yourself

Below are some statements. Please say how true they are of you:

| | | Almost always true | Often true | Some- times true | Seldom true | Never true |
|------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| F1) | I feel that I am a person of worth, at least equal to others | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F2) | I feel I have a number of good qualities | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F3) | I am able to do things as well as most other people | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F4) | I feel I do not have much to be proud of | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F5) | I take a positive attitude towards myself | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F6) | Sometimes I think I am no good at all | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F7) | I am a useful person to have around | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F8) | I feel I cannot do anything right | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F9) | When I do a job I do it well | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F10) | I feel that my life is not very useful | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F11) | I am unlucky | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| | | Very high | High | Moderate | Low | Very Low |
| F12) | My current motivation as a teacher is: | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| | | Increased | Stayed the same | Decreased | | |
| F13) | Over the last 3 years my motivation has... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | | |

How likely are you in the next 2 years to change:

| | | Very likely | Fairly likely | Don't know | Unlikely | Very unlikely |
|-------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| F14a) | careers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F14b) | teaching job (apply to another school) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| F14c) | teaching role (in same school) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Section G: About your school

Please indicate how much you agree or disagree with the following statements which are about the school as a whole:

| | | Strongly Agree | Mildly Agree | Can't Say | Mildly Disagree | Strongly Disagree |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| G1) | The importance of trying hard is really stressed to pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G2) | Pupils are told that making mistakes is OK as long as they are learning and improving | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G3) | A lot of work the pupils do is boring and repetitious | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G4) | Pupils are frequently told that learning should be fun. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G5) | The emphasis is on really understanding schoolwork, not just memorising it | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G6) | A real effort is made to recognise pupils for effort and improvement | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G7) | A real effort is made to show pupils how the work they do in school is related to their lives outside of school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G8) | It's easy to tell which pupils are going to get the highest grades and which pupils get the lowest grades | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G9) | Pupils who get good grades are pointed out as an example to others | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G10) | Pupils hear a lot about the importance of getting high test scores | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G11) | Grades and test scores are not talked about a lot | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G12) | Pupils are encouraged to compete with each other academically | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| G13) | The level of homework set is driven more by what the parents expect than by what would benefit the pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Section G: About your school (cont'd...)

In your school, is the learning of pupils hindered by:

| | | Not at all | Very little | To some extent | A lot |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|
| G14) | low expectations of teachers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G15) | student absenteeism | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G16) | poor student-teacher relations | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G17) | teacher turnover | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G18) | lack of parental support for student learning at home | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G19) | disruption of classes by pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G20) | teachers not meeting individual pupils' needs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G21) | teacher absenteeism | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G22) | pupils skipping classes | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G23) | pupils lacking respect for teachers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G24) | staff resisting change | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G25) | not enough instruction time | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G26) | the use of alcohol or illegal drugs by pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G27) | teachers being too strict with pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G28) | pupils intimidating or bullying other pupils | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G29) | pupils not being encouraged to achieve their full potential | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G30) | pupils coming from poor home environments | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G31) | a shortage / inadequacy of teachers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G32) | a shortage / inadequacy of maths teachers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| G33) | a shortage / inadequacy of support personnel for classroom teachers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Section H: Classes taught in the year 2003/2004

Please write below the names of all Year 7 and Year 8 classes that you taught maths to in the **last** academic year (2003/2004).

Year 7 class(es)/set(s) taught in 2003-2004:

Please give the names of each **Year 7** class.

| | | | | | | | | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| set 1 | | | | | | | | | | | | | | | | | | | |
| set 2 | | | | | | | | | | | | | | | | | | | |
| set 3 | | | | | | | | | | | | | | | | | | | |

Year 8 class(es)/set(s) taught in 2003-2004:

Please give the names of each **Year 8** class.

| | | | | | | | | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| set 4 | | | | | | | | | | | | | | | | | | | |
| set 5 | | | | | | | | | | | | | | | | | | | |
| set 6 | | | | | | | | | | | | | | | | | | | |

H7) Space for any comments you would like to make about maths teaching

H8) Date on which you completed this questionnaire

| | | | | | | | | | |
|--|--|---|--|--|---|--|--|--|--|
| | | / | | | / | | | | |
|--|--|---|--|--|---|--|--|--|--|

THANK YOU VERY MUCH FOR YOUR HELP

- H9) You may use the space below for any further comments you might like to make. Remember that for confidentiality reasons we will not be able to reply to these unless you sign them.