

SECTION A: About each class/set you teach maths to in year 7

	Set 1 *		Set 2 *		Set 3 *	
A1. How many children in the class/set?	<input type="text"/>					
A2a. How many children in this set are receiving in-class support for maths?	<input type="text"/>					
A2b. How many children are withdrawn from class for special needs in mathematics?	<input type="text"/>					
A3. In total, how many hours per week does the set spend on maths (round parts of an hour up)?	<input type="text"/>					
A4. How often per week is maths homework given on average?	<input type="text"/>					
	Yes	No	Yes	No	Yes	No
A5. Are all members of the set given homework? (please cross through correct box)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
A6. Do you give maths homework for half term or school holidays? (please cross through correct box)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

* Please use the numbering for the classes or sets used on the front cover



SECTION B: Your attitude to teaching maths

B1. Homework

a) On average, how long do you expect pupils in your class to spend on a typical piece of homework?

1 up to 10 minutes

2 11-20 minutes

3 21-30 minutes

4 31-40 minutes

5 more than 40 minutes

6 I don't give homework

b) What do you do if pupils do not do their homework? (Cross through all boxes that apply)

(i) Ask them to do it another time 1

(ii) Use sanctions or punishments 1

(iii) Other (please describe) 1

(iv) Do nothing 1

c) What contribution do you think homework makes to pupil's learning?

1 large contribution

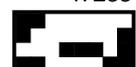
2 small contribution

3 no contribution

B2. How important is the responsibility you feel you have for each of the following educational objectives?

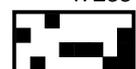
	Essential objective	Major but not essential	Fairly important	Minor importance	Not important
a) To develop basic maths skills and build up knowledge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b) To develop the child's deeper understanding of maths	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c) To equip the child with skills and attitudes which will enable her/him to take a place effectively in society	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

continued on next page



B2 (continued)

	Essential objective	Major but not essential	Fairly important	Minor importance	Not important
d) That the child should be happy and well balanced	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e) To develop the child's capacity to think and reason	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f) To fit the child for an occupational role in society	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g) That attainment targets should be achieved for as many children as possible	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h) That the child is capable of hard work and effort	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i) That the child should produce neat and presentable work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j) That the child should enjoy school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k) That an interest in learning is aroused	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l) That children should be able to organise their work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m) To develop the child's self-confidence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



C2 (continued) please cross through all applicable boxes and complete any other fields on the same line

m) General Degree 1 → University

n) Honours Degree 1 → Class → University

o) Mathematics component in a degree 1 → University

p) Maths as the major topic of a degree 1 → University

q) MSc 1 → Topic

r) PhD with maths used as a component 1

s) PhD without maths 1

t) Other relevant qualification 1 → Institution
(please cross box and describe below)

C3. a) Please give the year in which you qualified for teaching
(if none, leave blank and go to question C4)

b) Please list your teaching qualifications below (please write each letter or number in a separate box):

1.																				
2.																				
3.																				
4.																				
5.																				

c) What subject area did you specialise in? (please write each letter in a separate box)

d) What type of school or college did you train for?

Middle School 1

Secondary School 2

Further Education 3

Other 4 Description

(if other, please cross box and fill in description box)



C4. a) Do you currently also teach subjects other than maths?

1 Yes

2 No

➔ If no, go to D1

b) If yes, what do you teach and for how many hours per week?

Subject (please write each letter in a separate box)

Hours/week

1.	<input type="text"/>																	
2.	<input type="text"/>																	
3.	<input type="text"/>																	

SECTION D: Your attitude towards teaching

For each question, please cross through the box which best describes your attitude

		Strongly Agree	Mildly Agree	Can't Say	Mildly Disagree	Strongly Disagree
D1.	I really enjoy teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D2.	I would prefer to get out of teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D3.	I don't feel confident teaching maths	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D4.	I like the challenge of making children understand	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D5.	I really enjoy teaching maths	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D6.	Changes in the curriculum are an exciting challenge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D7.	Being a teacher is really worthwhile	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



SECTION E: **space for any comments you would like to make about maths teaching**

please do not write below the line

SECTION F:

F1. Date on which you completed this questionnaire

/ /

THANK YOU VERY MUCH FOR YOUR HELP

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.

please do not write below the line

For office use only

Coder

© University of Bristol

47233

