

Thank you for participating in this study. This questionnaire asks for information about:

- School background
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School environment

This information will help illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the headteacher or another person appointed by the headteacher. It should take about 45 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located in the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other headteachers to calculate totals and averages in which no school can be identified.

Which of the following definitions best describes the community in which your school is located?

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people)	SC001Q01TA01 <input type="radio"/>
A small town (3 000 to about 15 000 people)	SC001Q01TA02 <input type="radio"/>
A town (15 000 to about 100 000 people)	SC001Q01TA03 <input type="radio"/>
A city (100 000 to about 1 000 000 people)	SC001Q01TA04 <input type="radio"/>
A large city (1 000 000 to about 10 000 000 people)	SC001Q01TA05 <input type="radio"/>

Is your school:

(Please select one response.)

Maintained via the Local Authority (in England and Wales) or grant-aided (in Northern Ireland) (for example, community school, voluntary controlled school, foundation school)	SC013C01TA01 <input type="radio"/>
Maintained by central government (for example, city technology college, academy, free school)	SC013C01TA02 <input type="radio"/>
An independent school	SC013C01TA03 <input type="radio"/>

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	SC014Q01TA01 <input type="radio"/>
Another not-for-profit organisation	SC014Q01TA02 <input type="radio"/>
A for-profit organisation	SC014Q01TA03 <input type="radio"/>
The government	SC014Q01JA04 <input type="radio"/>

SC014

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a percentage for each response. Enter "0" (zero) if no funding comes from that source.)

	%
Government (includes departments for education and local authorities in England, Wales and Northern Ireland, e.g. DfE, DfES, DENI)	SC016Q01TA01 <input type="text"/>
Student fees or school charges paid by parents or guardians	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent or guardian fundraising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

Rule: IF ((^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) != 100)

Message: Sum does not add to 100%. Please check your response.

SC016E01

We are interested in the options parents or guardians have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

What was the total number of students enrolled at your school on 1 February 2022?

(Please enter a number for each response. Enter "0" (zero) if there were none.)

Number of boys:	SC002Q01TA01 <input type="text"/>
Number of girls:	SC002Q02TA01 <input type="text"/>

Please estimate the percentage of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) at your school who have the following characteristics.

(Students may fall into more than one category.)

(Please move the slider to the appropriate percentage.)

Students whose home language is not English.	<div style="text-align: center;">SC211Q01JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>
Students with special educational needs	<div style="text-align: center;">SC211Q02JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>
Students from socioeconomically disadvantaged homes	<div style="text-align: center;">SC211Q03JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>
Students who are immigrants (not including refugees)	<div style="text-align: center;">SC211Q04JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>
Students who have parents who have immigrated	<div style="text-align: center;">SC211Q05JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>
Students who are refugees	<div style="text-align: center;">SC211Q06JA01</div> <hr/> <div style="display: flex; justify-content: space-between;"> 0% 100% </div>

Rule: IF ^SC211Q01JA01 = "" OR ^SC211Q02JA01 = "" OR ^SC211Q03JA01 = "" OR ^SC211Q04JA01 = "" OR ^SC211Q05JA01 = "" OR ^SC211Q06JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC211E01

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a university Bachelor's degree (e.g. BA, BSc, BEd)	SC018Q08JA01 <input type="text"/>	SC018Q08JA02 <input type="text"/>
Teachers with a university Master's degree (e.g. MA, MSc, MBA)	SC018Q09JA01 <input type="text"/>	SC018Q09JA02 <input type="text"/>
Teachers with a doctorate or higher degree (e.g. MPhil, PhD)	SC018Q10JA01 <input type="text"/>	SC018Q10JA02 <input type="text"/>

SC018

How many of the following teach mathematics in your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Please count only those teachers who have taught or will teach mathematics during the current school year.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers of mathematics in TOTAL	SC182Q01WA01 <input type="text"/>	SC182Q01WA02 <input type="text"/>
Teachers with Qualified Teacher Status (England and Wales) or deemed eligible to teach by the Department of Education (Northern Ireland)	SC182Q06WA01 <input type="text"/>	SC182Q06WA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree (e.g. BA, BSc, BEd) qualification	SC182Q07JA01 <input type="text"/>	SC182Q07JA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree (e.g. BA, BSc, BEd) <u>in mathematics</u>	SC182Q08JA01 <input type="text"/>	SC182Q08JA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree (e.g. BA, BSc, BEd) <u>in education</u>	SC182Q09JA01 <input type="text"/>	SC182Q09JA02 <input type="text"/>
Teachers of mathematics with a Higher Education qualification below degree level (e.g. Diploma of Higher Education or Higher levels in HNC, HND or BTEC) <u>but not</u> a university Bachelor's degree (e.g. BA, BSc, BEd)	SC182Q10JA01 <input type="text"/>	SC182Q10JA02 <input type="text"/>

For each type of position listed below, please indicate the number of non-teaching staff currently working in this school.

(Non-teaching staff may fall into more than one category)

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

Staff that support teaching, irrespective of the year groups or ages they support. <i>Include all teaching assistants, professional curriculum/teaching specialists, educational media specialists, non-teaching professionals who provide teaching support, psychologists and nurses.</i>	SC168Q01JA01 <input type="text"/>
School administrative staff <i>Including receptionists, secretaries, and administration assistants</i>	SC168Q02JA01 <input type="text"/>
School management staff <i>Including headteachers, assistant headteachers, and other staff whose main activity is management</i>	SC168Q03JA01 <input type="text"/>
Other non-teaching staff	SC168Q04JA01 <input type="text"/>

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

	Never	Sometimes	Always
Student's record of academic performance (including placement tests)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation of feeder schools	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' or guardians' endorsement of the teaching or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special programme	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Student's disciplinary record in this or another school	SC012Q08JA01 <input type="radio"/>	SC012Q08JA02 <input type="radio"/>	SC012Q08JA03 <input type="radio"/>
Student's parental status or pregnancy	SC012Q10JA01 <input type="radio"/>	SC012Q10JA02 <input type="radio"/>	SC012Q10JA03 <input type="radio"/>
Student's working status	SC012Q11JA01 <input type="radio"/>	SC012Q11JA02 <input type="radio"/>	SC012Q11JA03 <input type="radio"/>
Student's cultural or ethnic background	SC012Q12JA01 <input type="radio"/>	SC012Q12JA02 <input type="radio"/>	SC012Q12JA03 <input type="radio"/>

SC012

In your school, how likely is it that a student in Years 10 and 11 (England and Wales) or in Years 11 and 12 (Northern Ireland) would be transferred to another school for the following reasons?

(Please select one response in each row.)

	Not likely	Likely	Very likely
Low academic achievement	SC185Q01WA 01 <input type="radio"/>	SC185Q01WA 02 <input type="radio"/>	SC185Q01WA 03 <input type="radio"/>
High academic achievement	SC185Q02WA 01 <input type="radio"/>	SC185Q02WA 02 <input type="radio"/>	SC185Q02WA 03 <input type="radio"/>
Behavioural problems	SC185Q03WA 01 <input type="radio"/>	SC185Q03WA 02 <input type="radio"/>	SC185Q03WA 03 <input type="radio"/>
Special educational needs	SC185Q04WA 01 <input type="radio"/>	SC185Q04WA 02 <input type="radio"/>	SC185Q04WA 03 <input type="radio"/>
Parents' or guardians' request	SC185Q05WA 01 <input type="radio"/>	SC185Q05WA 02 <input type="radio"/>	SC185Q05WA 03 <input type="radio"/>

Who has the main responsibility for the following at your school?

(Please select one response in each row.)

	Headteacher	Teachers or members of the school management team	School governing board	Local authority (including MAT, Education Authority and CCMS)	Government department or agency (e.g. DfE, DfES, DENI)
Appointing or hiring teachers	SC202Q01JA01 <input type="radio"/>	SC202Q01JA02 <input type="radio"/>	SC202Q01JA03 <input type="radio"/>	SC202Q01JA04 <input type="radio"/>	SC202Q01JA06 <input type="radio"/>
Dismissing or suspending teachers from employment	SC202Q02JA01 <input type="radio"/>	SC202Q02JA02 <input type="radio"/>	SC202Q02JA03 <input type="radio"/>	SC202Q02JA04 <input type="radio"/>	SC202Q02JA06 <input type="radio"/>
Establishing teachers' starting salaries, including setting pay scales	SC202Q03JA01 <input type="radio"/>	SC202Q03JA02 <input type="radio"/>	SC202Q03JA03 <input type="radio"/>	SC202Q03JA04 <input type="radio"/>	SC202Q03JA06 <input type="radio"/>
Determining teachers' salary increases	SC202Q04JA01 <input type="radio"/>	SC202Q04JA02 <input type="radio"/>	SC202Q04JA03 <input type="radio"/>	SC202Q04JA04 <input type="radio"/>	SC202Q04JA06 <input type="radio"/>
Formulating the school budget	SC202Q05JA01 <input type="radio"/>	SC202Q05JA02 <input type="radio"/>	SC202Q05JA03 <input type="radio"/>	SC202Q05JA04 <input type="radio"/>	SC202Q05JA06 <input type="radio"/>
Deciding on budget allocations	SC202Q06JA01 <input type="radio"/>	SC202Q06JA02 <input type="radio"/>	SC202Q06JA03 <input type="radio"/>	SC202Q06JA04 <input type="radio"/>	SC202Q06JA06 <input type="radio"/>
Establishing student disciplinary policies and procedures	SC202Q07JA01 <input type="radio"/>	SC202Q07JA02 <input type="radio"/>	SC202Q07JA03 <input type="radio"/>	SC202Q07JA04 <input type="radio"/>	SC202Q07JA06 <input type="radio"/>
Establishing student assessment policies, including national assessments	SC202Q08JA01 <input type="radio"/>	SC202Q08JA02 <input type="radio"/>	SC202Q08JA03 <input type="radio"/>	SC202Q08JA04 <input type="radio"/>	SC202Q08JA06 <input type="radio"/>
Approving students for admission to the school	SC202Q09JA01 <input type="radio"/>	SC202Q09JA02 <input type="radio"/>	SC202Q09JA03 <input type="radio"/>	SC202Q09JA04 <input type="radio"/>	SC202Q09JA06 <input type="radio"/>
Choosing which learning materials are used	SC202Q10JA01 <input type="radio"/>	SC202Q10JA02 <input type="radio"/>	SC202Q10JA03 <input type="radio"/>	SC202Q10JA04 <input type="radio"/>	SC202Q10JA06 <input type="radio"/>
Determining course content, including national curricula	SC202Q11JA01 <input type="radio"/>	SC202Q11JA02 <input type="radio"/>	SC202Q11JA03 <input type="radio"/>	SC202Q11JA04 <input type="radio"/>	SC202Q11JA06 <input type="radio"/>
Deciding which courses are offered	SC202Q12JA01 <input type="radio"/>	SC202Q12JA02 <input type="radio"/>	SC202Q12JA03 <input type="radio"/>	SC202Q12JA04 <input type="radio"/>	SC202Q12JA06 <input type="radio"/>

During the last 12 months, how often did you or other members of the school management team engage in the following activities?

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
Collaborating with teachers to solve classroom discipline problems	SC201Q01JA0 1 <input type="radio"/>	SC201Q01JA0 2 <input type="radio"/>	SC201Q01JA0 3 <input type="radio"/>	SC201Q01JA0 4 <input type="radio"/>	SC201Q01JA0 5 <input type="radio"/>
Providing feedback to teachers based on observations of teaching in the classroom	SC201Q03JA0 1 <input type="radio"/>	SC201Q03JA0 2 <input type="radio"/>	SC201Q03JA0 3 <input type="radio"/>	SC201Q03JA0 4 <input type="radio"/>	SC201Q03JA0 5 <input type="radio"/>
Taking actions to support co-operation among teachers to develop new teaching practices	SC201Q04JA0 1 <input type="radio"/>	SC201Q04JA0 2 <input type="radio"/>	SC201Q04JA0 3 <input type="radio"/>	SC201Q04JA0 4 <input type="radio"/>	SC201Q04JA0 5 <input type="radio"/>
Taking actions to ensure that teachers take responsibility for improving their teaching skills	SC201Q05JA0 1 <input type="radio"/>	SC201Q05JA0 2 <input type="radio"/>	SC201Q05JA0 3 <input type="radio"/>	SC201Q05JA0 4 <input type="radio"/>	SC201Q05JA0 5 <input type="radio"/>
Taking actions to ensure that teachers feel responsible for their students' learning outcomes	SC201Q06JA0 1 <input type="radio"/>	SC201Q06JA0 2 <input type="radio"/>	SC201Q06JA0 3 <input type="radio"/>	SC201Q06JA0 4 <input type="radio"/>	SC201Q06JA0 5 <input type="radio"/>
Providing parents or guardians with information on the school and student performance	SC201Q07JA0 1 <input type="radio"/>	SC201Q07JA0 2 <input type="radio"/>	SC201Q07JA0 3 <input type="radio"/>	SC201Q07JA0 4 <input type="radio"/>	SC201Q07JA0 5 <input type="radio"/>
Working on a professional development plan for this school	SC201Q11JA0 1 <input type="radio"/>	SC201Q11JA0 2 <input type="radio"/>	SC201Q11JA0 3 <input type="radio"/>	SC201Q11JA0 4 <input type="radio"/>	SC201Q11JA0 5 <input type="radio"/>

The goal of the following set of questions is to gather information about the student-digital device ratio for students in Year 11 (England and Wales) or Year 12 (Northern Ireland) at your school.

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	Number
What is the total number of students in Year 11 (England and Wales) or Year 12 (Northern Ireland) at your school.	SC004Q01TA01 <input type="text"/>
Approximately, how many desktop or laptop computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately, how many of these desktop or laptop computers are connected to the Internet?	SC004Q03TA01 <input type="text"/>
Approximately how many tablet devices (e.g. iPad, Galaxy Tab, Amazon Fire) or e-book readers (e.g. Amazon Kindle, Kobo) are available for these students for educational purposes?	SC004Q08JA01 <input type="text"/>
Approximately, how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately, how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately, how many desktop or laptop computers with internet connection are available for teachers in your school?	SC004Q07NA01 <input type="text"/>

SC004

Do the following statements apply to your school?

(Please select one response in each row.)

	Yes	No
The school has a written statement about the general use of digital devices on the school premises.	SC190Q01JA0 1 <input type="radio"/>	SC190Q01JA0 2 <input type="radio"/>
The use of mobile phones is not allowed on the school premises.	SC190Q02JA0 1 <input type="radio"/>	SC190Q02JA0 2 <input type="radio"/>
The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	SC190Q05JA0 1 <input type="radio"/>	SC190Q05JA0 2 <input type="radio"/>
Teachers establish rules for when students may use digital devices during lessons.	SC190Q06JA0 1 <input type="radio"/>	SC190Q06JA0 2 <input type="radio"/>
Teachers establish rules in collaboration with students about their use of digital resources at school or in class.	SC190Q07JA0 1 <input type="radio"/>	SC190Q07JA0 2 <input type="radio"/>
The school has a specific programme to prepare students for responsible internet behaviour.	SC190Q08JA0 1 <input type="radio"/>	SC190Q08JA0 2 <input type="radio"/>
The school has a specific policy about using social networks (e.g. Facebook) in teaching and learning.	SC190Q09JA0 1 <input type="radio"/>	SC190Q09JA0 2 <input type="radio"/>
The school has a specific programme to promote collaboration on the use of digital devices among teachers.	SC190Q10JA0 1 <input type="radio"/>	SC190Q10JA0 2 <input type="radio"/>
The school has a scheduled time for teachers to meet to share, evaluate or develop teaching materials and approaches that employ digital devices.	SC190Q11JA0 1 <input type="radio"/>	SC190Q11JA0 2 <input type="radio"/>

Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

	Yes, this is mandatory, e.g. based on national or local policies	Yes, based on school initiative	No
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curriculum and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and exam grades	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardised policy for mathematics subjects (i.e. school curriculum with shared teaching materials accompanied by staff development and training)	SC037Q11JA01 <input type="radio"/>	SC037Q11JA02 <input type="radio"/>	SC037Q11JA03 <input type="radio"/>

SC037

Thinking about the last external evaluation in your school, did the following occur?

(If you need further explanation of the term "external evaluation", please use the help button.)

(Please select one response in each row.)

	Yes	No	Not applicable
The results of external evaluation led to changes in school policies.	SC200Q01JA0 1 <input type="radio"/>	SC200Q01JA0 2 <input type="radio"/>	SC200Q01JA0 3 <input type="radio"/>
We used the data to plan specific action for school development.	SC200Q02JA0 1 <input type="radio"/>	SC200Q02JA0 2 <input type="radio"/>	SC200Q02JA0 3 <input type="radio"/>
We used the data to plan specific action for the improvement of teaching.	SC200Q03JA0 1 <input type="radio"/>	SC200Q03JA0 2 <input type="radio"/>	SC200Q03JA0 3 <input type="radio"/>
We put measures derived from the results of external evaluations into practice.	SC200Q04JA0 1 <input type="radio"/>	SC200Q04JA0 2 <input type="radio"/>	SC200Q04JA0 3 <input type="radio"/>

During this academic year, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

	Yes	No
Tests or assessments of student achievement	SC032Q01TA0 1 <input type="radio"/>	SC032Q01TA0 2 <input type="radio"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA0 1 <input type="radio"/>	SC032Q02TA0 2 <input type="radio"/>
Headteacher or senior staff observations of lessons	SC032Q03TA0 1 <input type="radio"/>	SC032Q03TA0 2 <input type="radio"/>
Observation of classes by inspectors or other persons external to the school	SC032Q04TA0 1 <input type="radio"/>	SC032Q04TA0 2 <input type="radio"/>

What impact did appraisals of teachers at your school have on any of the following?

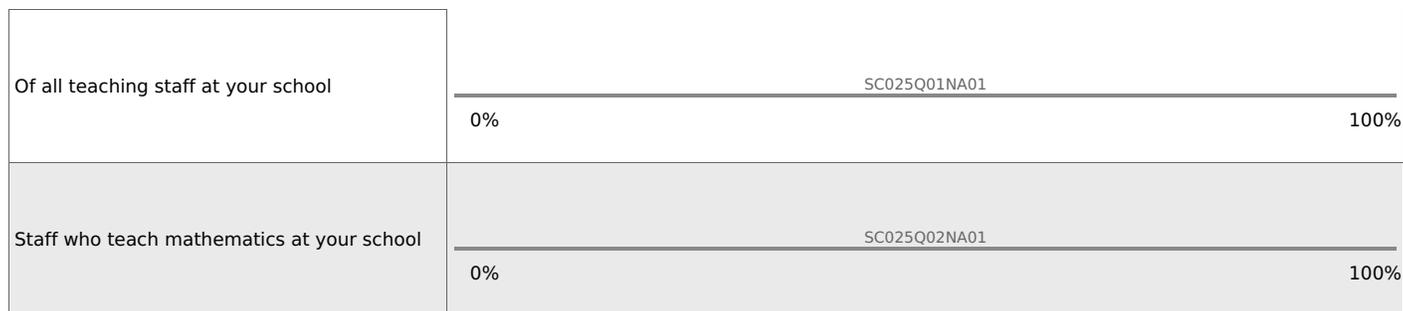
(Please select one response in each row.)

	No impact	Small impact	Moderate impact	Large impact
A change in salary	SC193Q01WA 01 <input type="radio"/>	SC193Q01WA 02 <input type="radio"/>	SC193Q01WA 03 <input type="radio"/>	SC193Q01WA 04 <input type="radio"/>
A financial bonus or another kind of monetary reward	SC193Q02WA 01 <input type="radio"/>	SC193Q02WA 02 <input type="radio"/>	SC193Q02WA 03 <input type="radio"/>	SC193Q02WA 04 <input type="radio"/>
Opportunities for professional development activities	SC193Q03WA 01 <input type="radio"/>	SC193Q03WA 02 <input type="radio"/>	SC193Q03WA 03 <input type="radio"/>	SC193Q03WA 04 <input type="radio"/>
A change in the likelihood of career advancement	SC193Q04WA 01 <input type="radio"/>	SC193Q04WA 02 <input type="radio"/>	SC193Q04WA 03 <input type="radio"/>	SC193Q04WA 04 <input type="radio"/>
Public recognition from you	SC193Q05WA 01 <input type="radio"/>	SC193Q05WA 02 <input type="radio"/>	SC193Q05WA 03 <input type="radio"/>	SC193Q05WA 04 <input type="radio"/>
Changes in work responsibilities that make the job more attractive	SC193Q06WA 01 <input type="radio"/>	SC193Q06WA 02 <input type="radio"/>	SC193Q06WA 03 <input type="radio"/>	SC193Q06WA 04 <input type="radio"/>
A role in school development initiatives (e.g. curriculum development group, development of school objectives)	SC193Q07WA 01 <input type="radio"/>	SC193Q07WA 02 <input type="radio"/>	SC193Q07WA 03 <input type="radio"/>	SC193Q07WA 04 <input type="radio"/>

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)



Rule: IF ^SC025Q01NA01 = "" OR ^SC025Q02NA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC025E01

Which of the following types of in-house professional development exist at your school?

(Please select one response in each row.)

	Yes	No
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA0 1 <input type="radio"/>	SC027Q02NA0 2 <input type="radio"/>
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA0 1 <input type="radio"/>	SC027Q03NA0 2 <input type="radio"/>
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA0 1 <input type="radio"/>	SC027Q04NA0 2 <input type="radio"/>

Which of the following types of in-house professional development exist for staff who teach mathematics at your school?

(Please select one response in each row.)

	Yes	No
Our school invites specialists to conduct in-service training for mathematics teachers.	SC183Q02JA0 1 <input type="radio"/>	SC183Q02JA0 2 <input type="radio"/>
Our school organises in-service workshops, which deal with specific issues that our mathematics teachers face.	SC183Q03JA0 1 <input type="radio"/>	SC183Q03JA0 2 <input type="radio"/>
Our school organises in-service workshops for specific mathematics teachers (e.g. newly appointed teachers).	SC183Q04JA0 1 <input type="radio"/>	SC183Q04JA0 2 <input type="radio"/>

Does your school offer professional development to mathematics teachers in any of the following?

(Please select one response in each row.)

	Yes	No
Mathematics content	SC184Q01JA0 1 <input type="radio"/>	SC184Q01JA0 2 <input type="radio"/>
Mathematics pedagogy/teaching	SC184Q02JA0 1 <input type="radio"/>	SC184Q02JA0 2 <input type="radio"/>
Mathematics curriculum	SC184Q03JA0 1 <input type="radio"/>	SC184Q03JA0 2 <input type="radio"/>
Integrating digital resources into mathematics teaching	SC184Q04JA0 1 <input type="radio"/>	SC184Q04JA0 2 <input type="radio"/>
Improving students' critical thinking or problem solving skills	SC184Q05JA0 1 <input type="radio"/>	SC184Q05JA0 2 <input type="radio"/>
Mathematics assessment	SC184Q06JA0 1 <input type="radio"/>	SC184Q06JA0 2 <input type="radio"/>
Addressing individual students' needs (e.g. differentiated learning, differentiated teaching)	SC184Q07JA0 1 <input type="radio"/>	SC184Q07JA0 2 <input type="radio"/>

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
A lack of teaching staff	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of assisting staff	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>
A lack of digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q09JA01 <input type="radio"/>	SC017Q09JA02 <input type="radio"/>	SC017Q09JA03 <input type="radio"/>	SC017Q09JA04 <input type="radio"/>
Inadequate or poor quality digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q10JA01 <input type="radio"/>	SC017Q10JA02 <input type="radio"/>	SC017Q10JA03 <input type="radio"/>	SC017Q10JA04 <input type="radio"/>

SC017

In your school, to what extent is the learning of students hindered by the following?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Student truancy	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Students not paying attention	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

SC061

To what extent is each of the following behaviours a problem in your school?

(Please select one response in each row.)

	Not at all	Small extent	Moderate extent	Large extent
Profanity	SC172Q02JA0 1 <input type="radio"/>	SC172Q02JA0 2 <input type="radio"/>	SC172Q02JA0 3 <input type="radio"/>	SC172Q02JA0 4 <input type="radio"/>
Vandalism	SC172Q03JA0 1 <input type="radio"/>	SC172Q03JA0 2 <input type="radio"/>	SC172Q03JA0 3 <input type="radio"/>	SC172Q03JA0 4 <input type="radio"/>
Theft	SC172Q04JA0 1 <input type="radio"/>	SC172Q04JA0 2 <input type="radio"/>	SC172Q04JA0 3 <input type="radio"/>	SC172Q04JA0 4 <input type="radio"/>
Intimidation or verbal abuse among students (including texting, emailing, etc.)	SC172Q05JA0 1 <input type="radio"/>	SC172Q05JA0 2 <input type="radio"/>	SC172Q05JA0 3 <input type="radio"/>	SC172Q05JA0 4 <input type="radio"/>
Physical injury caused by students to other students	SC172Q06JA0 1 <input type="radio"/>	SC172Q06JA0 2 <input type="radio"/>	SC172Q06JA0 3 <input type="radio"/>	SC172Q06JA0 4 <input type="radio"/>
Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	SC172Q07JA0 1 <input type="radio"/>	SC172Q07JA0 2 <input type="radio"/>	SC172Q07JA0 3 <input type="radio"/>	SC172Q07JA0 4 <input type="radio"/>

SC172

During this academic year, how often has the school staff done each of the following?

(Staff includes teachers, teaching/education support staff, school administrative personnel and school management staff)

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
They helped students of different backgrounds to recognise the similarities that exist between them.	SC173Q01JA0 1 <input type="radio"/>	SC173Q01JA0 2 <input type="radio"/>	SC173Q01JA0 3 <input type="radio"/>	SC173Q01JA0 4 <input type="radio"/>	SC173Q01JA0 5 <input type="radio"/>
They encouraged students of different backgrounds to resolve disagreements by finding common ground.	SC173Q02JA0 1 <input type="radio"/>	SC173Q02JA0 2 <input type="radio"/>	SC173Q02JA0 3 <input type="radio"/>	SC173Q02JA0 4 <input type="radio"/>	SC173Q02JA0 5 <input type="radio"/>
They supported activities or organisations that encourage students' expression of diverse identities.	SC173Q03JA0 1 <input type="radio"/>	SC173Q03JA0 2 <input type="radio"/>	SC173Q03JA0 3 <input type="radio"/>	SC173Q03JA0 4 <input type="radio"/>	SC173Q03JA0 5 <input type="radio"/>
They taught students how to respond to discrimination.	SC173Q04JA0 1 <input type="radio"/>	SC173Q04JA0 2 <input type="radio"/>	SC173Q04JA0 3 <input type="radio"/>	SC173Q04JA0 4 <input type="radio"/>	SC173Q04JA0 5 <input type="radio"/>
They taught students to be inclusive of others with different backgrounds.	SC173Q05JA0 1 <input type="radio"/>	SC173Q05JA0 2 <input type="radio"/>	SC173Q05JA0 3 <input type="radio"/>	SC173Q05JA0 4 <input type="radio"/>	SC173Q05JA0 5 <input type="radio"/>
They provided additional support for students from disadvantaged backgrounds.	SC173Q06JA0 1 <input type="radio"/>	SC173Q06JA0 2 <input type="radio"/>	SC173Q06JA0 3 <input type="radio"/>	SC173Q06JA0 4 <input type="radio"/>	SC173Q06JA0 5 <input type="radio"/>

During this academic year, what proportion of students' parents or guardians participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents or guardians participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents or guardians participated in the activity.)

Discussed their child's behaviour with a teacher on the parents' or guardians' own initiative	SC064Q05WA01	0%	100%
Discussed their child's behaviour on the initiative of one of their child's teachers	SC064Q06WA01	0%	100%
Discussed their child's progress with a teacher on the parents' or guardians' own initiative	SC064Q01TA01 %	0%	100%
Discussed their child's progress on the initiative of one of their child's teachers	SC064Q02TA01 %	0%	100%
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening, school play, sports, field trip)	SC064Q04NA01 %	0%	100%
Participated in local school government, (e.g. as a parent governor)	SC064Q03TA01 %	0%	100%
Assisted in fundraising for the school	SC064Q07WA01	0%	100%

Rule: IF ^SC064Q05WA01 = "" OR ^SC064Q06WA01 = "" OR ^SC064Q01TA01 = "" OR ^SC064Q02TA01 = "" OR ^SC064Q04NA01 = "" OR ^SC064Q03TA01 = "" OR ^SC064Q07WA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC064E01

During this academic year, how often has the school staff done each of the following?

(Staff includes teachers, teaching/education support staff, school administrative personnel and school management staff)

(Please select one response in each row.)

	Never or almost never	A few times a year	A few times a month	Once a week or more
Invited parents or guardians to volunteer for school activities	SC192Q01JA0 1 <input type="radio"/>	SC192Q01JA0 2 <input type="radio"/>	SC192Q01JA0 3 <input type="radio"/>	SC192Q01JA0 4 <input type="radio"/>
Initiated communications with parents or guardians about school programmes	SC192Q02JA0 1 <input type="radio"/>	SC192Q02JA0 2 <input type="radio"/>	SC192Q02JA0 3 <input type="radio"/>	SC192Q02JA0 4 <input type="radio"/>
Initiated communications with parents or guardians about their child's progress	SC192Q03JA0 1 <input type="radio"/>	SC192Q03JA0 2 <input type="radio"/>	SC192Q03JA0 3 <input type="radio"/>	SC192Q03JA0 4 <input type="radio"/>
Included parents or guardians in making school decisions	SC192Q04JA0 1 <input type="radio"/>	SC192Q04JA0 2 <input type="radio"/>	SC192Q04JA0 3 <input type="radio"/>	SC192Q04JA0 4 <input type="radio"/>
Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	SC192Q05JA0 1 <input type="radio"/>	SC192Q05JA0 2 <input type="radio"/>	SC192Q05JA0 3 <input type="radio"/>	SC192Q05JA0 4 <input type="radio"/>
Provided information to parents or guardians about how to help students improve their skills in mathematics	SC192Q06JA0 1 <input type="radio"/>	SC192Q06JA0 2 <input type="radio"/>	SC192Q06JA0 3 <input type="radio"/>	SC192Q06JA0 4 <input type="radio"/>

How many minutes, on average, are there in a class period in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) for each of the following subjects?

(Please move the slider to the number of minutes per class period.)

Mathematics	SC175Q01JA01	0	120 or more
Average minutes per class period across all subjects, including Mathematics	SC175Q02JA01	0	120 or more

Rule: IF ^SC175Q01JA01 = "" OR ^SC175Q02JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC175E01

What is the average size of mathematics classes in your school for Years 10 and 11 (England and Wales) or for Years 11 and 12 (Northern Ireland)?

(Please select one response.)

15 students or fewer	SC176Q01JA0 1 <input type="radio"/>
16-20 students	SC176Q01JA0 2 <input type="radio"/>
21-25 students	SC176Q01JA0 3 <input type="radio"/>
26-30 students	SC176Q01JA0 4 <input type="radio"/>
31-35 students	SC176Q01JA0 5 <input type="radio"/>
36-40 students	SC176Q01JA0 6 <input type="radio"/>
41-45 students	SC176Q01JA0 7 <input type="radio"/>
46-50 students	SC176Q01JA0 8 <input type="radio"/>
More than 50 students	SC176Q01JA0 9 <input type="radio"/>

SC176

What is the average size of English classes in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) in your school?

(Please select one response.)

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

SC003

How many foreign languages are being taught at your school this academic year?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses this academic year.)

Number of foreign languages	SC174Q01JA01 <input type="text"/>
-----------------------------	--------------------------------------

This academic year, which of the following activities does your school offer to students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response in each row.)

	Yes	No
Band, orchestra, instrumental group or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play or school musical	SC053Q02TA01 <input type="radio"/>	SC053Q02TA02 <input type="radio"/>
School yearbook, newspaper or magazine	SC053Q03TA01 <input type="radio"/>	SC053Q03TA02 <input type="radio"/>
Volunteering or service activities, e.g. a local community volunteering programme, Duke of Edinburgh's Award	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Mathematics club	SC053Q05NA01 <input type="radio"/>	SC053Q05NA02 <input type="radio"/>
Mathematics competitions, e.g. UKMT national mathematics challenges, AMSP team challenges	SC053Q06NA01 <input type="radio"/>	SC053Q06NA02 <input type="radio"/>
Chess club	SC053Q07TA01 <input type="radio"/>	SC053Q07TA02 <input type="radio"/>
Club with a focus on computers (e.g. programming or coding)	SC053Q08TA01 <input type="radio"/>	SC053Q08TA02 <input type="radio"/>
Art club or art activities	SC053Q09TA01 <input type="radio"/>	SC053Q09TA02 <input type="radio"/>
Sporting team or sporting activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>
Science competitions and awards e.g. Olympiads, CREST Awards	SC053Q11TA01 <input type="radio"/>	SC053Q11TA02 <input type="radio"/>

SC053

For students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland), does your school provide the following study help?

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC212Q01JA0 1 <input type="radio"/>	SC212Q01JA0 2 <input type="radio"/>
Staff help with homework	SC212Q02JA0 1 <input type="radio"/>	SC212Q02JA0 2 <input type="radio"/>
Peer-to-peer tutoring	SC212Q03JA0 1 <input type="radio"/>	SC212Q03JA0 2 <input type="radio"/>

Generally, in your school, how often are students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) assessed using the following methods?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select one response in each row.)

	Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
Externally set and marked examinations, e.g. GCSEs	SC034Q01NA0 1 <input type="radio"/>	SC034Q01NA0 2 <input type="radio"/>	SC034Q01NA0 3 <input type="radio"/>	SC034Q01NA0 4 <input type="radio"/>	SC034Q01NA0 5 <input type="radio"/>
Non-mandatory standardised tests (e.g. publicly or commercially available standardised test material such as GL assessments, MAT or school-group developed tests)	SC034Q02NA0 1 <input type="radio"/>	SC034Q02NA0 2 <input type="radio"/>	SC034Q02NA0 3 <input type="radio"/>	SC034Q02NA0 4 <input type="radio"/>	SC034Q02NA0 5 <input type="radio"/>
Teacher-developed tests	SC034Q03TA0 1 <input type="radio"/>	SC034Q03TA0 2 <input type="radio"/>	SC034Q03TA0 3 <input type="radio"/>	SC034Q03TA0 4 <input type="radio"/>	SC034Q03TA0 5 <input type="radio"/>
Teachers' judgmental ratings	SC034Q04TA0 1 <input type="radio"/>	SC034Q04TA0 2 <input type="radio"/>	SC034Q04TA0 3 <input type="radio"/>	SC034Q04TA0 4 <input type="radio"/>	SC034Q04TA0 5 <input type="radio"/>

Rule: IF ((^SC034Q01NA =02) OR (^SC034Q01NA=03) OR (^SC034Q01NA=04) OR (^SC034Q01NA=05) OR (^SC034Q02NA=02) OR (^SC034Q02NA=03) OR (^SC034Q02NA=04) OR (^SC034Q02NA=05) OR (^SC034Q03TA=02) OR (^SC034Q03TA=03) OR (^SC034Q03TA=04) OR (^SC034Q03TA=05)) THEN GOTO ^SC035 ELSE GOTO ^SC042

Message:

SC034R01

In your school, are standardised tests and/or teacher-developed tests of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) used for any of the following purposes?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select either “yes” or “no” to indicate the use of standardised tests and teacher-developed tests for each of the specified purposes.)

	Standardised tests	Teacher-developed tests
To guide students' learning	SC035Q01NA Select... Yes No	SC035Q01NB Select... Yes No
To inform parents or guardians about their child's progress	SC035Q02TA Select... Yes No	SC035Q02TB Select... Yes No
To make decisions about students' retention	SC035Q03TA Select... Yes No	SC035Q03TB Select... Yes No
To group students for teaching purposes	SC035Q04TA Select... Yes No	SC035Q04TB Select... Yes No
To compare the school to local or national performance	SC035Q05TA Select... Yes No	SC035Q05TB Select... Yes No
To monitor the school's progress from year to year	SC035Q06TA Select... Yes No	SC035Q06TB Select... Yes No
To make judgements about teachers' effectiveness	SC035Q07TA Select... Yes No	SC035Q07TB Select... Yes No
To identify aspects of teaching or the curriculum that could be improved	SC035Q08TA Select... Yes No	SC035Q08TB Select... Yes No
To adapt teaching to the students' needs	SC035Q09NA Select... Yes No	SC035Q09NB Select... Yes No
To compare the school with other schools	SC035Q10TA Select... Yes No	SC035Q10TB Select... Yes No

To award certificates to students

Standardized tests

Select...

Yes

No

Teacher-developed tests

Select...

Yes

No

SC035

Schools sometimes organise their teaching differently for students with different abilities and interests in mathematics.

What is your school's policy about this for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response in each row.)

	For all subjects	For some subjects	Not for any subjects
Students are grouped by ability into different classes.	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes.	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

Schools sometimes organise their teaching differently for students with different abilities and interests in mathematics.

Which of the following options describe what your school does for Year 10 and 11 (England and Wales) or Year 11 and 12 (Northern Ireland) students in mathematics classes?

(Please select one response in each row.)

	For all classes	For some classes	Not for any classes
Mathematics classes study similar content, but at different levels of difficulty.	SC187Q01WA 01 <input type="radio"/>	SC187Q01WA 02 <input type="radio"/>	SC187Q01WA 03 <input type="radio"/>
Different classes study different content or sets of mathematics topics that have different levels of difficulty.	SC187Q02WA 01 <input type="radio"/>	SC187Q02WA 02 <input type="radio"/>	SC187Q02WA 03 <input type="radio"/>
Students are grouped by ability within their mathematics classes.	SC187Q03WA 01 <input type="radio"/>	SC187Q03WA 02 <input type="radio"/>	SC187Q03WA 03 <input type="radio"/>
In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	SC187Q04WA 01 <input type="radio"/>	SC187Q04WA 02 <input type="radio"/>	SC187Q04WA 03 <input type="radio"/>

Who has the main responsibility for the following decisions at your school?

(Please select one response in each row.)

	Student	Parent(s) or Guardian(s)	School staff	Not applicable
Choosing a student's mathematics course(s)	SC177Q01JA01 <input type="radio"/>	SC177Q01JA02 <input type="radio"/>	SC177Q01JA03 <input type="radio"/>	SC177Q01JA04 <input type="radio"/>
Choosing the level of difficulty of a student's mathematics course(s)	SC177Q02JA01 <input type="radio"/>	SC177Q02JA02 <input type="radio"/>	SC177Q02JA03 <input type="radio"/>	SC177Q02JA04 <input type="radio"/>
Choosing the number of mathematics courses or class periods that a student takes	SC177Q03JA01 <input type="radio"/>	SC177Q03JA02 <input type="radio"/>	SC177Q03JA03 <input type="radio"/>	SC177Q03JA04 <input type="radio"/>

To what extent is your school's mathematics programme structured according to the following resources?

(Please select one response in each row.)

	Not at all	Small extent	Moderate extent	Large extent
Local authority (including MAT, Education Authority and CCMS) curriculum standards or curriculum guides	SC188C01JA0 1 <input type="radio"/>	SC188C01JA0 2 <input type="radio"/>	SC188C01JA0 3 <input type="radio"/>	SC188C01JA0 4 <input type="radio"/>
National curriculum standards or frameworks	SC188C02JA0 1 <input type="radio"/>	SC188C02JA0 2 <input type="radio"/>	SC188C02JA0 3 <input type="radio"/>	SC188C02JA0 4 <input type="radio"/>
In-school curriculum frameworks and standards for learning	SC188C03JA0 1 <input type="radio"/>	SC188C03JA0 2 <input type="radio"/>	SC188C03JA0 3 <input type="radio"/>	SC188C03JA0 4 <input type="radio"/>
Results from local assessments	SC188C04JA0 1 <input type="radio"/>	SC188C04JA0 2 <input type="radio"/>	SC188C04JA0 3 <input type="radio"/>	SC188C04JA0 4 <input type="radio"/>
Results from national assessments	SC188C05JA0 1 <input type="radio"/>	SC188C05JA0 2 <input type="radio"/>	SC188C05JA0 3 <input type="radio"/>	SC188C05JA0 4 <input type="radio"/>
Recommendations from school mathematics department	SC188C06JA0 1 <input type="radio"/>	SC188C06JA0 2 <input type="radio"/>	SC188C06JA0 3 <input type="radio"/>	SC188C06JA0 4 <input type="radio"/>
Discretion of individual teachers	SC188C07JA0 1 <input type="radio"/>	SC188C07JA0 2 <input type="radio"/>	SC188C07JA0 3 <input type="radio"/>	SC188C07JA0 4 <input type="radio"/>
Results from school assessments (e.g. quizzes or tests created by teachers)	SC188C08JA0 1 <input type="radio"/>	SC188C08JA0 2 <input type="radio"/>	SC188C08JA0 3 <input type="radio"/>	SC188C08JA0 4 <input type="radio"/>
Commercially designed programmes	SC188C09JA0 1 <input type="radio"/>	SC188C09JA0 2 <input type="radio"/>	SC188C09JA0 3 <input type="radio"/>	SC188C09JA0 4 <input type="radio"/>

Generally, in your school, how often are students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) assessed in mathematics using the following methods?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select one response in each row.)

	Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
Mandatory external examinations in mathematics, e.g. GCSE in Mathematics	SC195Q01JA0 1 <input type="radio"/>	SC195Q01JA0 2 <input type="radio"/>	SC195Q01JA0 3 <input type="radio"/>	SC195Q01JA0 4 <input type="radio"/>	SC195Q01JA0 5 <input type="radio"/>
Non-mandatory standardised tests in mathematics (e.g. publicly or commercially available standardised test material such as GL assessments, MAT or school-group developed tests)	SC195Q02JA0 1 <input type="radio"/>	SC195Q02JA0 2 <input type="radio"/>	SC195Q02JA0 3 <input type="radio"/>	SC195Q02JA0 4 <input type="radio"/>	SC195Q02JA0 5 <input type="radio"/>
Teacher-developed mathematics tests	SC195Q03JA0 1 <input type="radio"/>	SC195Q03JA0 2 <input type="radio"/>	SC195Q03JA0 3 <input type="radio"/>	SC195Q03JA0 4 <input type="radio"/>	SC195Q03JA0 5 <input type="radio"/>
Teachers' judgmental ratings in mathematics	SC195Q04JA0 1 <input type="radio"/>	SC195Q04JA0 2 <input type="radio"/>	SC195Q04JA0 3 <input type="radio"/>	SC195Q04JA0 4 <input type="radio"/>	SC195Q04JA0 5 <input type="radio"/>

In your school, are mathematics achievement data used in the following ways?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please select one response in each row.)

	Yes	No
Mathematics achievement data are posted publicly (e.g. in the media)	SC198Q01JA0 1 <input type="radio"/>	SC198Q01JA0 2 <input type="radio"/>
Mathematics achievement data are tracked over time by an administrative authority	SC198Q02JA0 1 <input type="radio"/>	SC198Q02JA0 2 <input type="radio"/>
Mathematics achievement data are provided directly to parents or guardians	SC198Q03JA0 1 <input type="radio"/>	SC198Q03JA0 2 <input type="radio"/>

Thinking about the last time your school carried out pupil target setting, approximately what percentage of students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) were predicted the following GCSE grades in Mathematics?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	%
Percentage of students predicted grade 4/C or above in GCSE Mathematics	SC178Q01JA01 <input type="text"/>
Percentage of students predicted below grade 4/C in GCSE Mathematics	SC178Q02JA01 <input type="text"/>

Rule: IF ((^SC178Q01JA01 + ^SC178Q02JA01) != 100)

Message: Sum does not equal 100%. Please check your response.

SC178E01

Does your school offer additional mathematics lessons beyond those that are part of the normal school timetable?

(Please select one response.)

Yes	SC180Q01JA0 1 <input type="radio"/>
No	SC180Q01JA0 2 <input type="radio"/>

Rule: IF (^SC180Q01JA=02) THEN GOTO ^SC189 ELSE GOTO ^SC181
Message:

SC180R01

What types of additional mathematics lessons are offered?

(Please select one response in each row.)

	Yes	No
Enrichment	SC181Q01JA0 1 <input type="radio"/>	SC181Q01JA0 2 <input type="radio"/>
Remedial	SC181Q02JA0 1 <input type="radio"/>	SC181Q02JA0 2 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC181Q03JA0 1 <input type="radio"/>	SC181Q03JA0 2 <input type="radio"/>

Do the following statements apply in your school?

A policy refers to established rules or procedures.

(Please select one response in each row.)

	Yes	No
The school has a policy on how to use digital devices in mathematics teaching (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs).	SC189Q02WA 01 <input type="radio"/>	SC189Q02WA 02 <input type="radio"/>
All Year 10 and 11 (England and Wales) or Year 11 and 12 (Northern Ireland) mathematics classes in the school use the same textbook.	SC189Q03WA 01 <input type="radio"/>	SC189Q03WA 02 <input type="radio"/>
Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC189Q04WA 01 <input type="radio"/>	SC189Q04WA 02 <input type="radio"/>
The school has a specific policy to encourage the teaching and learning of social and emotional skills.	SC189Q01JA0 1 <input type="radio"/>	SC189Q01JA0 2 <input type="radio"/>
There is a mission statement describing the social and emotional skills we aim to foster in our school.	SC189Q05JA0 1 <input type="radio"/>	SC189Q05JA0 2 <input type="radio"/>
Teachers are asked to evaluate students' social and emotional skills as a part of their grading.	SC189Q06JA0 1 <input type="radio"/>	SC189Q06JA0 2 <input type="radio"/>

SC189

Does your school offer careers guidance to students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response.)

Yes	SC169Q01JA01 <input type="radio"/>
No	SC169Q01JA02 <input type="radio"/>

Rule: IF (^SC169Q01JA = 01) THEN GOTO ^SC210 ELSE GOTO ^SC171
Message:

SC169R01

Which of the statements below best describes the situation for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) at your school?

(Please select one response.)

Careers guidance is sought voluntarily by students.	SC210Q01JA0 1 <input type="radio"/>
Careers guidance is formally scheduled into students' time at school.	SC210Q01JA0 2 <input type="radio"/>

Who has the main responsibility for careers guidance for students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland) at your school?

(Please select one response.)

All teachers share the responsibility for careers guidance.	SC170Q01JA0 1 <input type="radio"/>
Specific teachers have the main responsibility for careers guidance.	SC170Q01JA0 2 <input type="radio"/>
One or more specific careers advisors employed at school have the main responsibility for careers guidance.	SC170Q01JA0 3 <input type="radio"/>
One or more specific careers advisors who regularly visit the school have the main responsibility for careers guidance.	SC170Q01JA0 4 <input type="radio"/>

Does your school provide the following types of information to students in Years 10 and 11 (England and Wales) or Years 11 and 12 (Northern Ireland)?

(Please select one response in each row.)

	Yes	No
Information about internships or work placements	SC171Q01JA0 1 <input type="radio"/>	SC171Q01JA0 2 <input type="radio"/>
Information about future careers	SC171Q02JA0 1 <input type="radio"/>	SC171Q02JA0 2 <input type="radio"/>
Information about future educational opportunities	SC171Q03JA0 1 <input type="radio"/>	SC171Q03JA0 2 <input type="radio"/>
Information about student financing (e.g. student loans or grants)	SC171Q04JA0 1 <input type="radio"/>	SC171Q04JA0 2 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Creativity can be trained.	SC204Q01JA0 1 <input type="radio"/>	SC204Q01JA0 2 <input type="radio"/>	SC204Q01JA0 3 <input type="radio"/>	SC204Q01JA0 4 <input type="radio"/>
People can be creative if they keep trying.	SC204Q02JA0 1 <input type="radio"/>	SC204Q02JA0 2 <input type="radio"/>	SC204Q02JA0 3 <input type="radio"/>	SC204Q02JA0 4 <input type="radio"/>
There are many different ways to be creative.	SC204Q05JA0 1 <input type="radio"/>	SC204Q05JA0 2 <input type="radio"/>	SC204Q05JA0 3 <input type="radio"/>	SC204Q05JA0 4 <input type="radio"/>
It is possible to be creative in nearly any subject.	SC204Q06JA0 1 <input type="radio"/>	SC204Q06JA0 2 <input type="radio"/>	SC204Q06JA0 3 <input type="radio"/>	SC204Q06JA0 4 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Teachers in our school give students enough time to come up with creative solutions on assignments.	SC205Q01JA0 1 <input type="radio"/>	SC205Q01JA0 2 <input type="radio"/>	SC205Q01JA0 3 <input type="radio"/>	SC205Q01JA0 4 <input type="radio"/>
Teachers in our school value students' creativity.	SC205Q02JA0 1 <input type="radio"/>	SC205Q02JA0 2 <input type="radio"/>	SC205Q02JA0 3 <input type="radio"/>	SC205Q02JA0 4 <input type="radio"/>
Class activities in our school help students think about new ways to solve complex tasks.	SC205Q03JA0 1 <input type="radio"/>	SC205Q03JA0 2 <input type="radio"/>	SC205Q03JA0 3 <input type="radio"/>	SC205Q03JA0 4 <input type="radio"/>
Mathematics assignments at our school require students to come up with different solutions for a complex task.	SC205Q05JA0 1 <input type="radio"/>	SC205Q05JA0 2 <input type="radio"/>	SC205Q05JA0 3 <input type="radio"/>	SC205Q05JA0 4 <input type="radio"/>
Teachers in our school encourage students to come up with original answers.	SC205Q06JA0 1 <input type="radio"/>	SC205Q06JA0 2 <input type="radio"/>	SC205Q06JA0 3 <input type="radio"/>	SC205Q06JA0 4 <input type="radio"/>
At our school, students are given a chance to express their ideas.	SC205Q07JA0 1 <input type="radio"/>	SC205Q07JA0 2 <input type="radio"/>	SC205Q07JA0 3 <input type="radio"/>	SC205Q07JA0 4 <input type="radio"/>

Is each activity below offered at your school? If so, how often is it offered?

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	Not available at our school
Art classes/activities (e.g. painting, drawing)	SC207Q01JA0 1 <input type="radio"/>	SC207Q01JA0 2 <input type="radio"/>	SC207Q01JA0 3 <input type="radio"/>	SC207Q01JA0 4 <input type="radio"/>	SC207Q01JA0 5 <input type="radio"/>	SC207Q01JA0 6 <input type="radio"/>
Creative writing classes/activities	SC207Q02JA0 1 <input type="radio"/>	SC207Q02JA0 2 <input type="radio"/>	SC207Q02JA0 3 <input type="radio"/>	SC207Q02JA0 4 <input type="radio"/>	SC207Q02JA0 5 <input type="radio"/>	SC207Q02JA0 6 <input type="radio"/>
Music classes/activities (e.g. choir, band, orchestra)	SC207Q03JA0 1 <input type="radio"/>	SC207Q03JA0 2 <input type="radio"/>	SC207Q03JA0 3 <input type="radio"/>	SC207Q03JA0 4 <input type="radio"/>	SC207Q03JA0 5 <input type="radio"/>	SC207Q03JA0 6 <input type="radio"/>
Debate club	SC207Q04JA0 1 <input type="radio"/>	SC207Q04JA0 2 <input type="radio"/>	SC207Q04JA0 3 <input type="radio"/>	SC207Q04JA0 4 <input type="radio"/>	SC207Q04JA0 5 <input type="radio"/>	SC207Q04JA0 6 <input type="radio"/>
Dramatics, theatre class/activities	SC207Q05JA0 1 <input type="radio"/>	SC207Q05JA0 2 <input type="radio"/>	SC207Q05JA0 3 <input type="radio"/>	SC207Q05JA0 4 <input type="radio"/>	SC207Q05JA0 5 <input type="radio"/>	SC207Q05JA0 6 <input type="radio"/>
Publications (e.g. newspaper, yearbooks, literary magazine)	SC207Q06JA0 1 <input type="radio"/>	SC207Q06JA0 2 <input type="radio"/>	SC207Q06JA0 3 <input type="radio"/>	SC207Q06JA0 4 <input type="radio"/>	SC207Q06JA0 5 <input type="radio"/>	SC207Q06JA0 6 <input type="radio"/>
Science club	SC207Q07JA0 1 <input type="radio"/>	SC207Q07JA0 2 <input type="radio"/>	SC207Q07JA0 3 <input type="radio"/>	SC207Q07JA0 4 <input type="radio"/>	SC207Q07JA0 5 <input type="radio"/>	SC207Q07JA0 6 <input type="radio"/>
Computer programming classes/activities	SC207Q08JA0 1 <input type="radio"/>	SC207Q08JA0 2 <input type="radio"/>	SC207Q08JA0 3 <input type="radio"/>	SC207Q08JA0 4 <input type="radio"/>	SC207Q08JA0 5 <input type="radio"/>	SC207Q08JA0 6 <input type="radio"/>

SC207

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Most students at my school are creative.	SC208Q01JA0 1 <input type="radio"/>	SC208Q01JA0 2 <input type="radio"/>	SC208Q01JA0 3 <input type="radio"/>	SC208Q01JA0 4 <input type="radio"/>
Most students at my school enjoy doing creative projects.	SC208Q02JA0 1 <input type="radio"/>	SC208Q02JA0 2 <input type="radio"/>	SC208Q02JA0 3 <input type="radio"/>	SC208Q02JA0 4 <input type="radio"/>
Most students at my school perform well when given the freedom to be creative.	SC208Q03JA0 1 <input type="radio"/>	SC208Q03JA0 2 <input type="radio"/>	SC208Q03JA0 3 <input type="radio"/>	SC208Q03JA0 4 <input type="radio"/>
Most students at my school enjoy work that is challenging.	SC208Q04JA0 1 <input type="radio"/>	SC208Q04JA0 2 <input type="radio"/>	SC208Q04JA0 3 <input type="radio"/>	SC208Q04JA0 4 <input type="radio"/>
Most students at my school enjoy learning new things.	SC208Q05JA0 1 <input type="radio"/>	SC208Q05JA0 2 <input type="radio"/>	SC208Q05JA0 3 <input type="radio"/>	SC208Q05JA0 4 <input type="radio"/>
Most students at my school perform well when given complex problems to solve.	SC208Q06JA0 1 <input type="radio"/>	SC208Q06JA0 2 <input type="radio"/>	SC208Q06JA0 3 <input type="radio"/>	SC208Q06JA0 4 <input type="radio"/>
Most students at my school are artistic.	SC208Q07JA0 1 <input type="radio"/>	SC208Q07JA0 2 <input type="radio"/>	SC208Q07JA0 3 <input type="radio"/>	SC208Q07JA0 4 <input type="radio"/>
Most students at my school are imaginative.	SC208Q08JA0 1 <input type="radio"/>	SC208Q08JA0 2 <input type="radio"/>	SC208Q08JA0 3 <input type="radio"/>	SC208Q08JA0 4 <input type="radio"/>
Most students at my school are able to think of many new ideas.	SC208Q09JA0 1 <input type="radio"/>	SC208Q09JA0 2 <input type="radio"/>	SC208Q09JA0 3 <input type="radio"/>	SC208Q09JA0 4 <input type="radio"/>

In the last three years, approximately how many school days was your school building closed to the majority of students because of the following reasons?

Please count the time that your school was closed to the majority of students. e.g. if you remained open to children of key workers, consider this closed for the purpose of this question.

Do not count the time that your school was scheduled to be closed for school holidays.

If your school had to close and reopen multiple times, please count all closing times.

(Please enter a number for each response. Enter "0" (zero) if the school building was not closed to students.)

Number of school days closed because of COVID-19:	SC213Q01JA01 <input type="text"/>
Number of school days closed for another reason (e.g. a natural disaster, strikes or demonstrations, air pollution):	SC213Q02JA01 <input type="text"/>

Rule: IF (^SC213Q01JA01 = 0) THEN GOTO ^SC155 ELSE GOTO ^SC214
Message:

SC213R01

During the time when your school building was closed to the majority of students because of COVID-19, how was teaching organised in your school?

(Please select one response in each row.)

	None of the classes	Less than half of the classes	About half of the classes	More than half of the classes	All or almost all of the classes
Classes were taught remotely using digital devices.	SC214Q01JA01 <input type="radio"/>	SC214Q01JA02 <input type="radio"/>	SC214Q01JA03 <input type="radio"/>	SC214Q01JA04 <input type="radio"/>	SC214Q01JA05 <input type="radio"/>
Students were asked to complete school work on their own based on materials distributed to them.	SC214Q02JA01 <input type="radio"/>	SC214Q02JA02 <input type="radio"/>	SC214Q02JA03 <input type="radio"/>	SC214Q02JA04 <input type="radio"/>	SC214Q02JA05 <input type="radio"/>
Classes were cancelled and not replaced by remote instruction.	SC214Q03JA01 <input type="radio"/>	SC214Q03JA02 <input type="radio"/>	SC214Q03JA03 <input type="radio"/>	SC214Q03JA04 <input type="radio"/>	SC214Q03JA05 <input type="radio"/>

During the time when your school building was closed to the majority of students because of COVID-19, did your school direct students to the following resources to support their learning?

(Please select one response in each row.)

	Yes	No
Paper textbooks, workbooks, or worksheets	SC215Q01JA01 <input type="radio"/>	SC215Q01JA02 <input type="radio"/>
Digital textbooks, workbooks, or worksheets	SC215Q02JA01 <input type="radio"/>	SC215Q02JA02 <input type="radio"/>
Live virtual lessons delivered by teachers in my school on a video communication program (e.g. Zoom, Skype, Google Meet, Microsoft Teams)	SC215Q03JA01 <input type="radio"/>	SC215Q03JA02 <input type="radio"/>
Recorded lessons or other digital material created by teachers from my school	SC215Q04JA01 <input type="radio"/>	SC215Q04JA02 <input type="radio"/>
Recorded lessons or other digital material created by others outside of school	SC215Q05JA01 <input type="radio"/>	SC215Q05JA02 <input type="radio"/>
Additional instructional resources for students with special learning needs	SC215Q06JA01 <input type="radio"/>	SC215Q06JA02 <input type="radio"/>
Additional instructional resources for students whose heritage language is different from test language	SC215Q07JA01 <input type="radio"/>	SC215Q07JA02 <input type="radio"/>
Lessons broadcast over television or radio	SC215Q08JA01 <input type="radio"/>	SC215Q08JA02 <input type="radio"/>

SC215

During the time when your school building was closed to the majority of students because of COVID-19, to what extent was your school's capacity to provide remote teaching hindered by the following issues?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Lack of access to digital devices among students	SC216Q01JA01 <input type="radio"/>	SC216Q01JA02 <input type="radio"/>	SC216Q01JA03 <input type="radio"/>	SC216Q01JA04 <input type="radio"/>
Lack of access to digital devices among teachers	SC216Q02JA01 <input type="radio"/>	SC216Q02JA02 <input type="radio"/>	SC216Q02JA03 <input type="radio"/>	SC216Q02JA04 <input type="radio"/>
Lack of access to the Internet among students	SC216Q03JA01 <input type="radio"/>	SC216Q03JA02 <input type="radio"/>	SC216Q03JA03 <input type="radio"/>	SC216Q03JA04 <input type="radio"/>
Lack of access to the Internet among teachers	SC216Q04JA01 <input type="radio"/>	SC216Q04JA02 <input type="radio"/>	SC216Q04JA03 <input type="radio"/>	SC216Q04JA04 <input type="radio"/>
Lack of learning management systems or school learning platforms (e.g. Blackboard, Edmodo, Moodle, Google Classroom)	SC216Q05JA01 <input type="radio"/>	SC216Q05JA02 <input type="radio"/>	SC216Q05JA03 <input type="radio"/>	SC216Q05JA04 <input type="radio"/>
Lack of educational materials for distance learning (e.g. textbooks, workbooks, worksheets, instructional videos)	SC216Q06JA01 <input type="radio"/>	SC216Q06JA02 <input type="radio"/>	SC216Q06JA03 <input type="radio"/>	SC216Q06JA04 <input type="radio"/>
Difficulty getting in touch with students while school buildings were closed	SC216Q07JA01 <input type="radio"/>	SC216Q07JA02 <input type="radio"/>	SC216Q07JA03 <input type="radio"/>	SC216Q07JA04 <input type="radio"/>
Shortage of teachers available to provide remote instruction	SC216Q08JA01 <input type="radio"/>	SC216Q08JA02 <input type="radio"/>	SC216Q08JA03 <input type="radio"/>	SC216Q08JA04 <input type="radio"/>
Lack of experience in providing remote instruction among teachers	SC216Q09JA01 <input type="radio"/>	SC216Q09JA02 <input type="radio"/>	SC216Q09JA03 <input type="radio"/>	SC216Q09JA04 <input type="radio"/>

During the time when your school building was closed to the majority of students because of COVID-19, were teachers in your school asked to do the following things?

(Please select one response in each row.)

	Yes	No
Communicate with students through written notes or letters	SC217Q01JA01 <input type="radio"/>	SC217Q01JA02 <input type="radio"/>
Communicate with students through email	SC217Q02JA01 <input type="radio"/>	SC217Q02JA02 <input type="radio"/>
Conduct virtual office hours or meetings with students	SC217Q03JA01 <input type="radio"/>	SC217Q03JA02 <input type="radio"/>
Answer students' questions over the phone	SC217Q04JA01 <input type="radio"/>	SC217Q04JA02 <input type="radio"/>
Initiate calls to students (e.g. phone, Skype)	SC217Q05JA01 <input type="radio"/>	SC217Q05JA02 <input type="radio"/>
Ask parents or guardians for their help with their child's distance learning	SC217Q06JA01 <input type="radio"/>	SC217Q06JA02 <input type="radio"/>
Initiate communications (e.g. email, phone, Skype) with parents or guardians about their child's progress	SC217Q07JA01 <input type="radio"/>	SC217Q07JA02 <input type="radio"/>
Provide information to parents or guardians about how to help their child with school work	SC217Q08JA01 <input type="radio"/>	SC217Q08JA02 <input type="radio"/>
Keep track of students' completion of distance learning assignments	SC217Q10JA01 <input type="radio"/>	SC217Q10JA02 <input type="radio"/>

SC217

During the time when your school building was closed to the majority of students because of COVID-19, did the school keep track of students' attendance in distance learning activities?

(Please select one response.)

Yes	SC218Q01JA01 <input type="radio"/>
No	SC218Q01JA02 <input type="radio"/>

Rule: IF (^SC218Q01JA = 01) THEN GOTO ^SC219 ELSE GOTO ^SC221
Message:

SC218R01

During the time when your school building was closed to the majority of students because of COVID-19, approximately what percentage of students attended distance learning activities in a typical week?

(Please select one response.)

0%	SC219Q01JA01 <input type="radio"/>
1% to 10%	SC219Q01JA02 <input type="radio"/>
11% to 20%	SC219Q01JA03 <input type="radio"/>
21% to 30%	SC219Q01JA04 <input type="radio"/>
31% to 40%	SC219Q01JA05 <input type="radio"/>
41% to 50%	SC219Q01JA06 <input type="radio"/>
51% to 60%	SC219Q01JA07 <input type="radio"/>
61% to 70%	SC219Q01JA08 <input type="radio"/>
71% to 80%	SC219Q01JA09 <input type="radio"/>
81% to 90%	SC219Q01JA10 <input type="radio"/>
91% to 100%	SC219Q01JA11 <input type="radio"/>

During the time when your school building was closed to the majority of students because of COVID-19, approximately what percentage of students did not attend any distance learning activities?

*If your school closed multiple times because of COVID-19, please provide the approximate mean percentage across all instances.
(Please select one response.)*

0%	SC220Q01JA01 <input type="radio"/>
1% to 10%	SC220Q01JA02 <input type="radio"/>
11% to 20%	SC220Q01JA03 <input type="radio"/>
21% to 30%	SC220Q01JA04 <input type="radio"/>
31% to 40%	SC220Q01JA05 <input type="radio"/>
41% to 50%	SC220Q01JA06 <input type="radio"/>
51% to 60%	SC220Q01JA07 <input type="radio"/>
61% to 70%	SC220Q01JA08 <input type="radio"/>
71% to 80%	SC220Q01JA09 <input type="radio"/>
81% to 90%	SC220Q01JA10 <input type="radio"/>
91% to 100%	SC220Q01JA11 <input type="radio"/>

During the time when your school building was closed to the majority of students because of COVID-19, were the following resources used to support teachers in providing remote teaching?

(Please select one response in each row.)

	Yes	No
Regular meetings with other teachers and staff	SC221Q01JA01 <input type="radio"/>	SC221Q01JA02 <input type="radio"/>
Online platforms and tools for self-directed or collaborative learning (e.g. online forums, discussion boards, professional communities)	SC221Q02JA01 <input type="radio"/>	SC221Q02JA02 <input type="radio"/>
Tools that help teachers develop remote instruction plans (e.g. digital lesson planners, compiled resources and guides offered by organisations)	SC221Q03JA01 <input type="radio"/>	SC221Q03JA02 <input type="radio"/>
Professional development activities focused on how to provide remote instruction	SC221Q04JA01 <input type="radio"/>	SC221Q04JA02 <input type="radio"/>

During the time when your school building was closed to the majority of students because of COVID-19, to what extent did you feel your school was supported by the following groups?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Government department or agency (e.g. DfE, DfES, DENI)	SC222Q01JA01 <input type="radio"/>	SC222Q01JA02 <input type="radio"/>	SC222Q01JA03 <input type="radio"/>	SC222Q01JA04 <input type="radio"/>
A local educational authority	SC222Q03JA01 <input type="radio"/>	SC222Q03JA02 <input type="radio"/>	SC222Q03JA03 <input type="radio"/>	SC222Q03JA04 <input type="radio"/>
Students' parents or guardians	SC222Q04JA01 <input type="radio"/>	SC222Q04JA02 <input type="radio"/>	SC222Q04JA03 <input type="radio"/>	SC222Q04JA04 <input type="radio"/>
Grants or donations from charitable trusts or individuals	SC222Q05JA01 <input type="radio"/>	SC222Q05JA02 <input type="radio"/>	SC222Q05JA03 <input type="radio"/>	SC222Q05JA04 <input type="radio"/>

Has your school taken any of the following actions to prepare for remote instruction?

(Please select one response in each row.)

	Yes, as a standard practice before COVID-19	Yes, in response to COVID-19	No
Training teaching staff on the use of video communication programs (e.g. Zoom, Skype, Google Meet, Microsoft Teams) for remote instruction	SC223Q01JA01 <input type="radio"/>	SC223Q01JA02 <input type="radio"/>	SC223Q01JA03 <input type="radio"/>
Training students on the use of video communication programs (e.g. Zoom, Skype, Google Meet, Microsoft Teams) for remote instruction	SC223Q02JA01 <input type="radio"/>	SC223Q02JA02 <input type="radio"/>	SC223Q02JA03 <input type="radio"/>
Preparing digital material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q03JA01 <input type="radio"/>	SC223Q03JA02 <input type="radio"/>	SC223Q03JA03 <input type="radio"/>
Preparing paper-based material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q04JA01 <input type="radio"/>	SC223Q04JA02 <input type="radio"/>	SC223Q04JA03 <input type="radio"/>
Adapting existing curriculum plans for remote instruction (e.g. modifying course requirements, sequence of lessons, grading policies)	SC223Q05JA01 <input type="radio"/>	SC223Q05JA02 <input type="radio"/>	SC223Q05JA03 <input type="radio"/>
Preparing digital materials for assessing student learning via online assessment (e.g. quizzes, tests)	SC223Q06JA01 <input type="radio"/>	SC223Q06JA02 <input type="radio"/>	SC223Q06JA03 <input type="radio"/>
Compiling instructional resources for parents or guardians to support their child's learning outside the school	SC223Q07JA01 <input type="radio"/>	SC223Q07JA02 <input type="radio"/>	SC223Q07JA03 <input type="radio"/>
Ensuring that students have access to digital devices for remote instruction	SC223Q08JA01 <input type="radio"/>	SC223Q08JA02 <input type="radio"/>	SC223Q08JA03 <input type="radio"/>
Ensuring that teaching staff have access to digital resources for remote instruction	SC223Q09JA01 <input type="radio"/>	SC223Q09JA02 <input type="radio"/>	SC223Q09JA03 <input type="radio"/>
Preparing a plan for transitioning students and teachers from classroom-based teaching and learning to remote teaching and learning	SC223Q10JA01 <input type="radio"/>	SC223Q10JA02 <input type="radio"/>	SC223Q10JA03 <input type="radio"/>

To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please think of different kinds of digital devices such as for example desktop computers, laptops, tablets, or interactive whiteboards.)

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction.	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare lessons integrating digital devices.	SC155Q07HA01 <input type="radio"/>	SC155Q07HA02 <input type="radio"/>	SC155Q07HA03 <input type="radio"/>	SC155Q07HA04 <input type="radio"/>
Effective professional resources for teachers to learn how to use digital devices are available.	SC155Q08HA01 <input type="radio"/>	SC155Q08HA02 <input type="radio"/>	SC155Q08HA03 <input type="radio"/>	SC155Q08HA04 <input type="radio"/>
An effective online learning support platform is available.	SC155Q09HA01 <input type="radio"/>	SC155Q09HA02 <input type="radio"/>	SC155Q09HA03 <input type="radio"/>	SC155Q09HA04 <input type="radio"/>
Teachers are provided with incentives to integrate digital devices in their teaching.	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficient qualified technical staff.	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

Overall, how prepared do you feel your school is for providing remote instruction if your school building closed to students for an extended period in the future?

(Please select one response.)

Not prepared at all	SC224Q01JA01 <input type="radio"/>
Not very prepared	SC224Q01JA02 <input type="radio"/>
Well prepared	SC224Q01JA03 <input type="radio"/>
Very well prepared	SC224Q01JA04 <input type="radio"/>

With respect to the PISA test in your school, have you done any of the following?

(Please select one response in each row.)

	Yes	No
I have spoken to teachers at my school about the importance of the PISA test.	SC209Q04JA0 1 <input type="radio"/>	SC209Q04JA0 2 <input type="radio"/>
I have spoken to parents or guardians about the importance of the PISA test.	SC209Q05JA0 1 <input type="radio"/>	SC209Q05JA0 2 <input type="radio"/>
I have encouraged the students at my school to do their best during the PISA test.	SC209Q06JA0 1 <input type="radio"/>	SC209Q06JA0 2 <input type="radio"/>

Thank you very much for your co-operation in completing this questionnaire!

SCEnd01

