

Section D – Resources

When teaching science, how much use do you make of:

	during most lessons	most weeks	once or twice each term	once a year or less
D 1. commercial textbooks/resource packs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 2. National Guidelines 5–14?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 3. the nationally available advice in the Improving Science Education 5–14 pack or website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4. your own local authority 5–14 science materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 5. materials produced by another local authority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 6. materials produced by a teachers' group/association?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 7. materials produced by another school/department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 8. materials developed by other teachers in your school/department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 9. materials you have written yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10. materials from the internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11. electronic equipment, such as sensors, digital cameras and digital microscopes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12. a visiting specialist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E – Gaelic

This section should only be completed by teachers at Gaelic medium schools.

E 1. When pupils are learning science through the medium of Gaelic at Primary 3, how often do they:	always	very often	sometimes	hardly ever
a) listen in Gaelic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) talk in Gaelic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) read in Gaelic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) write in Gaelic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary 3 Teachers' Questionnaire

This questionnaire has been designed as part of the 2007 Scottish Survey of Achievement (Science, Science Literacy and Core Skills) to gather information on aspects of learning and teaching in Scottish schools. You are asked to respond to the questionnaire with reference to science at Primary 3, ticking boxes as appropriate.

Please be assured that your responses to the questionnaire will be treated as confidential, and neither you nor your school will be individually identified in the survey's findings.

If you download this questionnaire from the Internet, please write your school SSA identifier here →

Section A

A 1. Your gender: male female

A 2. Your teaching experience:	<1 year	1–5 years	>5 years
a) How long have you been teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) How long have you been in your current post?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A 3. How much time do you spend in teaching and preparation in science at Primary 3 in a typical week?	<1 hour	1–5 hours	6–10 hours	>10 hours
a) teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A 4. Is science taught in your class:	yes	no
a) by you?	<input type="checkbox"/>	<input type="checkbox"/>
b) by a specialist teacher in your school?	<input type="checkbox"/>	<input type="checkbox"/>
c) by an external specialist teacher?	<input type="checkbox"/>	<input type="checkbox"/>

Section A – continued

A 5. How confident are you in teaching topics:	very confident	fairly confident	not very confident	not at all confident
a) with a biology theme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) with a chemistry theme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) with a physics theme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A 6. On professional development:	none	one	two	two+
a) How many professional development activities in science have you taken up in the past four years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Are you satisfied with the professional development opportunities in science available to you?			yes <input type="checkbox"/>	no <input type="checkbox"/>

Section B – Pupils' learning

B 1. Please indicate your opinion about your pupils' motivation to learn, behaviour and lesson attendance (in general):	very good	good	poor	very poor
a) motivation to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) behaviour in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) lesson attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 2. Do you make use of formative assessment* approaches in your classroom?	often	sometimes	never	
B 3. Do you use personal learning planning† with your pupils?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B 4. Do you assess your pupils' level of attainment through tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B 5. Do you assess your pupils' level of attainment through classwork/homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B 6. How often do you assess your pupils' work through:				
a) oral testing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) written testing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) written classwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) observing group discussions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) observing experiments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) informal discourse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) whole class discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* Formative assessment focuses on the gap between present performance and desired goal. To be formative, the information gathered must be used to adapt the teaching or the learning to meet the needs of the learner.

† Personal learning planning is a process in which pupils, teachers and other relevant stakeholders, including parents and carers, are involved in discussions about an individual's strengths, areas for development and goals for self-improvement. Personal learning planning is key in addressing individual learning needs, and covers concepts such as self-evaluation, identifying and reflecting on the evidence of learning, planning, goal-setting and monitoring.

Section C – Pupils' activities in lessons

During science lessons in Primary 3, how often do pupils spend time:	during most lessons	most weeks	once or twice each term	once a year or less
C 1. talking on their own with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 2. working with a partner or a group on a shared task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 3. reading textbooks or reference books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4. completing worksheets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 5. making or using diagrams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 6. making or using tables and charts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 7. carrying out investigations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 8. watching or talking about science videos or DVDs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 9. using science equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10. using an interactive whiteboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11. making things to do with science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12. talking to a visitor about science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13. with the whole class together being taught by you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14. working quietly on their own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C15. working at a computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C16. writing in their own words about science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C17. working in the school grounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C18. visiting science centres or other places outside school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C19. discussing everyday uses of science or opinions about science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C20. handling real objects from outside the classroom to do with science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C21. copying down information about science?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>