

Section D – Resources

When teaching mathematics, 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. 5–14 National Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 3. nationally available advice in the LTS/HMIE/SQA websites?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D 4. your own local authority 5–14 maths 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. research-based resources from universities or other professional networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12. electronic equipment, such as turtles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13. software packages for interactive whiteboards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14. integrated learning systems for maths (eg RM Maths)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15. equipment and resources to support practical activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16. commercially produced maths games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17. visiting speakers from the wider community?	<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 2008 Scottish Survey of Achievement – Mathematics 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 maths 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.

School Identifier

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 maths 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"/>

Section A – continued

A 4. How confident are you in teaching:	very confident	fairly confident	not very confident	not at all confident
a) the four operations and other number processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) graphs and charts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) patterns and sequences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) fractions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) percentages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) algebraic processes such as functions and equations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A 5. To what extent are extra staff available to support your pupils in learning maths?	during most lessons	most weeks	once or twice a term	once a year or less
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A 6. On professional development:	two+	two	one	none
a) How many professional development activities in maths have you taken up in the past four years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	very satisfied	fairly satisfied	not at all satisfied
b) Are you satisfied with the professional development opportunities in maths available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) How satisfied are you with the information and support you have had about maths and numeracy in Curriculum for Excellence?	<input type="checkbox"/>	<input type="checkbox"/>	<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) your pupils' motivation to learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) your pupils' behaviour in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) your pupils' attendance at lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how often you:	often	some times	never
B 2. provide opportunities for your pupils to reflect on evidence of their learning in maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 3. use standardised tests to assess your pupils' level of attainment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 4. assess your pupils' level of attainment through classwork/homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 5. assess your pupils' work through oral questioning and whole class discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B – continued

	often	some-times	never	
B 6. provide opportunities for your pupils to decide on their next steps in maths learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B 7. use assessment information gathered in your classroom to advise lesson planning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	yes	no		
B 8. Do you use national assessment bank tasks with your pupils?	<input type="checkbox"/>	<input type="checkbox"/>		
	less than half	about half	the majority	almost all
B 9. If you do use national assessments with your pupils, for what proportion of your pupils would you say the test results and your judgements coincide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C – Pupils' activities in lessons

During maths 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. talking about different ways of working out answers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 3. working at a computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 4. with the whole class being taught together?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 5. working quietly on their own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 6. watching or talking about maths videos or DVDs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 7. working with a partner or a group on a shared task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 8. discussing everyday uses of maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C 9. using textbooks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10. copying down information about maths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11. making or using tables or graphs to show information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12. working with number patterns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13. writing in their own words to explain how they solved a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14. using an interactive whiteboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C15. writing in jotters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C16. working in the school grounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C17. completing worksheets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C18. making or using models?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C19. using equipment to weigh and measure things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>