



*Building the
Evidence Base
Year 2
Student Survey
Section 2
Technical
Appendix*



Building the Evidence Base – Strand 1

Student data

Final report – Technical appendices 1

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Appendix 1 - Primary questionnaire

Your views about the curriculum

Thank you for taking part in this national survey that aims to collect your views about the curriculum and your life at school.

Through this online survey we hope to find out more about:

- your current experiences of learning
- the opportunities that your school offers you, and
- what you would like your school to be like.

Your responses to this survey are anonymous and won't be passed to anyone other than the research team.

Once you have completed the survey you will be able to download and print a certificate to show that you have taken part.

We are also offering a number of prizes for students who complete this survey:

- 1 x £250 Amazon voucher, and
- 50 x £10 Amazon vouchers.

If you would like a chance of winning one of these prizes, or would like to get involved in follow up discussions, you will need to provide us with your contact details at the end of the survey. We won't use them for any purpose other than to contact you.

The survey will take about 20-30 minutes to complete.

How to fill in the survey

Most of the questions ask you to move a slider towards one of two options to reflect your view. For instance:

We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
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Move the slider this way if you get to do practical activities.

If you get to do some practical activities move the slider somewhere near the middle.

Move the slider this way if you don't get to do practical activities.

Some questions ask you to select one or more option from a list.



What have I learnt about exercise?

- a. **Teachers don't encourage us to take exercise**
- b. **In my school we have had a lot of encouragement to take exercise**
- c. **Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.**

Some questions ask you to choose from a drop down list.

I am in year DROP DOWN 5 6

A few questions ask you to type an answer.

How long have you been at this school?.....years



Here and now – what is learning like in your school?

Please move the slider closest to what you think.

1.	I never use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often use the internet at school
2.	I often do group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I always work by myself or as part of the whole class
3.	Teachers are good at finding out what I already know about	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers don't bother to find out what I know already about
4.	Teachers are good at helping me to understand what I need to know and what I need to be able to do next	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers do not help me to understand how to progress from what I am doing already
5.	I usually help solve problems in group work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I usually keep quiet and let others in the group do the talking
6.	Teachers often help us to think about the way we learn before we do things	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers tell us exactly how to do things in lessons and we all do it the same way
7.	We often get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We only work with teachers or classroom assistants
8.	We always do the same things in our lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We do a lot of different things in our lessons
9.	We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
10.	We often get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never get to see examples from videos or DVDs or television during lessons



11.	Lessons are often too difficult for me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Lessons are often too easy for me
12.	I find lessons interesting. They challenge me to achieve and do new things	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I find lessons dull. They mostly involve doing just a little bit more of what we've done before- in the same old way
13.	I often use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never use anything I have learnt at school in my life outside of school
14.	My teachers like me to bring things from home into lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My teachers don't like me to bring things from home into lessons

In the future – what would you like your school to be like?

Please move the slider closest to what you think.

15.	In the future, I would like to do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to We never do practical activities
16.	In the future, I would like mostly to do a lot of group work with other students	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to mostly work on my own or with the whole class
17.	In the future, I want teachers that are good at helping me to understand what I need to know and what I need to be able to do	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I want to be told what I need to learn and what I need to do
18.	In the future, I would like to help solve problems in my group	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would prefer to keep quiet and let others in my group do the talking
19.	In the future, I would like teachers to help us discover new ways	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to tell us how to do things so that we all do it the same way



	to learn		
20.	In the future, I would like to get people from outside the school coming in to work with us	0 0 0 0 0	In the future, I would like to only work with teachers or classroom assistants
21.	In the future, I don't want to have to bring things from home into lessons	0 0 0 0 0	In the future, I would like to get to bring things from home into lessons
22.	In the future, I would like to get to see examples from videos or DVDs or television during lessons	0 0 0 0 0	In the future, I don't want to see examples from videos or DVDs or television during lessons
23.	In the future, I would like lessons to be easier	0 0 0 0 0	In the future, I would like lessons to be more difficult
24.	In the future, I hope my lessons are fun and interesting	0 0 0 0 0	In the future, I don't care if my lessons are repetitive so long as I reach a standard
25.	In the future, I would like to use what I have learnt at school in my life outside of school	0 0 0 0 0	In the future, I don't want to have to use anything I have learnt at school in my life outside of school
26.	In the future, I would like to use the internet at school	0 0 0 0 0	In the future, I don't want to use the internet at school
27.	In the future, I would like teachers to be good at finding out what I already know about before they try and teach me something new	0 0 0 0 0	In the future, I don't want teachers to bother finding out what I know already about before they try and teach me something new
28.	In the future, I would like to do the same things in each lesson	0 0 0 0 0	In the future, I would like to do a lot of different things in lessons



I get the chance to... Teachers tell me to...

Please move the slider closest to what you think.

29.	I don't have a say in how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have a say in how much homework I get
30.	I get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't get to choose who I work with in lessons
31.	I can choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am told when I have to work online and when in the class
32.	I sometimes get to mark my own and/or other pupils' work at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never get to mark my own and/or other pupils' work at school
33.	Teachers often ask me what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers never ask me what I am finding difficult
34.	I have a say in how I am taught at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't have a say in how I am taught at school
35.	I have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I can choose to do some of my learning at home
36.	I have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The teachers decide what I should learn about in lessons

In the future – what would you like your school to be like?

Please move the slider closest to what you think.

37.	In the future, I would like to have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide how I am taught
38.	In the future, I would like to have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide what I should learn about in lessons
39.	In the future, I don't want to have a lot of choice of	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a lot of choice in what subjects I want



	subjects in this school		to do
40.	In the future, I would like to mark my own and/or other pupils' work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to mark my own and/or other pupils' work
41.	In the future, I would like to be able to choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be told when I have to work online and when in the class
42.	In the future, I would like to get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like teachers to choose who I work with in lessons
43.	In the future, I would like to have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to be able to choose to do some of my learning at home
44.	In the future, I would like the teachers to decide how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to have a say in how much homework I get
45.	In the future, I would like teachers to ask me about what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to ask me what I am finding difficult

Looking after myself and others

How good is my school at getting me to look after myself and others? Choose all the answers that are true for each question.

46. Do I eat healthily at school?

- a. I've never been told about healthy eating at school
- b. I've been told about healthy eating at school
- c. I have started eating more healthily because of what I have learnt at school
- d. I already eat healthily
- e. Some of my friends have started to eat more healthily because of what they have learnt at school

47. What have I learnt about exercise?

- a. Teachers don't encourage us to take exercise
- b. In my school we have had a lot of encouragement to take exercise
- c. Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.



48. What have I learnt about stress?
- Teachers don't talk to us about stress
 - In my school we have learnt about stress and how to deal with it
 - Some of my friends have started to deal better with stress because of what they have learnt about it at school
49. What have I learnt about bullying?
- Teachers don't know a thing about bullying
 - In my school we have learnt a lot about bullying
 - I know how to help other students if they are being bullied

People who encourage me

Please move the slider closest to what you think

50.	My parents put too much pressure on me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents don't put enough pressure on me
51.	My parents expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents think I won't do well at school
52.	My friends expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends think I won't do well at school
53.	My friends want me to work hard at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends don't want me to work hard at school

54. What does my school do to help me learn?

.....

.....

.....

55. What could my school do more to help me to learn?

.....

.....

.....



About me

If you would like to know why we are collecting this information click [here](#).

We are collecting this information to find out how many students from different groups are taking part, for example how many students who take part are:

- boys or girls;
- from different year groups;
- from different part of the country;
- from different ethnic groups.

We are not collecting this information to identify you.

56. My ethnicity is DROP DOWN SEE LIST (as in census)

57. I am a boy/girl (please circle the right answer)

58. I am years old

59. I am in year DROP DOWN 5 6

60. My home postcode is

61. How long have you been at this school?.....years

62. How many other schools have you been at since you were 6?

63. What level are you achieving in Literacy?

64. What level are you achieving in Numeracy?



If you are interested in being involved in follow up discussions about the curriculum please click [here](#).

Please provide us with your contact details. These will only be used to contact you about involvement in a focus group.

Name:

Email address:

Phone number:

What type of focus group would you like to be involved in?

Online

face to face (with peers)

If you would like to be entered into a prize draw to win the £250 Amazon voucher or one of the £10 Amazon vouchers please click [here](#).

Please provide us with your contact details. These will only be used to contact you if you are a winner.

Name:

Email address:

Phone number:



Appendix 2 - Secondary questionnaire

Your views about the curriculum

Thank you for taking part in this national survey that aims to collect your views about the curriculum and your life at school.

Through this online survey we hope to find out more about:

- your current experiences of learning
- the opportunities that your school offers you, and
- what you would like your school to be like.

Your responses to this survey are anonymous and won't be passed to anyone other than the research team.

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- 50 x £10 Amazon vouchers.

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The survey will take about 20-30 minutes to complete.



How to fill in the survey

Most of the questions ask you to move a slider towards one of two options to reflect your view. For instance:

We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
--	---	---

Move the slider this way if you get to do practical activities.

If you get to do some practical activities move the slider somewhere near the middle.

Move the slider this way if you don't get to do practical activities.

Some questions ask you to select one or more option from a list.

What have I learnt about exercise?

- a. Teachers don't encourage us to take exercise
- b. In my school we have had a lot of encouragement to take exercise
- c. Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.

Some questions ask you to choose from a drop down list.

I am in year **DROP DOWN 7 8 9 10 11 12 13**

A few questions ask you to type an answer.

How long have you been at this school?.....years



Here and now – what are your current experiences of learning?

Please move the slider closest to what you think.

1.	I never use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often use the internet at school
65.	I often do group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I always work by myself or as part of the whole class
66.	Teachers are good at finding out what I already know about	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers don't find out what I know already about an area
67.	Teachers are good at helping me to understand what I need to know and what I need to be able to do	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers do not help me to understand how to progress from what I am doing already
68.	I usually help solve problems in group work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I usually keep quiet and let others in the group do the talking
69.	Teachers often help us to think about the way we learn before we do things	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers tell us exactly how to do things in lessons and we all do it the same way
70.	We often get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We only ever work with teachers or classroom assistants
71.	We always do the same type of activities in our lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We do a mix of different activities in our lessons
72.	Teachers often make connections between different subjects	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Subjects at school seem very separate and not connected to each other
73.	We do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never do practical activities
74.	We often get to see	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	We never get to see examples from



	examples from videos or DVDs or television during lessons		videos or DVDs or television during lessons
75.	Lessons are often too difficult for me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Lessons are often too easy for me
76.	I find lessons interesting and fun	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I find lessons boring and dull
77.	I often use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never use anything I have learnt at school in my life outside of school
78.	Lessons are never connected to my own experiences	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I often get to think about my own experiences during lessons
79.	Teachers encourage us to use our imaginations and be creative in our work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers do not encourage us to use our own ideas or to share our ideas with them.

In the future – what would you like your school to be like?

Please move the slider closest to what you think.

80.	In the future, I would like to do a lot of practical activities	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to do practical activities
81.	In the future, I would like mostly to do a lot of group work with other students in class	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to mostly work on my own or with the whole class
82.	In the future, I would like to get people from outside the school coming in to work with us	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to only work with teachers or classroom assistants
83.	In the future, I don't want lessons to be connected to my own experiences	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to get to think about my own experiences during lessons



84.	In the future, I would like teachers to make connections between different subjects	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to be told about how different subjects are connected
85.	In the future, I would like to get to see examples from videos or DVDs or television during lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to see examples from videos or DVDs or television during lessons
86.	In the future, I would like lessons to be easier	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like lessons to be more difficult
87.	In the future, I would like to use what I have learnt at school in my life outside of school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to have to use anything I have learnt at school in my life outside of school
88.	In the future, I would like to use the internet at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want to use the internet at school
89.	In the future, I would like teachers to be good at finding out what I already know about an area before they try and teach me something new	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I don't want teachers to spend a lot of time finding out what I already know about an area before they try and teach me something new
90.	In the future, I would like to do the same type of activities in each lesson	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like to do a mix of different activities in lessons

What's happening where?

Which subject is **most** like this? Which subject is **least** like this? (Please choose a subject from the drop-down list. If the subject you want to choose is not in the list, please write it down in the box)



No.		Subject most like this	Subject least like this
91.	We do a lot of practical activities		
92.	We often do group work with other students		
93.	We mostly learn from books		
94.	I often find this subject hard		
95.	We often get people from outside the school coming in to work with us		
96.	I use what I have learnt at school in my life outside of school		
97.	The Internet is most useful in...		
98.	I usually find this subject easy		
99.	Teachers often make connections between different subjects		
100.	We often get to see examples from video's, DVD's or television during lessons		
101.	Teachers are good at finding out what you already know about an area before they try and teach you something new		
102.	Teachers encourage us to use our imaginations and be creative in our work		



I get the chance to... Teachers tell me to...

Please move the slider closest to what you think.

103.	I don't have a say in how much homework I get	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I have a say in how much homework I get
104.	I get to choose who to work with in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't get to choose who to work with in lessons
105.	I can choose to do some of my learning online	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I am told when I have to work online and when in the class
106.	I don't have much choice of subjects in this school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I get a lot of choice in what subjects I want to do
107.	I sometimes get to mark my own and/or other pupils work at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I never get to mark my own and/or other pupils work at school
108.	Teachers often ask me about what I am finding difficult	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers never ask me what I am finding difficult
109.	I have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't have a say in how I am taught at school
110.	I have to be at school all the time during the school day	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I can choose to do some of my learning at home
111.	I have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The teachers decide what I should learn about in lessons

In the future – what would you like your school to be like?

Please move the slider closest to what you think.

112.	In the future, I would like to have a say in how I am taught	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide how I am taught
113.	In the future, I would like to have a say in what I learn about in lessons	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	In the future, I would like the teachers to decide what I should learn about in lessons



114.	In the future, I don't want to have a lot of choice of subjects in this school	0 0 0 0 0	In the future, I would like to have a lot of choice in what subjects I want to do
115.	In the future, I would like to mark my own and/or other pupils' work	0 0 0 0 0	In the future, I don't want to have to mark my own and/or other pupils' work
116.	In the future, I would like to be able to choose to do some of my learning online	0 0 0 0 0	In the future, I would like to be told when I have to work online and when in the class
117.	In the future, I would like to get to choose who to work with in lessons	0 0 0 0 0	In the future, I would like teachers to choose who I work with in lessons
118.	In the future, I would like to have to be at school all the time during the school day	0 0 0 0 0	In the future, I would like to be able to choose to do some of my learning at home
119.	In the future, I would like the teachers to decide how much homework I get	0 0 0 0 0	In the future, I would like to have a say in how much homework I get
120.	In the future, I would like teachers to ask me about what I am finding difficult	0 0 0 0 0	In the future, I don't want teachers to ask me what I am finding difficult



What's happening where?

Which subject is **most** like this? Which subject is **least** like this? (Please choose a subject from the drop-down list. If the subject you want to choose is not in the list, please write it down in the box)

No.		Subject most like this	Subject least like this
121.	I have a say in how I am taught		
122.	I have a say in what topics I do in lessons		
123.	Teachers often ask me about what I am finding difficult		
124.	I get a lot of choice in what subjects I want to do		
125.	I have a say in how I am tested		
126.	I can choose to do some of my learning online		
127.	I can choose to do some of my learning at home		
128.	I have a say in how much homework I get		
129.	I get to choose who to work with in lessons		

Looking after myself and others

How good is my school at getting me to look after myself and others? Choose all the answers that are true for each question.

130. Do I eat healthily at school?
- I've never been told about healthy eating at school
 - I've been told about healthy eating at school
 - I have started eating more healthily because of what I have learnt at school
 - I already eat healthily
 - Some of my friends are eating more healthily because of what they have learnt at school



131. What has my school taught me about drugs?
- Teachers don't know anything about drugs
 - In my school we have had a lot of information about drugs
 - I'm less likely to take drugs because of what I've learnt about them at school
 - Some of my friends have stopped taking drugs because of what they have learnt about them at school
132. What has my school taught me about alcohol?
- Teachers don't know anything about alcohol
 - In my school we have had a lot of information about alcohol
 - I'm less likely to drink alcohol because of what I've learnt about it at school
 - Some of my friends have stopped drinking alcohol because of what they have learnt about it at school
133. What have I learnt about exercise?
- Teachers don't encourage us to take exercise
 - In my school we have had a lot of encouragement to take exercise
 - Some of my friends have started to do more exercise outside of school because of what they have learnt about it at school.
134. What have I learnt about stress?
- Teachers don't talk to us about stress
 - In my school we have learnt about stress and how to deal with it
 - Some of my friends have started to deal better with stress because of what they have learnt in school
135. What have I learnt about bullying?
- Teachers don't know a thing about bullying
 - In my school we have learnt a lot about bullying
 - I know how to help other students if they are being bullied

People who encourage me

Please move the slider closest to what you think

136.	Teachers in primary school expected more of me than my teachers in secondary school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers in secondary school expect more of me than my teachers in primary school
137.	Teachers in secondary school put more pressure on me than my teachers in	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers in primary school put more pressure on me than my teachers in

22



	primary school		secondary school do
138.	Teachers put too much pressure on me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers don't put enough pressure on me
139.	My parents put too much pressure on me	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents don't put enough pressure on me
140.	My parents expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My parents think I won't do well at school
141.	My friends expect me to do well at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends think I won't do well at school
142.	My friends want me to work hard at school	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My friends don't want me to work hard at school

143. What does my school do to help me learn?

.....

144. What could my school do more to help me learn?

.....

Questions for 14-19 year olds

145.	I think that GCSEs should be based on 100% exams	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I think that GCSEs should be based on a mixture of exams and coursework for each subject
146.	I think that the coursework I do is a good example of my level of understanding of a subject	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I don't think that the coursework I do is a good example of my level of understanding of a subject
147.	I don't think that there is a problem with copying and cheating in coursework	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I think that there is a problem with copying and cheating in coursework
148.	The level of help for coursework differs across	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The level of help for coursework is the same across

23



	my subjects		my subjects
149.	GCSEs are most suited for people who want to go into employment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	GCSEs are most suited for people who want to go into higher education
150.	Applied GCSEs are most suited for people who want to go into employment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Applied GCSEs are most suited for people who want to go into higher education
151.	A-levels are most suited for people who want to go into employment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	A-levels are most suited for people who want to go into higher education
152.	BTECs are most suited for people who want to go into employment	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	BTECs are most suited for people who want to go into higher education

Diploma's

		Yes	No
1	My school is offering the opportunity to do a Diploma from September 2008	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered question 85 with yes, please go to question 86. If you have answered no, please go to question 93.

154.	I have received a lot of information and guidance about the Diploma	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	I haven't received any information and guidance about the Diploma
155.	The information I have received about the Diploma has been very helpful	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The information I have received about the Diploma has not been helpful
156.	My teachers know a lot about the Diplomas	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My teachers don't know anything about the Diplomas
157.	My teachers have encouraged me to take a Diploma	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	My teachers have not encouraged me to take a Diploma



	Yes	No
1 I have chosen to do a diploma		

If you have answered yes, go to question 91 (and skip 92), if you have answered no, go to question 92.

If answered Yes

I have chosen a Diploma because (please tick all the answers that are true for you)

	The content appeals to me
	It is practical rather than book learning
	I like the fact that it's like a real job.
	I think I'm more likely to get a job if I have a diploma
	I like the way diploma's are assessed
	Other (please write down your reason)

If answered No

I decided against the Diploma because

	I don't find the content appealing
	I don't want to move between schools / colleges outside my school
	I think it's worth less than a GCSE/A-level
	I don't think universities will take it as seriously as A-levels
	Other (please write down your reason)

About me

If you would like to know why we are collecting this information click [here](#).

We are collecting this information to find out how many students from different groups are taking part, for example how many students who take part are:

- boys or girls;
- from different year groups;
- from different part of the country;
- from different ethnic groups.



159. My ethnicity is DROP DOWN SEE LIST (as in Census)
160. I am male/female (please circle the right answer)
161. I am years old
162. I am in year DROP DOWN 7 8 9 10 11 12 13 other
163. My home postcode is
164. How long have you been at this school?.....years
165. How many other secondary schools have you been at?
166. What level are you achieving in English?
167. What level are you achieving in Mathematics?
168. What is your best subject? What level are you achieving in that subject?.....
169. What is your worst subject?..... What level are you achieving in that subject?.....



If you are interested in being involved in follow up discussions about the curriculum please click here.

Please provide us with your contact details. These will only be used to contact you about involvement in a focus group.

Name:

Email address:

Phone number:

What type of focus group would you like to be involved in?

- Online
- face to face (with peers)
- phone (1:1)

If you would like to be entered into a prize draw to win the £250 Amazon voucher or one of the £10 Amazon vouchers please click here.

Please provide us with your contact details. These will only be used to contact you if you are a winner.

Name:

Email address:

Phone number:



Appendix 3 - Student Focus Group Report

As part of Strand 1 of QCA's Building the Evidence Base project, CUREE (the Centre for Use of Research and Evidence in Education) has carried out 5 focus groups with secondary learners to supplement the data gathered from the national online survey.

The focus groups were designed to provide a deeper exploration of the issues addressed in and arising from the online survey. Specifically, they canvassed learners' views on how teachers and schools could:

- increase the levels of challenge and inspiration within learners' learning experiences;
- increase the degree of flexibility and choice that learners encounter; and
- enable learners to think and learn about ways of enhancing their physical, emotional and spiritual well being.

In addition we took the opportunity of the focus groups to explore in more depth what learners felt were the aspects of their school learning relevant to life outside of school.

The report presents a brief description of the learners participating in the focus groups and their schools, and then draws on the data to answer the questions set by QCDA.

Participants

A/ 15 learners accessing alternative curriculum
Yr 10 learners: 6 female, 9 male, 11 white British, 4 other
President Kennedy School
Coventry

B/ 10 learners
Year 7 learners: 6 male, 4 female, white British
Noel Baker School
Derby



C/ 7 learners

5 year 7 learners: 3 males, 2 females, white British, 1 other

2 year 8 learners: 1 male, 1 female, white British

Highdown Secondary School

Bristol

D/ 5 learners

Year 7, 5 males, white British

Hanham High School

Reading

E/ 12 learners

Year 7, 12 females, white British

Maidstone Grammar

Maidstone

Total = 49 learners



Challenge and Inspiration

Engaging classroom activities

When learners were asked to discuss subjects in which practical work, problem-solving and group work took place, there was little consistency of practice within subjects. Several learners described doing practical activities in science, mathematics, PE, geography and music. English was not mentioned by any groups as a subject where they did practical activities.

Several groups identified science as being a practical-based subject:

“In science we are always doing practical things such as experiments, we like setting fire to chemical and using Bunsen burners.”

“We are doing a practical activity almost everyday in science.”

However, another learner described how practical work was not a frequent aspect of lessons.

Learners were unhappy if they felt they were doing too much written work. One learner mentioned how it would be good if they did more than just paperwork in Spanish lessons. Learners had clear ideas about which subjects could incorporate more practical activities and how this could be done.

“The teacher could do more in mathematics, like introduce more games or have us design a game.”

“In Spanish the teacher could do things like bring in a Spanish DVD or we could use the computer.”

Learners viewed group work in a positive aspect to lessons. Discussion based activities were seen as group work and appeared in one school to be project work occurring across a number of subject areas. A learners in another school described group work as working in pairs and how they often did this in Spanish:

“In Spanish we often work in pairs, for example carrying out a survey.”

One learner described the positive reasons for a teacher structuring the groups:

“The PE teacher gets people he knows are at clubs, like cricket, and puts them in teams with others so they can act as a coach.”

Inconsistency was highlighted by one learner in mathematics:

“The mathematics teacher gets angry a lot. When you try and talk about work she gets angry. She says to ask a partner before asking her if you get stuck, but when you try to do it you get into trouble.”

Another learner from a different school mentioned lack of group work as having direct negative impact:

“We never do group work in mathematics its always independent that’s why it’s so boring.”



When asked which subjects involved a lot of problem-solving activities, learners identified a wide range of subjects: ICT, science, English, geography, RE, history and MFL. Two groups described how in citizenship they have focus or project days where they do problem solving.

Learners had a wide view of what constituted problem solving. Learners described a range problem solving activities:

- filling in the blanks in a worksheet in French
- solving equations and algebra in mathematics, and
- working out formulas in science.

One learner described the problem solving activities they do in English:

“In English, especially in poetry we problem solve by thinking about the author intentions, what were they? Who was the poem intended for?”

Four groups recognised that solving personal social problems in PSHE constituted problem solving activities.

“In PSHE, we try to learn how to deal with situations, work with lots of different people and lots of real life situations.”

Learners were asked to reflect on how they are challenged in class: my lessons make me think hard and I can now do things that I couldn't do before. Learners were very aware and positive about learning new things. They identified a range of subjects where they had experienced challenge including ICT, MFL, design and technology, geography, mathematics, English.

They saw the benefits of learning new skills. One group described how a geography field trip would have been a waste of time if they had not learnt the measuring skills required. Another group described how learning to new challenges made them feel more confident:

“In mathematics, we thought we wouldn't be able to do equations but because we were taught well we were able to learning new things and then become more confident.”

This group highlighted the importance of the quality of the teaching. This was mentioned by another group who felt specialist subject knowledge was:

“It is good when teachers teach the correct subjects as the Chinese teacher also taught French when she wasn't very good at it.”

This group also commented discipline and consistency were very important:

“The teacher isn't very good at discipline, sometimes she is too mean and sometimes she is too lenient and therefore children take advantage and the other children get bored waiting and then they are distracted too. All teachers need to be fair and consistent.”

One group recognise that learners don't all learn at the same rate:



“In D & T and food technology there are things that are difficult to grasp such as weighing ingredients and measuring things but some can do it straight away and they help others to learn how to do it.”

Learners were very aware when they were not experiencing challenge. One year 7 group described how they had not been challenged at all mathematics:

“We haven’t moved forward from where we were last year.”

Significant others

In discussing who the people were who were likely to help learners achieve their goals and to keep them going, learners identified a variety of significant others to help them. It was apparent that the majority of learners had not been asked to articulate their long term goals and consider who would inspire and support them. Several groups found this difficult to do which is probably a reflection of their age as many of them were year 7.

Some learners named family members and teachers but the majority identified a range of celebrities, actors, sports people and musicians as being inspirational. One learner identified specific role models who were linked to her ambition to be an editor in a publishing house:

“Authors such as Shakespeare, C S Lewis and J k Rowling inspire me to make me want to write books.”

When describing who could help them achieve their goals, learners were much more likely to identify family members and teachers. Parents and teachers were described as providing similar roles:

“Parents, they motivate you and give you support.”

“Parents make sure you do your work.”

“Teachers sort out problems and help you solve stuff.”

“Teachers make you work.”

Learners with sport ambitions mentioned coaches and also showed a degree of realism about their ambitions:

“Football coach inspires me to become a footballer and if I can’t become a footballer then I will become either a coach or a referee so long as I get to be involved in the game.”

Learners who had clear idea of what they wanted to do such as paleontologist or interior designer found it more difficult to be specific about who would help them. They seemed to find it a useful exercise as it made them think about who they may go to for help in the future.

Flexibility and Choice

Learners viewed choice as a positive aspect to their lessons but gave limited examples of when they felt they were given flexibility and choice. The most significant level of choice was described by a group of learners who have a lesson called ‘Enrichment’ in which ‘big questions’ are focused on:



“We have a say in what topics we want to discuss.”

Other examples of choice were restricted to choice of topic to draw in Art, write about in a newspaper in English, and how to set out a booklet in PSHE.

Freedom to choose who you work with was mentioned by one learner as important.

Learners viewed choice positively and one group felt science could be improved by having more freedom:

“Science would be more interesting if learners got to look up experiments themselves and ask the teacher if it’s safe to carry them out.”

Learners could identify times where they felt unhappy about having limited choice:

“When you start in year 7 you are put in the x-side (Spanish) or the y-side (French), you don’t have a choice which one.”

The same group described feeling very upset at being in the ‘wrong’ set and had strong views about how their school organised groups:

“In our school we have linked subjects, so if you moved down in one subject you have to move down in another. Me and x moved down in Spanish and had to move down in mathematics too. I’m comfortable in my Spanish class now, but was devastated to move down in mathematics.”

One group of year 7 learners said they felt they had more choice in primary school. Another group said they would like to have more choice of subjects such as Japanese and Spanish in the schools.

Wellbeing

When discussing nutrition and exercise, learners identified family most often as having an impact on their attitude. This included not just parents but also siblings:

“My family especially my sisters as they cook a lot of my dinners and they always tell me they are healthy.”

“My parents use the gym so that makes me want to be fit.”

Teachers have an influence and several learners specifically mentioned PE teachers;

“The PE teacher has an effect on my attitude as he encourages me to be better at football.”

Another learner described the influence of teachers and in particular the food technology teacher:

“School staff and teachers – they try and provide healthy things for us to eat at lunchtimes. Also the food technology teacher has taught us all about the vitamins and minerals that we need to be healthy so that is sometimes something that I think about.”

Other influences mentioned were friends and TV. However, both these were described as having a contradictory influence.



“The TV especially television advertisements and food programs that are on the cookery channels sometimes make me think about healthy eating as the recipes look really nice. Sometimes it is hard though as one minute they are advertising something healthy to eat or about weight loss or exercise and then next it’s an advert on crisps/chocolate or something really unhealthy.”

“Peer pressure from friends to be fit and healthy on one hand but then they are quick enough to eat a bag of crisps or to get the bus instead of walking.”

A group of girls also expressed an awareness and concern about friends developing eating disorders:

“Friends as we spend a lot of time together in school and out. Sometimes we eat healthier without really thinking about it and sometimes it is nice to meet at McDonalds even though we know it isn’t healthy. On the subject of friends though, there is sometimes a worry that friends want to be too skinny and this can sometimes lead to anorexia and bulimia.”

Only one group mentioned that seeing overweight people had an influence on their thinking.

Relevance to learning to life outside of school

ICT was mentioned by all groups as being used outside of school. This was used for homework and general internet use. Two groups identified practical Mathematics as being useful for example for checking change in shops.

PE was mentioned as being useful particularly by the boys who played football.

Two groups also discussed how languages were useful and one group thought this was obvious.

One group discussed how citizenship was relevant as they were discussing issues outside of school.

Music was described as useful if you played an instrument outside school.



Focus Group Activities

Activities used during the focus groups to elicit learner comments

Activity 1 - Family Fortunes

This activity is designed to explore:

learners' perceptions of the different approaches taken to teaching and learning in different subjects;

their understanding and experiences of problem solving activities; and

their perceptions of the amount of influence they had over their learning.

The learners were allocated to teams of 3-4 and shown the same statements that appeared in the online survey – e.g. which subject is most/least applicable to the statement, “We do a lot of practical activities”. They were asked to name the subjects they expected to appear in the top five responses. The teams took it in turns to identify the subjects they expected to find in the top five responses, getting a point for each one they got right. Learners were asked to explain the reasons for the subjects they chose.

Activity 2 – Blankety Blank

This activity was designed to elicit learners' perspective on:

the ways they are supported in adopting a healthy lifestyle (exercise and healthy eating); and

who the significant others are who will support them in achieving their aspirations.

One member from each team chose a word/words to fill the blank in a given sentence, for example ‘People who inspire me are...’ They could choose their response from a list of suggestions or choose their own phrase. Each of the remaining team members had to guess what their teammate had written and every time they matched their teammate's answer they scored a point.

