



# Year 1 Pupil Survey Instructions

Thank you for taking part in this study. These are the instructions for conducting the pupil survey with the children. The survey should be conducted with each child individually and should take up to 10 minutes with each child. There is a quick reference guide on page 8 to refer to when you are familiar with the process and more detailed preparation and administration instructions on pages 1-7 to read before you begin working with the first child. After reading these instructions, if you have any questions about what to do then contact us:

Helpline: 0115 9514426 (8:30am-4:30pm) Email: [mathsobservatory@nottingham.ac.uk](mailto:mathsobservatory@nottingham.ac.uk)

Before you begin, check on the pack label that you have the correct pack for the class of children that you are supporting with the survey. Do not throw away the plastic envelope as this will be used for returning the surveys.

Pack contents:

- These instructions
- Surveys with pupil names
- Spare surveys
- Response sheets
- List of non-participating pupils

The pupil survey aims to find out what children think about maths.

Please help them to understand the questions but do not suggest a particular answer which you think they should choose.

## 1. Preparing yourself

Familiarise yourself with the materials in the pack and read the instructions in this booklet before administering the survey.

In the class pack, there are response sheets (two pages) for the child to indicate their answer to the survey questions. Cut along the lines so that you have five separate response sheets. This gives you the five response sheets to use for the survey, one per section. The child will place a small object on the response sheets to show their answers. Please create a collection of small toys (e.g. wooden/plastic cube, plastic animal, small teddy, plastic counter, coin, action figure) for the children to choose from. You will also need a black pen to record the child's response.



Read the survey so you know the questions you will be asking the children. There are five sections, A, B, C, D and E. Each section has a different response sheet:

- Section A uses the 'circles' response sheet.
- Section B uses the 'thumbs' response sheet.
- Section C uses the 'enjoyment faces' response sheet.
- Section D uses the 'worry faces' response sheet.
- Section E uses the 'years' response sheet.

Each section begins with a practice question. These are easy questions with predictable answers. The practice questions are designed to help the child understand how to use the toy on the response sheet and to understand the answers they can choose between. If they do not seem to understand the practice question, they may not be able to answer the questions in that section.

Check the non-participating pupils list. It lists pupils whose parent/guardian does not want them to take part. **All pupils on the non-participating pupils list should not do the survey.** If the child wants to complete the survey but their parent/guardian has decided that they will not, please explain this with sensitivity to the child. Please complete a survey with all of the other children in the class. If there is no survey for a pupil (and their name is not on the non-participating pupils list), then give them a spare survey (with no name) and write their name on the front page.

## 2. Preparing the class

It is important that the children know what they are being asked to do before you start to do the survey with any of the children. We have provided a video and a letter to explain the study to the children in a child-friendly way. You can choose to either play the video to the class (perhaps on a screen or interactive whiteboard) or to read them the letter (printed or shown on a screen or interactive whiteboard). You do not need to do both. The links to the video and letter will have been sent to you by your Maths Lead but are also on our website: [www.nottingham.ac.uk/observatory](http://www.nottingham.ac.uk/observatory).

## 3. Getting ready to work with one child

Find a suitable space to work with the child, away from distractions, but somewhere where the child feels comfortable. Get all the materials ready including the survey, the response sheets, a black pen and the collection of small toys. The diagram shows the suggested set-up of the desk space.



Survey	Response sheets	Toys																																																
<p>Observatory for Mathematical Education</p> <p>Year 1 maths survey</p> <p>Section A - Experiences of learning maths today (CBECLT1 response sheet)</p> <p>Give the child the CBECLT1 sheet. For each question, ask the child to put their toy on one of the offence slot circles to show how often these things happen at school. Tick one box in each row to record their answer.</p> <p>Practice question</p> <p>In your class, do you learn maths?</p> <p>If the child does not know what 'maths' is then say 'numbers and shapes' or whatever term is used for 'maths' in their class (e.g. numeracy, number line, mathematics). Say this term instead of 'maths' for the rest of the questions.</p> <p>In your class, do you...?</p> <p>do maths on paper (on a sheet or in a book)?</p> <p>do maths on your own?</p> <p>get someone else to show you the right way to do the maths?</p> <p>tell to other children about maths?</p> <p>work with other children in maths?</p> <p>choose what you want to do in maths?</p> <p>play with bricks/lego?</p> <p>do jigsaws (puzzles)?</p> <p>make or look for patterns?</p> <p>1234567890 01 1234567890 01</p> <p>Black pen</p> 	<p>Ballbox A - Circles</p> <table border="1"><tr><td>never</td><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td><td>never</td></tr><tr><td>●</td><td>○</td><td>●</td><td>●</td><td>○</td><td>○</td></tr></table> <p>Section B - Thumbs</p> <table border="1"><tr><td>Really good</td><td>Good</td><td>Okay</td><td>Bad</td><td>Really bad</td></tr><tr><td>thumb up</td><td>thumb up</td><td>neutral</td><td>thumb down</td><td>thumb down</td></tr></table> <p>Section C - Enjoyment Faces</p> <table border="1"><tr><td>Really like</td><td>Like</td><td>Okay</td><td>Don't like</td><td>Really don't like</td></tr><tr><td>smiley face</td><td>neutral</td><td>neutral</td><td>neutral</td><td>sad face</td></tr></table> <p>Section D - Worry Faces</p> <table border="1"><tr><td>Very relaxed</td><td>Relaxed</td><td>Okay</td><td>Worried</td><td>Very worried</td></tr><tr><td>smiley face</td><td>neutral</td><td>neutral</td><td>neutral</td><td>sad face</td></tr></table> <p>Section E - Years</p> <table border="1"><tr><td>Reception</td><td>Same</td><td>Year 1</td></tr><tr><td>R</td><td>=</td><td>1</td></tr></table>	never	1st	2nd	3rd	4th	never	●	○	●	●	○	○	Really good	Good	Okay	Bad	Really bad	thumb up	thumb up	neutral	thumb down	thumb down	Really like	Like	Okay	Don't like	Really don't like	smiley face	neutral	neutral	neutral	sad face	Very relaxed	Relaxed	Okay	Worried	Very worried	smiley face	neutral	neutral	neutral	sad face	Reception	Same	Year 1	R	=	1	  
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Find the survey for one child and invite the child to come and do their survey with you.

There are instructions for the survey on the following pages.

- *Detailed instructions* for the survey (starting on page 5).
- There is a 'Quick Reference Guide' for the survey on page 8. This provides a one-page summary of what you need to do and is an easy point of reference to use when working with a child.



If the child is not going to complete the survey, then follow these instructions for what to do with their survey:

#### If the child is absent

If a child is absent, tick the absent box on the pupil survey.

First name:	<input type="text"/>
Surname:	<input type="text"/>
Class:	<input type="text"/>
Child was absent / has left the school	<input type="checkbox"/>
Child chose not to participate	<input type="checkbox"/>
Child was unable to respond to any of the questions	<input type="checkbox"/>

If you are conducting the survey with children over a period of a few days then the child can complete theirs if they return to school in this period and you have the time for this. The timeframe should not be extended to wait for an absent child to return to school.

#### If the child chooses not to participate

If a child chooses not to participate (they say “no” or their body language or facial expression indicates their not wanting to participate), tick this box.

First name:	<input type="text"/>
Surname:	<input type="text"/>
Class:	<input type="text"/>
Child was absent / has left the school	<input type="checkbox"/>
Child chose not to participate	<input type="checkbox"/>
Child was unable to respond to any of the questions	<input type="checkbox"/>

If the child is busy with another activity and does not want to stop to do the survey at this moment then you could ask them again a little later. If they still decline then this should be taken as choosing not to participate.

#### If the child is unable to respond to questions

If a child is unable to respond to any of the questions (from their teacher’s knowledge of them or from the Section A practice question), tick this box.

First name:	<input type="text"/>
Surname:	<input type="text"/>
Class:	<input type="text"/>
Child was absent / has left the school	<input type="checkbox"/>
Child chose not to participate	<input type="checkbox"/>
Child was unable to respond to any of the questions	<input type="checkbox"/>

#### If a child says or shows that they want to stop part way through

If a child chooses to stop at any point in the survey, then you should tick ‘did not answer’ for all remaining questions.

If they stop because they have changed their mind and no longer wish to participate in the study then tick the ‘Chose not to participate’ box, as above.



## 4. Administering the survey

Ask the child to choose which toy they would like to use to answer the survey questions. Put the Section A ‘circles’ response sheet in front of the child (putting the other response sheets to one side, so the child is just looking at the Section A response sheet).

Explain to the child (using this or similar language, as appropriate for the individual):

**I am going to ask you some questions. There are no right or wrong answers, and I will not show your answers to your teacher or any of the other children.**

**When I ask you a question, I would like you to put your toy on the space which shows your answer. You can choose ‘always’ [point to the big circle], ‘a lot’ [point to the next circle], ‘sometimes’ [point to the middle circle], ‘not much’ [point to the small circle] or ‘never’ [point to the small white circle].**

Begin with the practice question, ‘In your class, do you learn maths?’ This question is intended to tell you whether the child knows the word ‘maths’, as well as giving them practice using the toy on the response sheet.

If the child does not know the word ‘maths’ then say “numbers and shapes” instead, or whatever term is used for ‘maths’ in their class (e.g. ‘numeracy’, ‘number time’). If you need to do this then use the child’s preferred word instead of ‘maths’ for the rest of the survey questions.

If the child is unable to provide a response to the practice question, even with your help, then this suggests that they will not be able to complete the survey. If this happens then do not continue, thank the child and tick ‘child was unable to respond to any of the questions’ box at the top of the survey.

Ask the child all of the questions in section A and tick only one box in each row  to record their answers. Make a clear tick using appropriate pressure with your pen. Ask them to **take the toy off** the response sheet each time they have answered a question, so that they are ready for the next one. If you need to re-word the questions so that the child understands them then you can do this. If they do not give an answer, then tick the ‘did not answer’ box.

After section A, move onto section B. Change the response sheet to the ‘thumbs’ response sheet. Begin with the practice question ‘how good are you at touching your nose?’. If the child is unable to give a response to the practice question, then this suggests that they do not understand the answers on the response sheet. Do not ask the questions in the section, if this is the case and tick ‘did not answer’ for each question in section B.



After section B, move onto section C. Change the response sheet to the 'enjoyment faces' response sheet. Begin with the practice question 'how much do you like playing?'. If the child is unable to give a response to the practice question, then this suggests that they do not understand the answers on the response sheet. Do not ask the questions in the section if this is the case and tick 'did not answer' for each question in section C.

After section C, move onto section D. Change the response sheet to 'worry faces' and begin with the practice question 'how would you feel if you could not get away from a scary monster?'. If the child is unable to give a response to the practice question, then this suggests that they do not understand the answers on the response sheet. Do not ask the questions in the section if this is the case and tick 'did not answer' for each question in section D.

After section D, move onto section E. Change the response sheet to 'years' and begin with the practice question 'Are you in reception or year 1?'. If the child seems unsure about the meaning of the words 'reception' or 'year 1', then use their reception or year 1 teacher's name (e.g. 'Mrs Smith's class' or 'Miss Lee's class'). If they had the same teacher for both years, then say 'last year' and 'this year'. You may need to explain 'same' for some questions (e.g. 'the same hard', 'the same fun', 'like both the same').

If the child is unable to give a response to the practice question, then this suggests that they do not understand the answers on the response sheet. Do not ask the questions in the section if this is the case and tick 'did not answer' for each question in section E.

Say a big 'well done' and 'thank you' to the child at the end of the survey, even if they do not complete it all.

## What if...?

### **...the child does not want to complete the survey**

If the child does not want to complete the survey (either telling you this or their expression or body language indicates this) then do not do the survey with them. Tick the box 'Child did not want to do the survey' at the top of the survey sheet.

### **...you make a mistake**

If you make a mistake or the child changes their mind about a response, fully colour in that box  and tick another box showing the answer that the child wants to give

### **... the child does not understand the question**

You can re-word or explain the question to the child if you think this will help them to understand (but not tell them which answer to choose on the response sheet). If they still do not understand then tick the 'did not answer' box for that question.



### **... a child gets tired or distracted**

If the child gets tired or distracted, then you could give them some encouragement to keep going or could give them a short break (e.g. for a drink or to share a short story book).

### **... the child gives their answer but does not use the toy**

If the child gives their answer verbally or by pointing to the response sheet rather than using the toy, this is fine. Record their answers by ticking the box on the survey sheet.

### **... a child does not want to continue with the survey when part way through**

If the child does not want to continue with the survey (either telling you this or their expression or body language indicates this) then stop the survey. Tick 'did not answer' for all remaining questions. If you are unsure if they wish to continue, then you could offer them a short break. If they do not want to continue after the short break, then do not ask them any further questions and tick the 'did not answer' for all remaining questions. If they stop because they have changed their mind and no longer wish to participate in the study then tick the 'Chose not to participate' box on the front of the survey and leave all remaining questions blank.

### **... a child is unable to fully complete the survey**

If a child is unable to fully complete the survey, we would still like you to return their partially completed survey.

### **... a child does not answer a question**

If a child does not answer a question, then tick the 'did not answer' box and move onto the next question.

### **... my pen runs out**

If your pen ink becomes faint, change to a new pen and go over any faint ticks to make sure they are clear.

## **5. Returning the surveys**

When all children in the class (who are not on the 'non-participating pupils list') have completed their survey, place their surveys into the plastic envelope that they arrived in. Seal the envelope and hand it to the person collecting these as instructed by the Maths Lead for your school, who will ensure that these are collected by our courier. Please securely destroy the list of non-participating pupils in confidential waste.

If you have any questions or are unsure about what you need to do, then contact us:

Helpline: 0115 9514426 8:30am-4:30pm Email: [mathsobservatory@nottingham.ac.uk](mailto:mathsobservatory@nottingham.ac.uk)



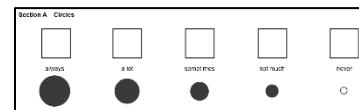
## Quick reference guide

1. Ask the child to choose a toy and give them the Section A 'circles' response sheet.
2. Explain to the child (using this or similar language so the child understands):

**I am going to ask you some questions. There are no right or wrong answers and I will not show your answers to your teacher or any of the other children. When I ask you a question, I would like you to put your toy on the space which shows your answer. You can choose 'always' [point to the big circle], 'a lot' [point to the next circle], 'sometimes' [point to the middle circle], 'not much' [point to the small circle] or 'never' [point to small white circle].**

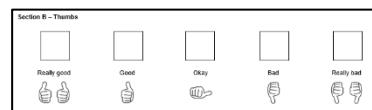
### Section A – 'circles' response sheet

3. Ask practice question. If they do not know the word 'maths' then say "numbers and shapes" or words they use for maths (e.g. numeracy) for the rest of the survey questions.
4. Read each question, tick box to record response, ask them to take the toy off.



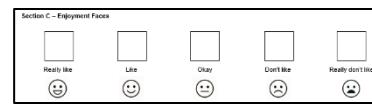
### Section B – 'thumbs' response sheet

5. Give the child the Section B 'thumbs' sheet.
6. Ask practice question. If they are not able to answer then do not ask the Section B questions (tick 'did not answer' for Section B questions).
7. Read each question, tick box to record response, ask them to take the toy off.



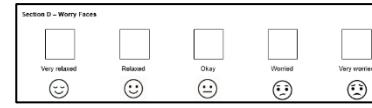
### Section C – 'enjoyment faces' response sheet

8. Give the child the Section C 'enjoyment faces' sheet.
9. Ask practice question. If they are not able to answer then do not ask the Section C questions (tick 'did not answer' for Section C questions).
10. Read each question, tick box to record response, ask them to take the toy off.



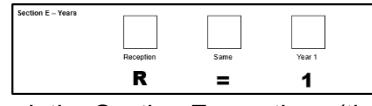
### Section D – 'worry faces' response sheet

11. Give the child the Section D 'worry faces' sheet.
12. Ask practice question. If they are not able to answer then do not ask the Section D questions (tick 'did not answer' for Section D questions).
13. Read each question, tick box to record response, ask them to take the toy off.



### Section E – 'years' response sheet

11. Give the child the Section E 'years' sheet.
12. Ask practice question. If they are not able to answer then do not ask the Section E questions (tick 'did not answer' for Section E questions).
13. Read each question, tick box to record response, ask them to take the toy off.
14. Survey complete. Thank child.



### Remember

- Tick one box in each row. If they do not give an answer to a question, then tick the 'did not answer' box.
- You can re-word the questions.
- Children can take a short break.
- To change an answer, colour in the box with the mistake in  and tick the correct box.
- Use black pen and good pressure.
- Children can stop at any time.