



Department
for Education

Five to Twelve: Year 1 Report

Technical report
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Contents

List of figures	5
List of tables	6
Acknowledgements	10
1. Background	11
2. Overview of design	12
2.1 Population and sampling	12
2.2 Data collection design	12
2.3 Fieldwork and response	13
3. Sampling design	14
3.1 Population and sample frame	14
3.2 Sample design	15
3.3 Attempts to include independent schools	16
4. Development phase	18
4.1 Consultation	18
4.1.1. Five to Twelve collaboration and advisory groups	18
4.1.2. Family advisory groups	18
4.2 Study identity	19
4.3 Cognitive testing of survey questions	20
4.4 Piloting	21
4.5 Ethics	23
5. Making contact	27
5.1 Advance mailing	27
5.2 Unconditional incentive	27
5.3 Interviewer contact approach	28
5.4 Movers and tracing	29
5.5 Interaction with schools	30
5.6 Establishing the main informant	31
5.7 Parent B contact process	32
5.8 Parent O contact process	33

5.9 Parent B and Parent O telephone follow up	37
5.10 Interview preparation	38
6. Fieldwork	40
6.1 Interviewer training	40
6.2 Fieldwork management – tranches and timings	41
7. Response to the survey	44
7.1 Main informant CAPI survey response	44
7.2 Cognitive assessment response	51
7.3 Parent B response	63
7.4 Parent O response	66
7.5 Response from mothers and fathers	71
8. Main interview elements	74
8.1 Overview of interview content	74
8.2 Presence of children	77
8.3 Data linkage consent and response	77
8.4 Self-completion element and response	80
8.5 Interview length	80
9. Cognitive assessments	82
9.1 Overview of assessments and protocols	82
9.2 Response to the tests	83
9.3 Interviewer training and administration	83
9.4 Imputation of data for Recall of Digits Backwards	84
10. Teacher survey	87
10.1 Agreement to teacher survey from parent/carer	87
10.2 Fieldwork approach to teacher survey	88
10.3 Response to teacher survey	90
10.4 Telephone reminders	93
11. Data processing	96
11.1 Data checks before and during fieldwork	96
11.2 Coding	96
11.3 Data checks and editing	97

11.4Cognitive test scores	97
11.5Data sets	97
11.6Errors in the data	98
12. Weighting	99
12.1Selection weight	99
12.2Pupil weight	101
12.3Parent B weight	102
12.4Teacher weight	105
12.5Parent O weight	107
13. Appendix: Main questionnaire	111
14. Appendix: Parent B and O Web Questionnaire	188
15. Appendix: Teacher questionnaire	220
16. Appendix: Materials	225
16.1Advance letter	225
16.2Advance leaflet	226
16.3Helplines leaflet	227
16.4Data linkage leaflet	228
16.5Cognitive assessments leaflet	229
16.6Reminder letter (Parent B)	230
16.7Parent B postcard	231
16.8Parent O invite letter	232
16.9Schools reassurance letter	233
17. Example emails and texts	234
17.1Parent A to forward to Parent O invitation	234
17.2Parent B invitation	236
17.3Reminder email 1	238
17.4Reminder email 2	240
17.5Reminder text 1	242
17.6Reminder text 2	242
18. Teacher materials	243
18.1Headteacher notification letter	243

18.2Headteacher invite letter	245
18.3Headteacher invite email	246
18.4Headteacher email to remind teachers	247
18.5Teacher invite letter	248
18.6Teacher reminder letter 1	249
18.7Teacher reminder letter 2	250

List of figures

Figure 1: Five to Twelve study components flow74

Figure 2: Teacher level questionnaire completion by number of questionnaires issued to the teacher92

List of tables

Table 1: Parent B communication schedule.....	32
Table 2: Parent B contact details	33
Table 3: Parent O communication schedule	35
Table 4: Agreement to contact Parent O	36
Table 5: Parent O contact details received	37
Table 6: Fieldwork dates.....	42
Table 7: Reissue fieldwork timings	43
Table 8: Main informant CAPI survey response.....	46
Table 9: Main informant CAPI survey response, by fieldwork tranche.....	47
Table 10: Main informant CAPI survey response, by FSM eligibility.....	48
Table 11: Main informant CAPI survey response, by SEN status	49
Table 12: Main informant CAPI survey response, by EHC plan status	49
Table 13: Main informant CAPI survey response, by child's ethnic group	50
Table 14: Main informant CAPI survey response, by first language spoken at home	51
Table 15: Main informant CAPI survey response, by child's gender	51
Table 16: Response to Naming Vocabulary.....	52
Table 17: Response to Naming Vocabulary, by FSM eligibility.....	53
Table 18: Response to Naming Vocabulary, by SEN status.....	53
Table 19: Response to Naming Vocabulary, by SEN type.....	54
Table 20: Response to Naming Vocabulary, by EHC plan status	54
Table 21: Response to Naming Vocabulary, by child's ethnicity	55
Table 22: Response to Naming Vocabulary, by first language spoken at home	55
Table 23: Response to Naming Vocabulary, by child's gender	56

Table 24: Response to Recall of Digits Backwards	56
Table 25 Response to Recall of Digits Backwards, by FSM eligibility	56
Table 26: Response to Recall of Digits Backwards, by SEN status	57
Table 27: Response to Recall of Digits Backwards, by SEN type.....	57
Table 28: Response to Recall of Digits Backwards, by EHC plan status	58
Table 29: Response to Recall of Digits Backwards, by child's ethnicity.....	58
Table 30: Response to Recall of Digits Backwards, by first language spoken at home ...	59
Table 31: Response to Recall of Digits Backwards, by child's gender.....	59
Table 32: Response to Picture Similarities	59
Table 33: Response to Picture Similarities, by FSM eligibility.....	60
Table 34: Response to Picture Similarities, by SEN status.....	60
Table 35: Response to Picture Similarities, by SEN type.....	61
Table 36: Response to Picture Similarities, by EHC plan status.....	61
Table 37: Response to Picture Similarities, by child's ethnicity.....	62
Table 38: Response to Picture Similarities, by first language spoken at home	62
Table 39: Response to Picture Similarities, by child's gender.....	63
Table 40: Parent B response	63
Table 41: Parent B online survey break off points	64
Table 42: Parent B response by FSM eligibility	64
Table 43: Parent B response by SEN status.....	65
Table 44: Parent B response by EHC plan status.....	65
Table 45: Parent B response by child's ethnicity	65
Table 46: Parent B response by first language	66
Table 47: Parent B response by child's gender	66

Table 48: Parent O overall survey response.....	67
Table 49: Parent O online survey break off points	68
Table 50: Parent O response by FSM eligibility in main household	68
Table 51: Parent O response by SEN status	69
Table 52: Parent O response by EHC plan status	69
Table 53: Parent O response by child's ethnicity	69
Table 54: Parent O response by first language spoken in main household	70
Table 55: Parent O response by child's gender	70
Table 56: Parent O response by their frequency of term time contact with cohort child ..	71
Table 57: Respondent types in the survey	71
Table 58: Interviews with mothers and fathers for productive cases.....	72
Table 59: Interviews with mothers and fathers for productive cases, by FSM	72
Table 60: Interviews with mothers and fathers for productive cases, by SEN status	73
Table 61: Questionnaire content for the main informant, other co-resident parent and OHP	75
Table 61 continued: Questionnaire content for the main informant, other co-resident and OHP	76
Table 62: Cohort child's reported influence during main informant interview	77
Table 63: Final data linkage consent for cohort member child.....	78
Table 64: Final data linkage consent for main informant	79
Table 65: Final data linkage consent for the other co-resident parent or carer	79
Table 66: Final data linkage consent for the OHP	79
Table 67: Self-completion consent.....	80
Table 68: Average length of main informant interview, cognitive assessment, and other co-resident parent and OHP questionnaire.....	81
Table 69: Eligibility for teacher survey and rate of parental consent.....	88

Table 70: Timelines of teacher survey fieldwork for each batch	90
Table 71: Final outcomes for teacher survey at child level	90
Table 72: Child level response to teacher questionnaires by mailing batch.....	91
Table 73: Number of questionnaires sent to each teacher.....	92
Table 74: Schools receiving telephone reminders for teacher survey.....	94
Table 75: Pupils with outstanding questionnaires at the point that telephone reminders started.....	94
Table 76: Time taken to return questionnaires after telephone reminders started (summer reminder batch).....	95
Table 77: Time taken to return questionnaires after telephone reminders started (autumn reminder batch).....	95
Table 78: IVs screened for inclusion in non-response logistic regression model for Parent B weight.....	103
Table 79: IVs screened for inclusion in non-response logistic regression model for teacher weight	106
Table 80 continued: IVs screened for inclusion in non-response logistic regression model for teacher weight	107
Table 81: IVs screened for inclusion in non-response logistic regression model for Parent O weight.....	108

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1. Background

This report outlines the methodology and data collection outcomes for the first year of Five to Twelve, a national longitudinal study tracking children and their families through primary school. The study forms part of the [Department for Education's Education and Outcomes Pathways Studies \(EOPS\) programme](#), which comprises three panel studies—early years, primary, and secondary—with a potential fourth covering post-16 education. Together, these studies follow children through key stages of learning to examine drivers of educational attainment and wellbeing.

Five to Twelve follows a cohort of children who entered year 1 in England in 2023. The first wave of data collection took place during the 2023–24 academic year when children were aged 5 to 6. In total, 8,632 families participated. By following the same families over time, the study will generate evidence to inform education policy and support services. Data will be made available to the research community via the [UK Data Service](#).

The study captures children's experiences, progress at school, and wellbeing, alongside factors at home, school, and in the wider environment that shape experiences and outcomes. It is led by the National Centre for Social Research, alongside collaborators National Foundation for Educational Research, National Children's Bureau, Fatherhood Institute, The Stats People and academic experts on child development and education at City St George's University, University College London, the University of Edinburgh, the University of Essex and the University of Cambridge.

This technical report provides detailed information on the design and delivery of the year 1 survey, including development, sampling, fieldwork, and data management. It accompanies a baseline research findings report (Allen and others, 2026; available at <https://www.gov.uk/government/publications/five-to-twelve-year-1>). For further details on specific aspects of the study, please contact the research team at the National Centre for Social Research: FiveToTwelve@natcen.ac.uk

2. Overview of design

2.1 Population and sampling

Five to Twelve is designed to follow a cohort of primary school children in state-funded education in England who were in year 1 in the 2023/24 academic year. The sampling frame was the National Pupil Database (NPD)¹ maintained by the Department for Education (DfE). A nationally representative random probability sample of 18,354 children were selected for the first wave of the study. This included a boost of young people in more disadvantaged households who were eligible for free school meals (FSM). A total of 8,632 families participated in the first wave. Weights are applied to the data to account for the sample design and survey non-response to provide representative survey estimates.

2.2 Data collection design

In year 1, Five to Twelve collected data from up to five participants connected with the cohort member child:

- **Main informant ('Parent A'):** This was a legal parent or guardian with responsibility for the selected child. Where there was more than one person in the household in this category the aim was to speak to the person who was 'most informed' about the issues covered by the survey. Where parents were equally familiar with these aspects of the child's life, either parent could be Parent A.

Interviewers visited the selected child's home and conducted interviews with the main informant via Computer Assisted Personal Interviewing (CAPI).

- **Cohort member (child):** The child was asked to take part in a series of three cognitive assessments. These were conducted with the interviewer in their home as part of the visit to interview the main informant. They consisted of assessments of language fluency, non-verbal reasoning and working memory.
- **Co-resident partner ('Parent B'):** This is the other parent living with the child or the co-resident partner of the main informant. Parent B could be a biological/adoptive parent to the cohort child or a stepparent.

Parent B was provided with login information during the interviewer visit to complete an online survey.

¹ For detail see <https://pmc.ncbi.nlm.nih.gov/articles/PMC7482519/>

‘Own Household Parent’: child’s other parent living in a separate household (**‘Parent O’**): This is the child’s biological/adoptive or legal parent, who did not live in the same main household as the child.

Parent O’s contact details were obtained from the main informant and an invitation to complete an online survey was sent to them from NatCen’s office.

- **Teacher:** The main informant was asked in their interview for permission to contact the child’s schoolteacher. Teachers were then sent a paper questionnaire to complete about the child.

2.3 Fieldwork and response

Mainstage fieldwork for the first wave of Five to Twelve took place between November 2023 and August 2024, in line with the academic year, and when the cohort children were in year 1, aged 5 to 6. For this crucial first wave of the study, a total of 18,354 children and their families were invited to participate, with 8,632 families ultimately taking part (at a minimum, the main informant) representing a 47% response rate.

Of Parent Bs in participating households, 3,622 (58%) took part in the online questionnaire.

Of Parent Os identified as being eligible for the study (those in contact with the child in the last 12 months), 327 (17%) completed an online interview.

Parents gave consent for the child’s teacher to be contact in 97% of cases. A sample of 4,860 paper questionnaires was achieved (59% of the teachers contacted).

3. Sampling design

The study is based on a random probability sample of children in year 1 in 2023/24. Children were selected from the National Pupil Database (NPD), which provides individual records for the complete population of children in state-funded education in England. The study used a stratified clustered sampling design that balanced the requirements for efficient face-to-face fieldwork with precise, generalisable estimates. Records were selected from the spring 2023 (academic year 2022/2023) NPD census. A boost of children eligible for Free School Meals (FSM) was included in the sample design to increase the opportunity for analysis of that subgroup.

3.1 Population and sample frame

The sample frame for Five to Twelve was the NPD, which provides information on all pupils in state schools in England. The target population for the first year of data collection was pupils in year 1 in the 2023/24 academic year.

Although the survey was to take place in 2023/24, the Department for Education's Data Sharing team provided de-identified data for all pupils in England in the reception year for the 2022/23 intake. These children would be in year 1 at the point of fieldwork in autumn 2023. This reflected the availability of data within the NPD – the spring census (returns from all schools during the spring term) from the previous academic year was the most recently available data for the selection of cases and preparation for fieldwork in the autumn term. The spring census 2023 was therefore used as the sample frame. Given this, those joining state schools in England at the start of the academic year 2023/24 year were not included in the sample frame. Contact information provided would also be a snapshot from some months prior by the point of fieldwork commencing.

In addition to the NPD spring census, data for children in Alternative Provision (AP) settings were also provided, as this included a small number of children not present within the census. A random selection of this very small group (6 cases in all) was selected from this source and added to the main NPD census sample.

Data supplied to NatCen was limited to reception year cases and was intended to include no contact information beyond the postcode (this would be provided later for selected cases only). Following the sample selection process described below, a file of anonymised reference numbers was returned to the Department and contact information for those cases returned to NatCen with contact data included for fieldwork.

In addition to the spring census data at the pupil level, school census data was provided with details of all state schools, their address, contact information and details of the

headteacher. The unique identifier relating to the school (URN) was available for linkage between this school information and the pupil-level spring census data.

3.2 Sample design

A two-stage probability sample was drawn that was based on a clustered design to support efficient face-to-face fieldwork. At the first stage, Primary Sampling Units (PSUs) were formed from pairs or triads of schools and a sample of these selected. This was to enable an efficient approach to the required face-to-face fieldwork. At the second stage, children were selected within the selected PSUs to create the interviewer assignments. The selection at both stages included approaches to achieve a boosted sample of FSM children.

3.2.1 Selecting PSUs

The first step was to create geographical clusters from which to select. All state primary schools in England with a year 1 were assigned to a PSU, with each PSU consisting of a pair of neighbouring primary schools. It was sometimes necessary to create triads where the total number of pupils in year 1 was below the required level: 22 pupils were to be selected within each PSU. This was a practical number for interviewer assignments. The pairing of schools allowed for a reduced burden on teachers as part of the teacher survey, with an expectation that teachers would need to complete an average of 5 or 6 pupil questionnaires compared. This clustering within schools, and schools within geographical pairs, has analytic advantages in the sense that it will be possible to study school and local area effects on child outcomes within a multi-level framework.

A range of data were attached to each PSU to allow for stratification by FSM percentage, region and population density (a proxy for urban/rural). PSUs were then selected with probability proportional to a weighted size that took account of the aim to boost the level of FSM children from 18% in the population to 40% in the final sample (in the formula below, 3.50 is the multiplier required to boost the FSM group to 40% of the total sample in the sampling process).

$$\text{weighted size of PSU} = 3.50 * \text{number of FSM pupils in PSU} + (\text{number of pupils in PSU} - \text{FSM pupils in PSU})$$

The number of PSUs to select was specified after a pilot survey that indicated likely response rates to the survey and the target of exceeding 8,000 interviews. Two samples were to be selected to achieve this – a main and a reserve sample to be used if required. The main sample required 758 PSUs and the reserve sample 76, making 834 PSUs in total. A total of 1,708 schools were included in the selected PSUs.

3.2.2 Selecting pupils

Within each of the selected 834 PSUs, 22 reception year pupils were selected (aged 4 or 5). These were selected proportionately to the components of the weighted size variable, with the additional requirement that at least 7 pupils be selected from each school or all pupils if the school had fewer than 7 pupils. FSM pupils were again weighted to boost their selection in the final sample by a factor of 3.50. This provided a sample of 18,348 pupils in total, with 40% being eligible for FSM. A further 6 children from the AP sample frame were added to provide a total issued sample of 18,354.

3.3 Attempts to include independent schools

Despite efforts to include them, Five to Twelve does not include a sample of children from independent schools due to the methodological challenges involved.

The initial aim of the study was to include all children entering year 1 in England, including those starting in independent schools who were estimated to make up around 6% of the total. Although a small proportion overall, it was anticipated that this would be a distinctive group given that families would generally be paying fees for their child to attend these schools. In addition, a small proportion of these providers are special schools supporting children with special educational needs (SEN).

However, there is no equivalent of the NPD for independent schools – no list of pupils is available at the national level. Instead, children must be identified via the schools themselves. A feasibility study was implemented to assess whether an efficient approach to sampling and fieldwork with a representative sample of children from independent schools could be established in Five to Twelve. This included two elements. The first was a qualitative phase that included interviews with staff in independent schools and liaison with the Independent Schools Council (ISC), the body representing most independent schools in the UK. The second was a field test of an approach to obtaining a sample from a selection of schools.

NFER conducted 10 semi-structured interviews with senior leaders (headteacher, deputy head or members of the senior leadership team) of independent schools principally to establish what would encourage participation in the study among those schools and what their preferred / required process would be for obtaining information about their pupils / pupils' families to enable survey data collection. There was broad agreement that they would need to obtain opt-in consent from parents before any information about them

could be passed to NatCen or DfE. It would not be possible to obtain lists of children initially from which to draw a sample within each school and it would not be possible to pass on contact information directly. An opt-in approach was likely to result in very low response rates, but a decision was made to attempt this to assess whether any usable sample could be obtained.

A probability sampling design was developed that proceeded with drawing 93 schools with a year 1 from a list of independent schools from the Department for Education's Getting Information About Schools (GIAS) database. Following their selection, a process of engagement with their head teachers was initiated by NFER involving written communication and phone calls. This aimed to gain agreement to cooperation with the study. Participation required schools to pass information about the study together with a generic online link to the parents of children in year 1. Parents were asked to provide their contact details and their child's name via a secure online form so that an interviewer from NatCen could arrange an interview with same approach as for the state school pupils.

Of the 93 selected schools, agreement to participate was obtained from just 10 schools, with very low take-up among parents in the initial stages. It was therefore concluded that a viable sample of children from independent schools could not be included efficiently in Five to Twelve (aside from those moving from state to independent schools during their primary education).

4. Development phase

Questionnaire development for Five to Twelve was guided by the aim to identify the mechanisms that lead to and perpetuate inequalities and those that promote positive outcomes in the primary school years. The study will collect a broad range of longitudinal data about the children themselves (their characteristics, behaviours, attitudes and outcomes) and about the factors that influence their experiences during primary school years. The instrument for the first wave of the study was developed with reference to a range of existing studies and literature, brought together in a supporting rapid evidence review.²

4.1 Consultation

4.1.1. Five to Twelve collaboration and advisory groups

Five to Twelve is a collaboration between National Centre for Social Research, National Foundation for Educational Research (NFER), National Children's Bureau (NCB) and the Fatherhood Institute. In addition, the study steering group comprised several academic experts on child development and educational attainment (see the Acknowledgements section above).

DfE also has a Technical Advisory Group (TAG) comprising a panel of academics and child development and education experts, as well as a Policy Advisory Committee (PAC). The DfE TAG comments on the study methods, instruments and strategy, while the PAC comments on current and upcoming policy and thematic priorities for DfE.

Collaborators and advisory group members were directly involved in designing the core elements of the study, including the instruments, questionnaire specifications, timeframe, consultation activities, documents, branding and ethical considerations.

4.1.2. Family advisory groups

Five to Twelve consulted with NCB's Families Research Advisory Group (FRAG) as part of the development of the study and questionnaire instruments. The FRAG is a panel of parents of children with special educational needs and disabilities (SEND) and, as such, a crucial resource for the development of the study. A consultation workshop was held in January 2023 to collect feedback and gather opinions from parents on several

² Available at: [Factors influencing primary school pupils' educational outcomes](#)

dimensions of the study. Three focus areas were prioritised in discussions with the FRAG:

- **Taking part:** we asked FRAG members about barriers and motivations to children and parents taking part in the study, what the study should emphasise to encourage families to take part, and about anything that might put off potential participants.
- **Target participants:** we asked FRAG members to assist with phrasing around how to identify the main informant in children's households.
- **Data linkage:** we explored data linkage acceptability with FRAG members, as well as enquiring around the best way to present these requests to parents and what parents' concerns were likely to be.

In addition to these focus areas, we provided FRAG members with a summary of the study and asked for general feedback on areas that FRAG members felt were important. FRAG members suggested that we were likely to encounter a lack of trust from SEN families, owing to previous negative interactions that they had encountered with local authorities and government bodies. This useful feedback informed the content of interviewer training and the development of materials for mainstage. For instance, messaging emphasised the independence of the research organisations, the potential for research to support improvements in services and the fact that participants could opt to withdraw from the study at any time.

4.2 Study identity

The study team worked with NatCen communications experts and in-house and external designers to bring together a distinctive and engaging study identity. Several identity options were considered and a brief was put together for the study design. Options were narrowed down to 'Five to Twelve' and an alternative option, 'Your Child'. Four logos and two design palette mock ups were created by designers, based on the advance letter and leaflet. These were tested as part of the cognitive testing process (please refer to section 4.3 for more details about this process). Five to Twelve was selected, and the current colour palette and brand images outlined were finalised.





4.3 Cognitive testing of survey questions

Cognitive interviewing methods provide an insight into the mental processes used by participants when answering survey questions, thus helping researchers to identify problems with question wording and design. These methods investigate four cognitive stages: how participants understand and interpret survey questions, how they recall information that applies to the question, the judgements they make as to what information to use when formulating their answers, and the response mapping process, such as how they select an answer.

Cognitive testing of the interview was conducted between October and December 2022. Interviews were conducted with 20 parents of year 1 children, including parents of children with SEN. NatCen used a recruitment agency (Propeller Field) to assist with recruitment and NCB advertised the study online through their participant database. Interviews were conducted using Microsoft Teams video calls. Participants were issued with a £30 Love2Shop voucher upon completion.

The questions tested included those that were newly devised for the study, sensitive questions, questions about SEN, tutoring at school, own household parents (OHPs), household finances, child health behaviours, device use and about time spent with family and friends.

Experienced researchers from NatCen and NCB conducted all interviews with participants. Interviewers read aloud the questions and shared their screens to display showcards to participants at relevant points. Interviews lasted approximately 1 hour and were video recorded with the participants' consent.

After the interviews, the video recordings were reviewed and notes summarising the interviews were written into a matrix. Think aloud data and findings from each of the scripted probes were recorded. Data could thus be read horizontally as a complete case record for an individual, or vertically by question, looking across all cases. Once the matrix was completed, the data in the matrix were reviewed thematically. A debriefing

session was organised after fieldwork had concluded where the interviewers presented the initial findings.

Findings from this work led to changes to changes in several questions, for instance to simplify the code list relating to childcare and to provide more clarity in the question stem regarding what participants should report. Changes were also made to ordering of questions, such as in relation to extra-curricular activities to avoid double counting, and additional questions developed, such as to pick up private tutoring arranged by parents. For questions relating to SEN, greater emphasis was placed on the parent's view as opposed to an official diagnosis. A softer opening to questions relating to Own Household Parents was developed and assurances about confidentiality added to questions about household finances. Screen time questions were also redeveloped to more accurately record levels across activities.

In addition to testing the above questions, cognitive testing asked participants for their experience with and feedback on draft participant materials. Two mock ups of the advance letter and information leaflet were provided to participants in advance of the interview. User feedback guided the study on which version was likely to be most effective for engaging families in the study and encouraging participation.

4.4 Piloting

A small-scale pilot of the Five to Twelve study was implemented between March and May 2023. The pilot assessed:

- Sample data availability and quality, and the appropriateness of the proposed sampling approach
- Response maximisation approaches, including communications and incentives
- Interviewer training
- Procedures for making contact, selecting respondents and conducting interviews
- Response rates – the issued sample was sufficient to provide broad indications, albeit in a compressed timeframe and without a reissue process
- Systems for collecting and managing sample, interview and other data
- The effectiveness and appropriateness of the different research instruments, including in terms of comprehension, technical implementation and flow
- The length of the Computer Assisted Personal Interviewing (CAPI) questionnaire against the target length
- Protocols for seeking consent to data linkage

- The process of inviting parents to participate online and the methods for encouraging response
- The technical implementation of the instruments, including routing
- Consent to data linkage and to participation in the teacher survey
- Implementation and response to the teacher survey.

The target population for the pilot was pupils in state schools in year 1 in the 2022/23 academic year, one year prior to the main stage population. The sample frame for the DRH was based on the National Pupil Database (NPD), which provides information on pupils in state schools in England. NPD data provided by the DfE Data Sharing team was to include all pupils in England in the reception year in the 2021/22 intake, who would be in year 1 at the point of fieldwork in spring 2023. The summer census 2022 was used as the sample frame in the DRH. Given this, those joining state schools in England in the 2022/23 year would not be included in the sample frame. Contact information provided would also be a snapshot from some months previously by the point of fieldwork commencing.

A representative probability sample was drawn that was based on a clustered design to support efficient face-to-face fieldwork. A total sample of 308 households were selected for the dress rehearsal, across 14 PSUs (pairs of schools). Within each PSU, 22 pupils were selected from pairs of nearby schools. Families eligible for FSM were oversampled, mirroring the intended design for the main stage.

Incentive strategy was the same for the pilot mirrored that intended for the mainstage. An unconditional £10 voucher was issued to each household with the advance letter.

A total of 134 families participated in the CAPI fieldwork (44%) over a 6-week period. Although numbers were small, a substantial difference in level of response was identified at this stage between those eligible for FSM and other families, leading to specific strategies to be developed for the main stage.

Evidence used to assess the pilot included:

- Interviewer feedback, via feedback forms and a debrief
- Data from the instruments
- Paradata (data on fieldwork process, including outcome codes used by interviewers, calls data and information about communications)

The pilot study was implemented effectively and enabled thorough review of the fieldwork design and instrument quality, as well as providing valuable data on response rates and

consents. The pilot highlighted effective practice and areas for improvement, which were implemented for mainstage delivery. This included:

- Confirmation of the data to be used for sampling and the approach to boosting the free school meal (FSM) component.
- Unconditional incentives were found to be welcome, as were colouring books for children, although it was recommended that colouring pencils should be included.
- Interviewer insights into how to encourage participation were built into training, particularly in relation to lower income areas and households. Branded calling cards were provided to interviewers.
- The potential for chasing web completion for Parent B and Parent O via telephone was highlighted.
- The observation that children were often present in the room at the time of the interview led to a review of sensitive content and protocols.
- The cognitive assessment consent process was amended to improve flow and understanding.
- Timings indicated there should be some reduction to the length of the interview to be within the target range.
- Minor amendments to the teacher questionnaire were also identified.
- Important lessons were learnt about data collection timing in relation to term time and school holidays.

4.5 Ethics

Consideration of ethical issues is a core element of research design. Research programmes and researchers have a duty to safeguard research participants, data users and researchers from any risk of harm, preserve wellbeing and uphold participants' rights. It is particularly important that ethical concerns are addressed in studies involving children, given to the vulnerability of this population. Ensuring the protection of respondents' privacy and the confidentiality of their data is paramount. Additionally, researchers must be aware of the potential psychological and emotional impacts of sensitive questions. Five to Twelve follows a set of core ethical guidelines to ensure that the research is conducted with the highest standards of integrity and respect for children, parents/carers and teachers.

Informed consent was obtained by interviewers for the main informant survey. This included parental consent and the child's assent for the child's participation in the cognitive assessments. Parental consent was also sought during the interview before a

teacher was approached for interview. Separate consents were obtained for each type of data linkage sought (NHS, HMRC and DWP) for each parent and for the child. An explanatory data linkage leaflet was provided alongside information provided in the interview. Other elements of the data collection were remote web or paper questionnaires.

4.5.1 Research Ethics Committee process

NatCen adheres to an ethical framework to ensure high standards of integrity and participant welfare in its studies and employs a Research Ethics Committee (REC) process for all studies. Each element of Five to Twelve was scrutinised by the REC prior to inception and was given approval for the study to proceed. The REC comprises experts who evaluate the study's methodology, consent procedures, data protection measures, and potential risks to participants. Researchers are required to submit detailed documentation outlining the aims, methods, and ethical considerations of their study. The committee assesses whether the research respects participants' rights, ensures confidentiality, and mitigates any potential harm. It also examines how informed consent will be obtained and protected.

4.5.2 Ethical issues in Five to Twelve

Ethical concerns addressed as part of the study design included the following:

Children's involvement in cognitive assessments and in the study more broadly. Consent refers to the formal agreement given by a parent or legal guardian for a child to participate in research. This recognises that at age 5 and 6 children are generally not considered capable of providing fully informed consent on their own. Assent, on the other hand, is the child's affirmative agreement to participate, which must be sought in an age-appropriate manner. Interviewers on Five to Twelve were provided with training, instruction manuals and materials to enable them to meet the requirements relating to consent and assent before and during the interviews. Researchers are required to provide clear and understandable information about the study to both the child and their guardians. The child's willingness to participate must be respected at all stages of the research, including within the data collection process and afterwards (for instance providing opportunities to withdraw from the study and data linkage at older ages). Careful consideration should be given to the inclusiveness of the data collection, for instance for children with SEN, and of how the study could avoid or reduce potential distress, for instance with clear signposting for parents and training for interviewers.

Sensitive question areas: The three parent interviews asked some sensitive questions, including about health and mental health, smoking and drinking behaviours, interpersonal relationships, and financial wellbeing. In addition, the main informant interview asked

about any experience of intimate partner violence (IPV). These questions risk emotional and/or psychological impacts on participants. This risk was mitigated in three ways:

- In the main informant interview, these sensitive questions were asked within a self-completion mode (CASI) section. In this mode, the interviewer hands the computer to the respondent and provides them with instructions to complete the questions themselves. In the case of disability or language barrier, an option is available to enable the interviewer to read the questions to the respondent. In this case, the most sensitive questions about IPV and finances are skipped.
- A leaflet signposting participants to information about relevant support services was provided to participants as part of the main informant interview.
- Interviewers were trained to follow the NatCen disclosure procedure in the rare instance they encountered a situation where they felt that the safety and wellbeing of an individual or child could be at risk, or they had concerns about illegal activity which could harm the public.

Burden on respondents: Participant burden is a core ethical consideration of all studies. The main informant interview was around 45 minutes, with the cognitive assessment component requiring a further 15 minutes. The parent B and parent O web questionnaires took around 15 minutes each. These timings were reviewed during piloting and considered not to be overly onerous based on observation of participants.

Incentive strategy: Five to Twelve used an unconditional incentive - £10 gift cards were sent ahead of fieldwork with the advance mailing to all households. This approach was selected in line with evidence that this approach can increase participation levels across all groups when compared with a conditional incentive approach where a payment is made on completion of the questionnaire.³ However, the initial design for the survey (reviewed by the REC) included a differential incentive strategy which targeted families eligible for FSM with a higher conditional incentive (£20 compared with £10 for other families). This was justified on the basis that disadvantaged groups are consistently less well-represented in terms of survey response rates and evidence that they respond to incentives offered.⁴

Administrative data linkage in general requires ethical consideration in terms of the amount of information that is provided about the nature of linkage and its purpose. This is balanced against the ethical aspects of data quality – low or agreement rates can limit analytical possibilities and can lead to bias. The approach in Five to Twelve is relatively

³ For example see experimentation findings in SEND Futures Discovery Phase, available at: <https://www.gov.uk/government/publications/send-futures-longitudinal-study-discovery-phase>

⁴ For example see https://assets.publishing.service.gov.uk/media/697b84acaacd0dc9777b4ff3/Omnibus_survey_of_pupils_and_their_parents_or_carers_technical_report_wave_6.pdf

standard – with separate opt-in consent asked for each respondent and for each type of linkage (NHS, DWP, HMRC). However, for linkage to Department for Education data which includes educational attainment variables critical to the study's aims, this was based on an opt-out approach, with the assumption of linkage built into the initial correspondence (and routes to opting out made clear).

5. Making contact

The information available from the National Pupil Database (NPD) for contacting sample members consisted of the child's full name and home address. No parental names were available at this stage and no telephone numbers or email addresses. Information about their school was also available, but this was not used for the initial approach given the protocol was to interview families in their homes.

5.1 Advance mailing

Communication with families began with the dispatch of an advance mailing consisting of a letter addressed to the 'Mother, Father or Carer of *Child*', together with a study leaflet and a gift card.

The mailing was sent to the participant's address around 10 days prior to the intended start of the Computer Assisted Personal Interviewing (CAPI) fieldwork tranche. Mothers, fathers, and carers had the opportunity to contact NatCen via freephone or email to ask questions or to opt out of the study (these cases were then removed from interviewers' assignments).

Enclosed with the advance letter was the advance leaflet, which provided comprehensive details about the study. The leaflet outlined the organisations involved, the study's content, the interview process, information regarding data linkage, and contact details for further inquiries.

5.2 Unconditional incentive

To encourage participation, an unconditional incentive was included within the advance letter and leaflet. Each family received a £10 Love2Shop gift card. The decision to use unconditional incentives rather than incentives provided on the condition of completing the questionnaire, was based on evidence indicating that they significantly improve response rates compared to conditional incentives.⁵ The aim with unconditional incentives is to encourage a sense of reciprocity that makes sample members more likely to respond positively to requests to complete the interview. Differential conditional incentives had been considered at an early stage in the design which would have aimed higher value incentives at families of children eligible for free school meals (FSM). However, given that several children in the same class at school would be invited there was a relatively high risk that this differential level would be noticed in some cases.

⁵ See for instance experimental evidence in the SEND Futures discovery phase. Report available at: <https://www.gov.uk/government/publications/send-futures-longitudinal-study-discovery-phase>

5.3 Interviewer contact approach

5.3.1 Assignments

As described in section 3, interviewer assignments consisted of 22 cases from either two or three neighbouring primary schools. Advance mailings were sent to parents / carers 10 days prior to fieldwork starting, with those opting out of the study ahead of fieldwork removed from the assignment. Interviewers were required to visit the addresses provided for the named child in person to confirm the eligibility of the child, identify who should be interviewed as the main informant (Parent A) and carry out tracing where the child was not at the issued address.

Interviewers were required to make a minimum of 6 visits at different times of day and days of the week as part of efforts to make initial contact. It was anticipated that most appointments for interviews would be made in the period shortly after the end of the school day and before bedtime when the child would be available to complete the cognitive assessments.

5.3.2 Electronic contact record

Information about sample members was provided to interviewers on their laptops via an electronic Address Record Form (eARF). Interviewers were required to familiarise themselves with the information available for each case and use it to record details of all contact attempts and outcomes.

The eARF contained critical information from the NPD, including:

- the address recorded by the child's school
- the child's full name
- the child's status regarding Special Educational Needs (SEN) as per the school's administrative records
- the address of the child's school, with assignments covering cases from two or three different schools.

All contact attempts had to be recorded, including the time and date of the call, whether there was contact and with whom, and the outcome of the call. New contacts could be recorded in this process and contact information. The process also prompted interviewers to record who they established as the main informant to be interviewed (Parent A).

5.3.3 Establishing eligibility of cohort members

Cohort members were selected from the NPD as described in section 3. All cases issued for fieldwork were aged 5 or 6 and in state education in year 1 in England according to those records. As anticipated, interviewers found few instances of children who were not eligible, with this relating largely to having moved outside England or information being incorrect. Those who had moved to be home schooled or into the independent school sector were still eligible for fieldwork.

5.3.4 Gaining cooperation from parents and carers

Interviewer training placed strong emphasis on strategies to maximise participation across all households. Particular attention was given to groups where response rates are typically lower, including families on low incomes, households with children who have SEN, diverse communities, and fathers. Interviewers were encouraged to frame participation as an opportunity to contribute to improving educational outcomes, highlighting the study's value for policy and practice.

Interviewers were instructed to reference the advance letter and leaflet sent to families, which included a £10 gift card, and to clearly explain the purpose and importance of the study. Flexibility and persistence were key principles: interviewers were expected to provide information, answer questions, and return at a later time if needed. Training also stressed the importance of reassuring participants that NatCen operates independently from local authorities and schools, to build trust and reduce concerns about confidentiality. Further details on interviewer training are provided in section 6.

5.4 Movers and tracing

Several months elapsed between schools providing their pupils' data to the NPD school census in the spring census of the 2022/2023 academic year and the fieldwork period (November 2023 to August 2024). This meant that some children had moved from the issued address by the time the interviewer arrived (and some addresses were in any case not correct). It was important that efforts were made to include these cases given that their characteristics were likely to be different to those who had not moved (for instance, movers were more likely to be eligible for FSM).

Where the interviewer was unable to find the family at the issued address they would do the following:

1. ask the current occupiers for new address information or leave an 'occupier letter' at the issued address where no contact could be made to ask for updated information for the family (this letter had NatCen (non-study) branding to not disclose the family's inclusion in the study)

2. ask the neighbours for a forwarding address or other contact information
3. where someone could get in touch with the cohort family but would not share contact details without consulting them, interviewers provided a tracing letter to be passed on to the selected family with instructions on how to provide NatCen with updated information.

Where interviewers obtained a new address following tracing efforts, this could be entered into their eARF and proceed to visit the new address. The case would be allocated to a different interviewer if it was outside the first interviewer's area.

If no new address was found after tracing efforts had been completed, interviewers coded the case out as an 'untraced mover' (see section 7) for the level of untraced movers by the end of the fieldwork period).

For those cases reaching untraced mover outcomes, new addresses were sought in the most recently available NPD data (autumn census 2023). Where a different address was found compared to the address provided in the original spring 2023 census, this was issued a new interviewer in the latter period of fieldwork.

A final approach to tracing was to engage schools to pass on letters via book bags for families of children who had not been contacted or who had been confirmed to be untraced movers during the fieldwork process. Schools were sent a letter informing them that we had not been able to make contact with some of the parents/carers and asking them to pass on a letter to the relevant parents/carers. The letters asked parents to update their contact details, which was then used to send a new invitation to the study.

5.5 Interaction with schools

Prior to mainstage fieldwork beginning, an email from the Department for Education was sent to all head teachers at schools who had a child in the sample. This provided information about the study, what it involved and how the school could help. No active participation was required until the teacher surveys began to be issued to specific teachers, but it was hoped that the communication would reassure schools of the study's legitimacy should they receive enquiries from parents (which some did).

During the pilot study, some interviewers became aware of parents of selected children discussing the study with each other (via WhatsApp groups or at the school gate) and with the school. Interviewers were therefore provided with a letter they could give to the school directly that provided details of the study and their contact information. Interviewers were not allowed to request families' contact information from schools, or to use the school as a conduit through which to communicate with families.

5.6 Establishing the main informant

Once the interviewer had contacted the family, they were required to establish who to interview as the main informant, referred to as Parent A in Five to Twelve. The following definition, provided in training and in the eARF, was used by interviewers to establish Parent A:

- should be a mother, father or other person with parental responsibility who knows most about the cohort child's school life
- this includes biological and adoptive parents, foster carers and those with parental/legal responsibility for the child
- should be living with the child most of the time

The parent/carer is counted as living with the child if:

- the child normally lives with them
- and shares a living room with them
- and/or shares a meal a day with the cohort child

In many cases, where there were two parents, both were well-informed about the child's life and Parent A was the parent who answered the door and/or had time for the interview.

Once Parent A was confirmed in the eARF, the interviewer was able to start the interview and confirm details including relationship to the cohort member child.

5.6.1 Interviewing carers of Looked-After Children (LAC)

The study included children in foster care or residential care. Efforts were made to access and encourage participation from carers of looked-after children, who typically have poorer educational outcomes. For foster carers or special guardians, the main carer completed the interview as Parent A, with the questionnaire automatically skipping certain sections (such as the respondent's relationship with the own household parent). Data linkage questions were completed only if the carer had parental responsibility. For children in residential settings, the main key worker completed the questionnaire as Parent A, with specific sections omitted (including sections on household characteristics). Data linkage questions were skipped for children in residential care. Carers could opt the child out of the study if desired.

5.6.2 Guidance for twins and multiples

For households with twins or multiple births, efforts were made to ensure that the family was not overburdened. Interviewers flagged that each child required a separate interview

and cognitive exercises and offered the option to conduct all interviews in one visit or spread them out over multiple visits. There were 33 instances of households where interviews were conducted about two cohort members (due to the random sampling approach it was possible that only one child in a multiple birth family would be selected for the study).

5.7 Parent B contact process

‘Parent B’ was the co-resident partner, or co-resident co-parent, of the main informant. Parent B could be a biological/adoptive parent to the cohort child or a stepparent.

If Parent A reported that they had a partner in the household, the fieldworker was prompted towards the end of the interview to introduce the Parent B online questionnaire. Interviewers were provided with A5 designed postcards to input Parent B’s access code and leave in the household for Parent B’s convenient reference (see [Appendix 16: Materials](#)). The interviewer would hand this to Parent B directly where possible, but it was often the case that Parent B was not in the household at the time of the main interview.

The interviewer collected Parent B’s contact information, such as mobile and email address, in the CAPI programme. During the interview, the interviewer sent an email and/or a text with the survey link if Parent A agreed. Following the interview, regular reminders were sent from the office to Parent B reminding them to take part in the survey.

Table 1: Parent B communication schedule

Communication	Method
Postcard	Provided during the interview directly to Parent B if present, or to Parent A
Initial email and text	Sent during the main interview if email and/or phone number provided
Reminder email and text 1	Sent from the office the Friday after the interview, if email and/or phone number provided.
Reminder email and text 2	Sent 8 days after reminder 1 if email and/or phone number provided.
Reminder letter	Sent 10 days after reminder 1
Reminder email and text 3	Sent 17 days after reminder 1 if email and/or phone number provided.

See section 5.9 on telephone follow up calls to Parent B.

There were 6,245 eligible Parent Bs during fieldwork. Of households with an eligible Parent B, the interviewer provided the postcard to 87% of Parent As or to the Parent B if present in the household. Around one-third of the sample received an email and/or a text (although a small proportion of Parent As gave their own email address instead of the Parent B's). Overall, 92% of Parent Bs were provided with a postcard, a text and/or an email was sent. Overall, a third of Parent Bs were present during the interview with the main informant and accessed the survey.

Table 2: Parent B contact details

	N	% of households	% of Parent Bs
Eligible Parent B in the household	6,233	72	N/A
Provided Parent A/Parent B with a postcard	5,449	N/A	87
Sent an email during interview	1,904	N/A	31
Sent a text during the interview	2,064	N/A	33
Provided with a postcard, email or text	5,728	N/A	92
Not provided with a postcard, email or text	505	N/A	8
Parent B was present during the interview and accessed the survey	1,966	N/A	32
Parent B was not present during the interview	2,810	N/A	45

Base: All where Parent A interviewed Year 1

5.8 Parent O contact process

Parent O was the 'own household parent' or OHP. They were the selected child's biological, adoptive or legal parent, who did not live in the same main household as the child.

If Parent A reported that the child had another parent living at another address, and if they reported that this parent had been in touch with the child within the last 12 months, the interviewer was prompted at the end of the interview to collect the contact details of this other parent. This included Parent O's name, address, email address, mobile number and telephone. If Parent A was unwilling to provide contact information, the interviewer was prompted to ask if Parent A could instead forward an email on to Parent O.

If Parent A provided an address, email address or mobile number, the office sent an invite letter to the Parent O informing them of the study and inviting them to take part. Where a letter could be sent, this included a £5 unconditional incentive in the form of a gift card. Where only an email could be sent, they were offered a £5 e-voucher. Depending on the contact details provided, the office sent out reminders in the form of letters, texts and emails.

Interviewers were given specific training from the Fatherhood Institute to emphasise the importance of including own household parents in the study to help understand the influence they had on their child's development and attainment. However, in cases where the Parent A wished to first obtain consent from Parent O, where they did not wish to provide information or where they were unable to provide it, they could opt to receive an email and/or text to forward to the Parent O. This email and/or text contained a link for Parent O to provide their own details and would then automatically receive their own survey login.

Table 3: Parent O communication schedule

Communication	Method
Parent A to Parent O email and text	Sent from the office or the CAPI program for Parent A to forward to Parent O, asking them to provide their contact details
Initial letter to Parent O if contact details provided by Parent A	Sent a week after the Parent A interview
Initial email to Parent O if contact details provided by Parent A	Sent on the Friday after the Parent A interview
Initial email following Parent O updating contact details	Sent immediately after contact information is updated
Reminder email and text 1	Sent 7 days after the initial email if email and/or phone number provided.
Reminder email and text 2	Sent 15 days after the initial email if email and/or phone number provided.
Reminder letter	Sent 17 days after the initial email if address provided.
Reminder email and text 3	Sent 24 days after the initial email if email and/or phone number provided.

See section 5.9 on telephone follow up calls to Parent B.

There were 1,925 eligible Parent Os during fieldwork. Forty-one per cent of Parent As did not want to give or did not have the Parent O's contact details. Forty-nine per cent were willing to provide them and 8% wished to obtain Parent O's consent first.

Table 4: Agreement to contact Parent O

	N	% of households	% of Parent Os
Eligible Parent O	1,927	22	
Parent A willing to provide Parent O's contact details	939		49
Parent A wishes to obtain Parent O's consent first	153		8
Parent A did not have or want to give Parent O's contact details	786		41
Contact details section skipped	49		3

Base: All where Parent A interviewed Year 1

Parent As who were willing to provide Parent O's contact details (49%) were asked for follow up information about contact details. Of these, 94% provided an email, phone number and/or an address.

Parent As who were willing to provide the Parent O's contact details (49%), and those who wished to obtain the POs consent first (8%), were asked if they would forward a text and email to Parent O, to collect their contact details. Of these, 51% were willing to forward an email and 62% willing to forward a text.

Similarly to Parent B's contact details, in some cases the contact details that were provided for Parent O were those of Parent A. Therefore, some of the proportions in Table 5, in relation to the levels of contact details received for Parent O, may be higher than the actual Parent O contact details received.

Table 5: Parent O contact details received

	N	% of Parent Os	% of Parent As who agreed to provide contact details	% of Parent As who agreed to provide contact details and wished to obtain consent first from Parent O
Parent A provided a mobile number for Parent O	811	42	86	n/a
Parent A provided an email address for Parent O	431	22	46	n/a
Parent A provided a full or partial address for Parent O	506	26	54	n/a
Parent A provided a mobile number, email or postcode for Parent O	887	46	94	n/a
Parent A willing to forward an email to Parent O to complete the contact form	560	29	n/a	51
Parent A willing to forward a text to Parent O to complete the contact form	680	35	n/a	62

Base: All cases with an eligible Parent O in Year 1

5.9 Parent B and Parent O telephone follow up

To maximise response among eligible Parent Bs and Parent Os, NatCen's Telephone Unit undertook targeted follow-up calls with eligible cases who had not yet completed their web interview and for whom we had telephone numbers. These parents were encouraged to complete the interview online (there was no completion of interviews over the phone). This approach was implemented some months following the start of fieldwork

to further boost response. Follow up calling began in March 2024 and was completed in three batches, all of which were completed by the end of September 2024.

A Computer Assisted Telephone Interviewing (CATI) program was set up to facilitate the follow up calling in the Telephone Unit. This included the latest information about the household and functionality enabling interviewers to send a text message and/or an email with the survey link directly to the respondent as part of the call. Each sample member received up to four phone call attempts. Telephone interviewers prompted the respondent to complete the questionnaire online.

In preparation, three interviewers received instructions and a short briefing on the Parent B and Parent O chasing process. Instructions included a general overview of the study, detail about the content of the questionnaire as well as training on engaging with and maximising response from fathers.

5.10 Interview preparation

5.10.1 Translated and assisted interviews

Language barriers were addressed by asking if anyone in the household could assist with translation. The interview could be conducted with a household member who was not the child of Parent A and was aged over 14 years old acting as an interpreter. If the sampled household members were familiar with using the Google Translate app, interviewers were able to use this on the doorstep to establish initial understanding and eligibility. However, the study team advised interviewers that the interview itself should not use Google Translate but could be conducted in English with household interpretation as needed.

This approach encouraged interviews with families where English was not the first language. During the interview, 186 (2%) reported that a family member in the household helped the main informant to translate the interviewer's questions.

As detailed in section 7, in 1% of cases interviewers could not proceed with an interview due to language barriers.

5.10.2 Interview materials

Interviewers were provided with helpful materials to make contact and complete the interview. Examples are also shown in Appendix section 16 and included:

- Doorstep laminate. This card provided tips for interviewers to use on the doorstep to encourage participants to take part. It included common objections to taking

part and some suggested responses that might make the participant more willing to take part.

- Data linkage leaflet. This leaflet explained the purpose and process for data linkage and was provided to the participant ahead of or during the interview and left with them.
- Cognitive exercise leaflet. This leaflet for parents explained the purpose of the cognitive assessments and what children would be asked to do. It could be left in the household ahead of the interview or provided during it.
- Helplines leaflet. Left behind in all cases.
- Five to Twelve activity pack and colouring pencils (see below).
- Reissue memo. This memo reminded interviewers about the importance of contacting and interviewing reissued households
- Study showcards – These showed each question and the answer options to make it quick and easy for the interviewer to ask questions and code responses

As a goodwill gesture for children participating in the study, a Five to Twelve activity booklet was provided. This proved to be a useful tool for engaging and occupying children (including siblings) while their parent was being interviewed.

Interviewers were supplied with a bespoke Five to Twelve themed activity pack which included colouring activities, word searches and a spot the difference page. The activity pack was designed by the NatCen design team, with a bright and engaging brief. Overall, 15,000 activity packs were created, meaning interviewers could give out 2 packs per household as well as pencils. Feedback from interviewers suggested that the activity pack was well received by children and their families.

6. Fieldwork

6.1 Interviewer training

A total of 333 interviewers were trained for the Five to Twelve fieldwork.

Training was conducted over MS Teams during two days from 9am to 3pm ahead of the commencement of tranches of fieldwork. The research team at NatCen designed and delivered the training and materials with additional material provided by the National Children's Bureau (NCB) and the Fatherhood Institute. A significant element of the training centred on the cognitive assessments with children, which drew on the protocols provided by the British Ability Scales 3 (BAS3).

Briefing packs were despatched prior to the training sessions. These packs included all the essential materials for fieldwork as well as the BAS materials for the cognitive exercises, project instructions and details about their pre- and post-briefing assessments. Before attending, interviewers were asked to complete a pre-briefing assessment ensuring they had the materials they needed and access to the practice interview program loaded on their laptops.

The first day of the briefing centred on the cognitive assessments in order to enable practice of these elements between the two days of training. Day 1 included:

- a pre-recorded motivational introduction from the Department for Education and background to the policy context
- an overview of the purpose and operation of each of the three cognitive assessments
- videos showing an experienced interviewer carrying out each of the cognitive assessments
- three breakout room sessions: one for each cognitive assessment. These broke the group of interviewers being trained into small group sessions, where all interviewers practiced conducting the cognitive assessment on one another. Each small group included a member of the research team to help provide tips and identify problems.

Following the training session and before the next day's training, interviewers were asked to spend time familiarising themselves with the questionnaire, by running through the program and practising conducting the cognitive assessments.

Interviewers came back for day 2 with more specific questions about the operation of the cognitive assessments and having more knowledge of the questionnaire content. Day 2 then focused on:

- the sample and cohort members
- protocols for making contact (including contact with schools) and the materials available to them
- use of the electronic system used to guide interviewers through the contact process and record contact outcomes / updates
- tips for the doorstep and encouraging families to participate
- information and video from NCB on building trust and engaging with families with special educational needs (SEN) or vulnerable children
- discussion and reminder on the questionnaire content
- data linkage and maximising informed consent for the child and parent consents
- the teacher survey process and any questions that might arise
- additional parents (Parents B and O, i.e. the other co-resident parent and Own Household Parent [OHP])
- presentation from the Fatherhood Institute on building engagement with fathers and the OHP
- overview of fieldwork timings

Training was updated following the pilot and in line with updates to protocols, including new guidance on liaising with schools.

During fieldwork, interviewers who were previously trained were invited to several motivational meetings which were co-led by researchers and fieldwork managers. These served as a place where interviewers could share tips and where the interviewers could gain feedback and information for future briefings. Protocol adherence was monitored at a high level by the research team and managed at the interviewer level by field-based managers using data provided via the electronic contact record and other fieldwork systems.

6.2 Fieldwork management – tranches and timings

Given the substantial scale of the fieldwork, the year 1 sample was split (randomly at PSU level) into an initial five ‘tranches’ that were released at staggered points from the start of November 2023 to April 2024. This helped to minimise the number of interviewers required and allowed a longer period over which assignments could be fully worked.

However, fieldwork was carried out during a period when the sector was still building back its fieldwork capacity following the cessation of in-home fieldwork during the COVID-19 restrictions. There was significant recruitment of new interviewers during this period as well as high demand on interviewer capacity as many surveys returned to the field. For Five to Twelve, as a result of a lack of interviewers with sufficient capacity, there were specific geographical areas where fieldwork did not move as quickly as anticipated. Only around 80% of cases were completed within the intended 10-week fieldwork period. While some interviewers were given more time to complete their assignments, a group of assignments that had not been allocated by the intended time were moved to a later period (these points were included in a 'Tranche 7').

Although the response rate achieved in the first 5 tranches of fieldwork reached the target level by the end of the fieldwork period in August 2024, the uncertainty about this in May 2025 due to the slower progress of fieldwork than expected led to a decision to release a reserve sample as a Tranche 6 (increasing the total issued sample by 10%). This was aimed at ensuring the target minimum number of interviews would be achieved (8,000). There was less time available to work this sample, resulting in a lower response rate (see section 7).

Table 6 shows the dates that each of the five tranches started and finished. On several tranches fieldwork was a bit slower than expected and such some unfinished and not started addresses were moved to the following calendar year.

Table 6: Fieldwork dates

Tranche	Start	Finish
1	01/11/2023	10/03/2024
2	04/12/2023	10/03/2024
3	29/01/2024	24/03/2024
4	04/03/2024	05/05/2024
5	08/04/2024	02/06/2024
7 (delayed cases from tranches 1, 2, and 4)	29/04/2024	23/06/2024
6 (reserve sample)	24/06/2024	18/08/2024

As part of the fieldwork process and to increase response, the study team used reissues to improve response. Reissue focuses on making contact and visiting households with

whom we had no contact previously. These households were sent a letter prior to the reissue interviewer visiting them. The letter acknowledged that we had already tried to make contact but reiterated that hearing from them was important. Reissues were carried out by a different interviewer (generally an interviewer with substantial experience) to the one who previously had visited the household (Table 7).

Table 7: Reissue fieldwork timings

Tranche	Start	Finish
Reissues 1	15/04/2024	12/05/2024
Reissues 2	08/07/2024	04/08/2024

Each tranche had an end date which ensured that interviewers were visiting households within six weeks of the advance letter being sent. Overall, the reissue process added around 280 interviews to the achieved sample (2 percentage points in terms of the overall response rate).

7. Response to the survey

The families of 18,354 children were selected and invited to take part in year 1 of Five to Twelve. Of these, 8,632 participated (47%) and were available to reporting. Overall, this has provided Five to Twelve with a robust baseline sample with opportunities for subgroup analysis for the planned longitudinal study.

7.1 Main informant CAPI survey response

Several individuals were potentially included in the survey in year 1 in connection with each cohort member child, including both parents and carers in the main household where children lived, another parent in their own household, teachers and the children themselves. For a case to be included in analysis and reporting, the minimum requirement was that a main informant parent / carer ('Parent A') completed the CAPI interview to a point where sufficient data was collected for it to be useful. This section focuses on response to the CAPI survey by the main informant, with later sections looking at response to the other survey elements from other individuals connected with the cohort member.

Of the 18,354 households invited, 8,632 main informant parents/ carers completed the CAPI interview either fully or partially. This comprised 8,609 cases which were fully productive and 23 which were partially productive. This represented a 47% response rate to the survey (adjusted for eligibility). See Table 8.

A small proportion of the sample (<1%) was identified as being ineligible for the survey. This was largely due to the family having moved outside England which was the country of focus of the Five to Twelve study in the first wave. This group was excluded from the denominator in the calculation of the response rate along with an equivalent proportion of cases with 'unknown eligibility' (largely those not contacted and where no other information was available).

The largest category of non-response to the survey was refusals from the family. A total of 31% of the sample refused to participate. This included 4% who contacted NatCen to opt out of the survey following receipt of the advance letter before an interviewer called at the address. A further 16% of parents / carers refused in person to the interviewer, and 3% refused by proxy (for instance via a grandparent of the cohort member). A small proportion (<1%) refused during the interview process, with the remaining 7% breaking appointments or not agreeing to an interview within the fieldwork period.

Non-contact, where it was established that the family lived at the issued address, accounted for a 4% of the issued cases. However, a further 10% of issued cases were not contacted and it was not established whether they were eligible. Most of this latter

group were 'untraced movers' where the interviewer established that the family did not live at the address provided in the National Pupil Database (NPD) data but could not obtain a correct address despite their tracing efforts and those implemented from the office (see section 5.3).

A further 7% of the issued sample did not participate for a range other reasons related to sample members or the interviewer themselves. Language difficulties accounted for 1% of issued cases, as did parents or carers being ill or in hospital during the period.

Table 8: Main informant CAPI survey response

	N	% of issued sample
Issued	18,354	
Ineligible	30	<1
Outside England	17	<1
Other ineligible	13	<1
Total eligible/ unknown eligibility	18,324	100
Main informant interviewed	8,632	47
Fully complete main informant	8,609	47
Partial main informant	23	<1
Refusal	5,636	31
Opt-out	713	4
Refusal by target respondent	2,999	16
Refusal by proxy	554	3
Refusal during interview / after interview	93	1
Broken appointment / no interview	1,277	7
Other non-response (contact made)	1,335	7
Ill / in hospital	148	1
Physically / mentally not able	45	<1
Language difficulties	152	1
Other non-response	979	5
Non-contact (eligible)	826	4
Unknown eligibility	1,895	10
Untraced mover	1,310	7
Non-contact (eligibility unknown)	551	3
Other unknown eligibility	34	<1
Response rates		
Response rate (of all issued)		47
Response rate (of all eligible)		47
Response rate (adjusted for unknown eligibility)		47

Base: All cases issued for Year 1

Table 9 outlines the response to the main informant CAPI survey for each of the 7 fieldwork tranches. As noted in section 6, fieldwork was organised into 6 tranches initially for efficient working over the fieldwork period between November 2023 and August 2024. A seventh tranche was created to include interviewer points that had been difficult to allocate to interviewers during the early period of fieldwork, as the interviewer workforce continued to build back following COVID-19. This was formed from cases initially included in tranches 1, 2 and 4.

Overall, the response was similar across all the tranches. Tranche 6 was a 'reserve' sample which was selected ahead of fieldwork and released to ensure the final total of interviews was above the target set for the study. The shorter period in which these cases were worked explains the lower response rate in that tranche.

In addition to these 'first issue' tranches, cases that had been identified as being potentially amenable to further fieldwork effort (for instance, 'soft' refusals and non-contacts) were issued back into the field in batches of 'reissues'. An additional 290 households took part fully or partially in the study as part of this effort.

Table 9: Main informant CAPI survey response, by fieldwork tranche

	Tranche 1	Tranche 2	Tranche 3	Tranche 4	Tranche 5	Tranche 6	Tranche 7
	%	%	%	%	%	%	%
Interviewed (total of issued)	46	46	48	49	47	44	48
Non-contact	3	4	5	4	5	6	7
Refusal	32	31	30	31	31	30	28
Other unproductive	8	8	9	6	6	7	5
Unknown eligibility	11	11	8	10	10	13	13
Known ineligible	0	0	0	0	0	0	0
Total issued (n)	3,345	3,324	3,343	2,640	3,346	1,672	682

Base: All cases issued for Year 1

The overall response rate of 47% (rising to 50% of a representative sample that accounts for the boost of FSM cases) is lower than what might have been expected for a similar study pre-pandemic. The Study of Early Education and Development (SEED), for instance, achieved a response rate of 63% with a CAPI approach to families in England with a child aged 2 years in 2014. Response rates were falling across many surveys prior to COVID-19 and saw a further reduction after that point due to factors relating to both

operational challenges (interviewer panel recruitment) and changes in willingness to participate among households.⁶ However, it is important to understand potential non-response bias in the achieved sample to assess sample quality. This is explored in the next section where we look at response rates broken down by key characteristics available in the sample data.

7.1.1 Main informant response rates by NPD characteristics

Table 10 to Table 15 show main CAPI survey response rates by key characteristics of the child and child's household as recorded in the original NPD data used for sampling.

The most striking difference in response rates observed among the characteristics available from the NPD was in relation to the child's free school meals (FSM) eligibility. Where the child was eligible for FSM, the main informant was 13 percentage points less likely to have participated in the survey (39% compared to 52% for those not eligible for FSM). This pattern of lower response by for households with lower income or in areas of relative deprivation has been observed consistently in other studies (including SEED), although this level of difference is particularly high.

Non-response among FSM households was higher in all categories, rather than being concentrated in one. Refusals were the largest single category (34% compared to 29% of households not eligible for FSM), driven in particular by broken appointments (7% for FSM compared 4%). But levels of non-response were higher for FSM households in non-contact, unknown eligibility (largely untraced movers) and other types of non-response.

Table 10: Main informant CAPI survey response, by FSM eligibility

	FSM eligible	Not FSM eligible
	%	%
Interviewed (total of issued)	39	52
Non-contact	6	4
Refusal	34	29
Other unproductive	8	6
Unknown eligibility	12	9
Known ineligible	0	0
Total issued (n)	7,241	11,111

Base: All cases issued for Year 1

⁶ See discussion of trends in the Survey Futures position statement available at: [Response-Rates-Position-Statement_SupportingMaterial.pdf](#)

There was no difference in response rates by special educational needs (SEN) status (47% for both households with a child with SEN and a child without SEN). This is despite those with SEN being more likely to be eligible for FSM where substantial differences were observed in response rates. In the next section we look at non-response to the cognitive assessments where the child's SEN status was a more important factor.

Table 11: Main informant CAPI survey response, by SEN status

	SEN	Not SEN
	%	%
Interviewed (total of issued)	47	47
Non-contact	4	5
Refusal	30	31
Other unproductive	8	7
Unknown eligibility	11	10
Known ineligible	0	0
Total issued (n)	2,605	15,747

Base: All cases issued for Year 1

As with the differences observed with SEN and non-SEN status, families with a child with an EHC plan, who are a subset of those with SEN, had similar response rates (Table 12). The response rate for those with an EHC plan was 49% compared to 47% for those without.

Table 12: Main informant CAPI survey response, by EHC plan status

	EHC plan	No EHC plan
	%	%
Interviewed (total of issued)	49	47
Non-contact	3	5
Refusal	30	31
Other unproductive	9	7
Unknown eligibility	9	10
Known ineligible	0	0
Total issued (n)	631	17,721

Base: All cases issued for Year 1

Some differences in the response by child's ethnic group were observed. The ethnic group with the lowest response rate was those in the 'any other ethnic group' category

(42%), followed by mixed ethnicity (43%). Those with a child with an Asian ethnic group had the highest response rate at 50%. Differences between ethnic groups were not explained by different levels of refusals. Levels of non-contact, including untraced movers were higher for groups other than the White group.

Table 13: Main informant CAPI survey response, by child's ethnic group

	Any other ethnic group	Asian	Black	Chinese	Mixed	Unclear	White
	%	%	%	%	%	%	%
Interviewed (total of issued)	42	50	48	47	43	49	47
Non-contact	7	4	5	4	6	3	4
Refusal	28	28	25	25	32	30	32
Other unproductive	10	7	6	9	7	7	7
Unknown eligibility	13	11	15	15	12	12	9
Known ineligible	0	0	0	0	0	0	0
Total issued (n)	463	2,084	1,203	89	1,524	306	12,683

Base: All cases issued for Year 1

There were no observable differences in the response rate in relation to first language (see Table 14). Households with a first language other than English, i.e. in the 'Other' category, had a lower observed refusal rate (25%) and higher other unproductive rate (9%) than those with English as the first language (32% and 7%, respectively). This appears to be driven by more by a higher rate of people being recorded as unproductive due to language difficulties. Untraced movers were also more common among those where the first language was not English.

Table 14: Main informant CAPI survey response, by first language spoken at home

	English	Other	Unclear
	%	%	%
Interviewed (total of issued)	47	48	47
Non-contact	4	5	5
Refusal	32	25	31
Other unproductive	7	9	4
Unknown eligibility	10	13	13
Known ineligible	0	0	0
Total issued (n)	14,455	3,766	131

Base: All cases issued for Year 1

There was no observable difference in response rate between whether the cohort child was recorded as female or male (Table 15).

Table 15: Main informant CAPI survey response, by child's gender

	Female	Male
	%	%
Interviewed (total of issued)	45	46
Non-contact	5	4
Refusal	31	30
Other unproductive	7	7
Unknown eligibility	10	10
Known ineligible	0	0
Total issued (n)	8,989	9,363

Base: All cases issued for Year 1

7.2 Cognitive assessment response

All cohort member children were invited to complete a set of three cognitive assessments as part of the interviewer visit to the home. The three tests were from the British Ability Scales 3 (BAS 3) scales and included Naming Vocabulary (which assessed verbal ability), recall of digits backwards (which assessed working memory) and picture similarities (which assessed non-verbal reasoning). See section 9 for more details.

In general, the cognitive assessments were conducted towards the end of the interview. However, in some cases the interviewer would come back at a more appropriate time, usually between the end of school and before dinner time, to complete the cognitive assessment with the cohort child. Alternatively, children could undertake the cognitive assessment before the parent interview, provided the interviewer had already captured the age of the child.

Once the interviewer had introduced the cognitive assessment and given the parent enough time to review the leaflet, they then asked for the parent consent and the child's assent. The order the assessments were completed in the questionnaire was always the same and was as follows:

- Naming Vocabulary
- Recall of Digits Backwards (RDB)
- Picture Similarities

Given consent was sought for each test individually and there was variation in the level of agreement, response to each assessment is provided separately below.

7.2.1 Naming Vocabulary

In total, 96% of the cohort children took part in the Naming Vocabulary assessment. The main reason for not completing the assessment was that the interviewer was unable to administer for language or disability reasons (Table 16).

Table 16: Response to Naming Vocabulary

	N	%
Consent obtained and test completed	8,254	96
Refused by child	79	1
Unable to administer (language or disability)	178	2
Other reason for not being administered	121	1

Base: All where Parent A interviewed in Year 1

7.2.1.1 Naming Vocabulary by NPD characteristics

Table 17 to Table 23 provide the consent rate to the Naming Vocabulary assessment by characteristics recorded in the NPD data.

Comparing FSM eligibility, a lower proportion of those eligible for FSM (93%) consented to complete the Naming Vocabulary compared to those not eligible for FSM (97%) (Table 17).

Table 17: Response to Naming Vocabulary, by FSM eligibility

	FSM eligible (%)	Not FSM eligible (%)
Consent obtained and test completed	93	97
Refused by child	1	1
Unable to administer (language or disability)	3	2
Other reason for not being administered	2	1

Base: All where Parent A interviewed in Year 1

A considerably lower proportion of those with SEN (82%) consented and completed the assessment compared to those with no SEN (96%). The main difference was in the category of unable to administer (12% in SEN and 2% in no SEN) (Table 18).

Table 18: Response to Naming Vocabulary, by SEN status

	SEN (%)	No SEN (%)
Consent obtained and test completed	82	98
Refused by child	3	1
Unable to administer (language or disability)	12	<1
Other reason for not being administered	3	1

Base: All where Parent A interviewed in Year 1

Exploring SEN status in more detail highlights that different SEN types (as recorded on the NPD) differ in consent rates. The highest consent rates are in those recorded as having a social, emotional and mental health type of SEN (92%), compared to those with autism spectrum disorder (64%) and with cognition and learning SEN (65%). Differences here are largely driven by the extent to which the assessment was unable to be administered due to language or disability reasons (Table 19).

Table 19: Response to Naming Vocabulary, by SEN type

	Cognition and Learning (%)	Communication and Interaction (%)	Social, Emotional and Mental Health (%)	Physical and Sensory Need (%)	Autism Spectrum Disorder (%)	Other (%)
Consent obtained and test completed	65	86	92	88	64	97
Refused by child	5	1	3	5	5	<1
Unable to administer (language or disability)	28	9	3	8	26	2
Other reason for not being administered	2	4	1	<1	5	2

Base: All where Parent A interviewed in Year 1

Those with an EHC plan are a subset of those with SEN and represent those often with more complex needs. A considerably lower proportion of children on an EHC plan (59%) completed the Naming Vocabulary assessment compared to those not on an EHC plan (96%), driven by language and disability reasons (Table 20).

Table 20: Response to Naming Vocabulary, by EHC plan status

	EHC Plan (%)	No EHC Plan (%)
Consent obtained and test completed	59	97
Refused by child	4	1
Unable to administer (language or disability)	32	1
Other reason for not being administered	5	1

Base: All where Parent A interviewed in Year 1

There were no observable differences between Naming Vocabulary consent rates between children of different ethnicity (Table 21).

Table 21: Response to Naming Vocabulary, by child's ethnicity

	Any other ethnic group (%)	Asian (%)	Black (%)	Chinese (%)	Mixed (%)	Unclear (%)	White (%)
Consent obtained and test completed	94	95	94	95	95	95	96
Refused by child	1	1	0	0	1	3	1
Unable to administer (language or disability)	5	2	4	2	2	2	2
Other reason for not being administered	1	1	1	2	2	1	1

Base: All where Parent A interviewed in Year 1

There were no observable differences between Naming Vocabulary consent rates between different first languages spoken at home (Table 22).

Table 22: Response to Naming Vocabulary, by first language spoken at home

	English (%)	Other (%)	Unclear (%)
Consent obtained and test completed	96	95	97
Refused by child	1	1	<1
Unable to administer (language or disability)	2	2	2
Other reason for not being administered	1	1	2

Base: All where Parent A interviewed in Year 1

There were no observable differences between Naming Vocabulary consent rates between children of different gender (Table 23).

Table 23: Response to Naming Vocabulary, by child's gender

	Female (%)	Male (%)
Consent obtained and test completed	97	95
Refused by child	1	1
Unable to administer (language or disability)	1	3
Other reason for not being administered	1	1

Base: All where Parent A interviewed in Year 1

7.2.2 Recall of Digits Backward

Recall of digits backwards (RDB) has a similar consent and completion rate to the other three assessments (94%). However, as is detailed in section 9, an error in the programming of the test meant that 5% of all issued cases needed to be excluded from the analysis. These are identified in the tables here, along with instances where the test could not be completed.

Table 24: Response to Recall of Digits Backwards

	N	%
Completed	7,669	89
Completed but excluded from analysis	431	5
Consented but not completed	100	1
Not consented and/or not started	432	5

Base: All where Parent A interviewed in Year 1

7.2.2.1 Recall of Digits Backward by NPD characteristics

Consent to the RDB assessment was slightly lower among those eligible for FSM (93% compared to 96% of those not eligible for FSM (Table 25).

Table 25 Response to Recall of Digits Backwards, by FSM eligibility

	FSM eligible (%)	Not FSM eligible (%)
Completed	87	90
Completed but excluded from analysis	4	5
Consented but not completed	2	1
Not consented and/or not started	7	4

Base: All where Parent A interviewed in Year 1

A considerably higher proportion of children with SEN did not consent or could not start the RDB assessment compared to those without SEN (26% compared to 3%). This was lower than for the Naming Vocabulary assessment for those with SEN.

Table 26: Response to Recall of Digits Backwards, by SEN status

	SEN (%)	No SEN (%)
Completed	71	92
Completed but excluded from analysis	3	5
Consented but not completed	5	1
Not consented and/or not started	21	2

Base: All where Parent A interviewed in Year 1

As with the Naming Vocabulary assessment, the highest consent and completion rate was in those recorded as a social, emotional and mental health SEN type (87%). The lowest proportions were those recorded as cognition and learning (54%) and autism spectrum disorder (53%) (Table 27).

Table 27: Response to Recall of Digits Backwards, by SEN type

	Cognition and Learning (%)	Communication and Interaction (%)	Social, Emotional and Mental Health (%)	Physical and Sensory Need (%)	Autism Spectrum Disorder (%)	Other (%)
Completed	52	76	83	75	51	85
Completed but excluded from analysis	2	3	4	5	2	2
Consented but not completed	3	5	3	6	5	7
Not consented and/or not started	44	16	10	14	42	7

Base: All where Parent A interviewed in Year 1

A considerably lower proportion of those on an EHC plan consented and completed the RDB assessment compared to those who are not on an EHC plan (44% compared to 96%) (Table 28).

Table 28: Response to Recall of Digits Backwards, by EHC plan status

	EHC Plan (%)	No EHC Plan (%)
Completed	42	91
Completed but excluded from analysis	2	5
Consented but not completed	7	1
Not consented and/or not started	49	3

Base: All where Parent A interviewed in Year 1

There were few observable differences between RDG consent rates between children of different ethnicity (Table 29).

Table 29: Response to Recall of Digits Backwards, by child's ethnicity

	Any other ethnic group (%)	Asian (%)	Black (%)	Chinese (%)	Mixed (%)	Unclear (%)	White (%)
Completed	90	88	88	88	89	89	89
Completed but excluded from analysis	3	5	4	7	5	4	5
Consented but not completed	1	1	1	2	1	1	1
Not consented and/or not started	6	6	7	2	5	7	5

Base: All where Parent A interviewed in Year 1

There were no observable differences between RDB consent rates between different first languages spoken at home (Table 30).

Table 30: Response to Recall of Digits Backwards, by first language spoken at home

	English (%)	Other (%)	Unclear (%)
Completed	89	88	90
Completed but excluded from analysis	5	5	5
Consented but not completed	1	2	2
Not consented and/or not started	5	5	3

Base: All where Parent A interviewed in Year 1

Male children were slightly less likely to complete the RDB assessment compared to female (92% compared to 96%) (Table 31).

Table 31: Response to Recall of Digits Backwards, by child's gender

	Female (%)	Male (%)
Completed	91	87
Completed but excluded from analysis	5	5
Consented but not completed	1	2
Not consented and/or not started	4	6

Base: All where Parent A interviewed in Year 1

7.2.3 Picture Similarities

The consent and completion rate for the Picture Similarities assessment (94%) was similarly high overall to the other assessments.

Table 32: Response to Picture Similarities

	N	%
Consent obtained and test completed	8,147	94
Refused by parent	4	<1
Refused by child	120	1
Unable to administer (language or disability)	197	2
Other reason for not being administered	164	2

Base: All where Parent A interviewed in Year 1

7.2.3.1 Picture Similarities by NPD characteristics

A lower proportion of those eligible for FSM (91%) consented and completed the Picture Similarities assessment compared to those not eligible for FSM (96%) (Table 33).

Table 33: Response to Picture Similarities, by FSM eligibility

	FSM eligible (%)	Not FSM eligible (%)
Consent obtained and test completed	91	96
Refused by parent	<1	<1
Refused by child	2	1
Unable to administer (language or disability)	3	2
Other reason for not being administered	3	1

Base: All where Parent A interviewed in Year 1

As with the other assessments, a much lower proportion of children with SEN (76%) consented and completed the Picture Similarities assessment (97%) (Table 34).

The level of consent and completion among children with SEN was lower in the Picture Similarities compared to the Naming Vocabulary assessment but higher than that for RDB (76% compared to 82% and 74% respectively). It is likely that those who could not attempt or stopped the RDB assessment did not generally continue to this third assessment. However, the Picture Similarities does not require language ability in the same way as Naming Vocabulary and will have been possible to conduct with children with some types of SEN who were not able to complete the Naming Vocabulary or RDB assessments.

Table 34: Response to Picture Similarities, by SEN status

	SEN (%)	No SEN (%)
Consent obtained and test completed	76	97
Refused by parent	<1	<1
Refused by child	4	1
Unable to administer (language or disability)	14	<1
Other reason for not being administered	6	1

Base: All where Parent A interviewed in Year 1

When looking at SEN type, as with both Naming Vocabulary and RDB, a higher proportion of those with a social, emotional and mental health type of SEN consented and completed the Picture Similarities assessment (89%) compared to those with a cognition and learning (57%) and autism spectrum disorder (53%) SEN type (Table 35).

Table 35: Response to Picture Similarities, by SEN type

	Cognition and Learning (%)	Communication and Interaction (%)	Social, Emotional and Mental Health (%)	Physical and Sensory Need (%)	Autism Spectrum Disorder (%)	Other (%)
Consent obtained and test completed	57	81	89	85	53	90
Refused by parent	<1	<1	<1	<1	<1	<1
Refused by child	5	3	6	6	9	3
Unable to administer (language or disability)	31	10	3	8	28	5
Other reason for not being administered	8	6	2	2	9	2

Base: All where Parent A interviewed in Year 1

A lower proportion of children on an EHC plan (49%) consented and completed the Picture Similarities compared to those not on an EHC plan (96%) (Table 36). Similar to the other two assessments, this appears to be driven by language and disability reasons.

Table 36: Response to Picture Similarities, by EHC plan status

	EHC Plan (%)	No EHC Plan (%)
Consent obtained and test completed	49	96
Refused by parent	<1	<1
Refused by child	6	1
Unable to administer (language or disability)	35	2
Other reason for not being administered	9	2

Base: All where Parent A interviewed in Year 1

There were no observable differences between picture similarities consent rates between children of different ethnicities (Table 37).

Table 37: Response to Picture Similarities, by child's ethnicity

	Any other ethnic group (%)	Asian (%)	Black (%)	Chinese (%)	Mixed (%)	Unclear (%)	White (%)
Consent obtained and test completed	93	94	93	93	94	93	95
Refused by parent	<1	<1	<1	<1	<1	<1	<1
Refused by child	1	2	1	<1	2	3	1
Unable to administer (language or disability)	5	3	5	5	3	3	2
Other reason for not being administered	2	2	2	2	2	1	2

Base: All where Parent A interviewed in Year 1

There were no observable differences between picture similarities consent rates between different first languages spoken at home (Table 38).

Table 38: Response to Picture Similarities, by first language spoken at home

	English (%)	Other (%)	Unclear (%)
Consent obtained and test completed	94	94	95
Refused by parent	0	0	0
Refused by child	1	1	2
Unable to administer (language or disability)	2	3	2
Other reason for not being administered	2	2	2

Base: All where Parent A interviewed in Year 1

There were no observable differences between picture similarities consent rates between whether the child is female or male (Table 39).

Table 39: Response to Picture Similarities, by child's gender

	Female (%)	Male (%)
Consent obtained and test completed	96	93
Refused by parent	<1	<1
Refused by child	1	2
Unable to administer (language or disability)	1	3
Other reason for not being administered	1	2

Base: All where Parent A interviewed in Year 1

7.3 Parent B response

The partner of the main informant (usually the child's other parent) or 'Parent B' was invited to participate in their own online questionnaire. See section 5 for information about the contact process.

In total, there was an eligible Parent B in 6,233 of households where Parent A participated. Of these, 3,622 (58%) took part in the online questionnaire, 3,281 fully (53%) and 341 partially productive (5%). Due to the remote mode of data collection most non-response was attributed as non-contact (40% of eligible cases), although all CAPI interviewers would have left a card with login information for Parent B and may have provided this in person. The small number of refusals (1%) resulted from contact with interviewers in NatCen's Telephone Unit who called Parent B to encourage online participation.

Table 40: Parent B response

	n	%
Eligible	6,233	
Full interview	3,281	53
Partially completed	341	5
No contact with target respondent	2,464	40
Refusal by target respondent	75	1
Break-off during questionnaire	71	1
Removed due to data quality issues		<1

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

The 1% of Parent Bs classified as having 'broken off' the online questionnaire did so at an early point in the questionnaire before any useable information had been provided.

Looking at the 5% who partially completed the questionnaire, the majority (58%) who were partially productive ended the questionnaire soon after the point set for a useable partial at the Parenting Style and Dimensions Questionnaire (22% at PSD, 14% at PSD-1, 11% at PSD-2 and 11% at PSD-3). Following this, 12% stopped the survey in the last section on data linkage consent. Breakoffs occurred throughout the rest of the questionnaire quite evenly, with an uptick in breakoffs at the data linkage consent questions. The interview length recorded for Parent B is provided in section 8.

Table 41: Parent B online survey break off points

	%
Section 1 and 2: Introduction, activities with child and engagement with schooling	3
Section 3: Parenting Style and Dimensions Questionnaire	58
Section 4: Relationship with parent A	9
Section 5: Physical and mental health	7
Section 8: Demographics, finances, drinking and smoking	5
Section 9: Admin and contact details	6
Section 10: Data linkage consent	12

Base: All Parent B starting the online questionnaire in Year 1

Table 42 to Table 47 details the Parent B response rate across different demographic characteristics of the cohort child and the main household. Compounding the non-response in the main interview, Parent Bs were considerably less likely to respond where the child was eligible for FSM (39% compared to 63% for those not eligible).

Table 42: Parent B response by FSM eligibility

	Not eligible for FSM (%)	Eligible for FSM (%)
Fully completed	63	39
Not completed	37	61
Eligible (n)	5,073	1,160

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

Unlike with the main informant where there was little difference by the child's SEN status, a lower response rate was observed for those Parent Bs whose child had SEN (50% compared to 59%).

Table 43: Parent B response by SEN status

	No SEN (%)	SEN (%)
Fully completed	59	50
Not completed	41	50
Eligible (n)	5,480	753

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

A similar pattern was observed where there was an EHC plan in place (50% compared to 58% of Parent Bs where there was no EHC plan).

Table 44: Parent B response by EHC plan status

	No EHC plan (%)	EHC plan (%)
Fully completed	58	50
Not completed	42	50
Eligible (n)	6,040	193

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

There was considerable variation in response rates for Parent B when looking at the child's ethnicity. Where the child was in the Chinese or White groups response was relatively high (74% and 63% respectively) compared to other groups, notably Black, Asian and other ethnic groups (42%, 44% and 44% respectively).

Table 45: Parent B response by child's ethnicity

	Any other ethnic group (%)	Asian (%)	Black (%)	Chinese (%)	Mixed (%)	Unclear (%)	White (%)
Fully completed	44	44	42	73	58	54	63
Not completed	56	56	58	27	42	46	37
Eligible (n)	151	901	297	41	385	105	4,353

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

Parent Bs in households where the first language was not English were less likely to participate than those where it was (46% compared to 62%). This was in contrast to the main informant pattern where response was little difference between the groups, and may reflect the main informant being the parent / partner who is more confident in English.

Table 46: Parent B response by first language

	English (%)	Other (%)	Unclear (%)
Fully completed	62	46	63
Not completed	38	54	38
Eligible (n)	4,764	1,429	40

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

There were no observable differences in response rates for Parent B by the child's gender.

Table 47: Parent B response by child's gender

	Female (%)	Male (%)
Fully completed	58	58
Not completed	42	42
Eligible (n)	3,001	3,232

Base: All cases where Parent A interviewed and eligible Parent B in household in Year 1

7.4 Parent O response

Own household parents (Parent Os) were identified by the main informant during their CAPI interview. Parent Os eligible for inclusion in the study were defined as those having been in contact with the child in the last 12 months. However, contact information had to be obtained via the main informant, so this was a limiting factor on which Parent Os could be invited to participate and an important aspect of overall non-response. See section 5 for more on the contact process.

Of the 1,927 Parent Os identified as being eligible for the study (those in contact in the last 12 months) 17% completed an online interview. A further 32% were invited by email, letter or their mobile phone. More than half of eligible Parent Os could not be approached for the survey due to contact information not being available. The response rate where Parent Os were invited to participate was 35%.

Table 48: Parent O overall survey response

	n	%
		% of eligible to study
Parent O fully completed	327	17
Parent O not completed	613	32
Eligible Parent O but contact info not provided	986	51
		% of all cases
Total eligible Parent Os (of all cases)	1,927	22
OHP not in contact last 12 months	434	5
No OHP	6,272	73
All cases	8,632	

Base: All cases where Parent A interviewed in Year 1

The Parent O questionnaire had seven main sections where participants stopped the questionnaire. Partial interviews were more common among Parent Os than Parent Bs (Of the 93 partially productive Parent Os, similar to Parent Bs, around one-third (37%) of POs stopped the questionnaire at the Parenting Style and Dimensions Questionnaire (19% at PSD, 8% at PSD-1, 4% at PSD-2 and 5% at PSD-3). Following this 17% stopped when answering about demographics, finances, smoking and drinking.

As with the Parent B pattern, the 1% of Parent Os (20 cases) classified as having ‘broken off’ the online questionnaire did so at an early point in the questionnaire before any useable information had been provided. While the same proportion of eligible Parent Os partially completed the interview as did Parent Bs (both 5% of eligible cases) this represented a relatively large proportion of all useable interviews for Parent Os (28%). Looking at those who partially completed the questionnaire, over a third (37%) who were partially productive ended the questionnaire soon after the point set for a useable partial at the Parenting Style and Dimensions Questionnaire (19% at PSD, 8% at PSD-1, 4% at PSD-2 and 5% at PSD-3). The survey length recorded for Parent O is provided in section 8.

Table 49: Parent O online survey break off points

	% of break offs
Section 1 and 2: Introduction, activities with child and engagement with schooling	2
Section 3: Parenting Style and Dimensions Questionnaire	36
Section 5: Physical and mental health	9
Section 7: PO's relationship with cohort child and PA	10
Section 8: Demographics, finances, drinking and smoking	17
Section 9: Admin and contact details	14
Section 10: Data linkage consent	12

Base: All Parent O starting the online questionnaire in Year 1

Table 50 to Table 55 detail the Parent O response rates across different demographic characteristics of the cohort child and the main household.

The pattern of lower response where the child was eligible for FSM was also observed for Parent O, although the difference was less pronounced than for Parent B. A total of 15% of Parent Os where the child was eligible for FSM participated compared to 21% where they were not.

Table 50: Parent O response by FSM eligibility in main household

	Not eligible for FSM (%)	Eligible for FSM (%)
Parent O fully completed	21	15
Parent O not completed	30	33
Eligible Parent O but contact info not provided	48	53
Eligible (n)	648	1,278

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1

Table 51: Parent O response by SEN status

	No SEN (%)	SEN (%)
Parent O fully completed	18	14
Parent O not completed	32	32
Eligible Parent O but contact info not provided	51	54
Eligible (n)	1,560	366

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1

Table 52: Parent O response by EHC plan status

	No EHC plan (%)	EHC plan (%)
Parent O fully completed	17	11
Parent O not completed	32	36
Eligible Parent O but contact info not provided	51	53
Eligible (n)	1,837	89

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1

Table 53: Parent O response by child's ethnicity

	Any other ethnic group (%)	Asian (%)	Black (%)	Chinese (%)	Mixed (%)	Unclear (%)	White (%)
Parent O fully completed	*	7	12	*	13	16	19
Parent O not completed	*	23	28	*	27	34	34
Eligible Parent O but contact info not provided	*	70	60	*	60	50	47
Eligible (n)	*	87	197	*	209	38	1,365

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1 *Please note the base for this category is <30; the figures for this category cannot be displayed.

Table 54: Parent O response by first language spoken in main household

	English (%)	Other (%)	Unclear (%)
Parent O fully completed	18	10	*
Parent O not completed	32	28	*
Eligible Parent O but contact info not provided	50	62	*
Eligible (n)	1,650	260	*

*Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1 *Please note the base for this category is <30; the figures for this category cannot be displayed.*

Table 55: Parent O response by child's gender

	Female (%)	Male (%)
Parent O fully completed	16	18
Parent O not completed	32	32
Eligible Parent O but contact info not provided	52	50
Eligible (n)	955	971

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1

Table 56 provides a breakdown of Parent O response by their contact with the cohort child during term time. Those who saw their child more frequently were more likely to participate in the study – and it was more likely that the main informant had passed on their contact information. As discussed in section 12.4 the very low overall response rate for Parent Os who saw their child less than once per fortnight was a reason for the analysis of OHPs to focus on the subgroup that was in contact more frequently.

Table 56: Parent O response by their frequency of term time contact with cohort child

	Every day	Once or twice a week	Once a fortnight	Once a month	Once a term	Not at all
Parent O fully completed	22	21	21	4	7	5
Parent O not completed	41	37	33	23	22	11
Eligible Parent O but contact info not provided	37	42	47	74	70	85
Eligible (n)	423	715	257	102	67	190

Base: All cases where Parent A interviewed and eligible Parent O in household in Year 1

7.5 Response from mothers and fathers

The Five to Twelve study aimed to include both mothers' and fathers' perspectives in its data collection, including those living in their own households. Looking at the types of respondents that mothers and fathers (including birth, adoptive and step) were in the study, 84% of mothers were the main informant compared to 14% of fathers. Fathers were more likely to be either Parent B (58%) or Parent O (20%). Fathers were also more likely to not have been identified during the interview process (8% compared to 2% of mothers), either because the main informant stated the child did not have another parent in the household or elsewhere, or that they did have an OHP but they had not been in touch with the child in the previous 12 months.

Table 57: Respondent types in the survey

	Mothers (n)	Mothers (%)	Fathers (n)	Fathers (%)
Parent A (main informant)	7,318	85	1,189	14
Parent B	1,041	12	5,027	58
Parent O	102	1	1,764	20
Not identified in study	171	2	652	8

Base: All cases where Parent A interviewed in Year 1

Looking across the CAPI interview and the web interviews with Parent B and Parent O, we can look at the extent to which cases in our productive sample of 8,632 cases

included mothers and fathers. A very high proportion of cases included an interview with the mother (94%), considerably higher than the proportion of fathers interviewed (55%). This reflects the survey process as well as differing levels of willingness to participate – mothers were more likely to be main informants and therefore to be in the productive sample. We would anticipate non-response to follow-up surveys within productive households.

Table 58: Interviews with mothers and fathers for productive cases

	Mothers (%)	Fathers (%)
Fully completed	94	55
Not completed	6	45
Identified mothers / fathers (n)	8,461	7,980

Base: All cases where Parent A interviewed in Year 1

Comparisons of the level of participation by fathers and mothers within productive cases by the child's eligibility for FSM showed wide variation for fathers. One-third (32%) of fathers where the child was eligible for FSM participated compared to two-thirds (64%) of fathers where they were not.

Table 59: Interviews with mothers and fathers for productive cases, by FSM

	Not eligible for FSM (%)	Eligible for FSM (%)
Mothers		
Fully completed	94	94
Not completed	6	6
Identified mothers (n)	5,712	2,749
Fathers		
Fully completed	64	32
Not completed	36	68
Identified fathers (n)	5,583	2,397

Base: All cases where Parent A interviewed in Year 1

Comparisons of the level of participation by fathers and mothers within productive cases by the child's SEN showed somewhat less variation for fathers compared to that for FSM (56% of fathers of children with no SEN responded compared to 45% of fathers of children with SEN).

Table 60: Interviews with mothers and fathers for productive cases, by SEN status

	No SEN (%)	SEN (%)
Mothers		
Fully completed	94	93
Not completed	6	7
Identified mothers (n)	7,278	1,183
Fathers		
Fully completed	56	45
Not completed	44	55
Identified fathers (n)	6,896	1,084

Base: All cases where Parent A interviewed in Year 1

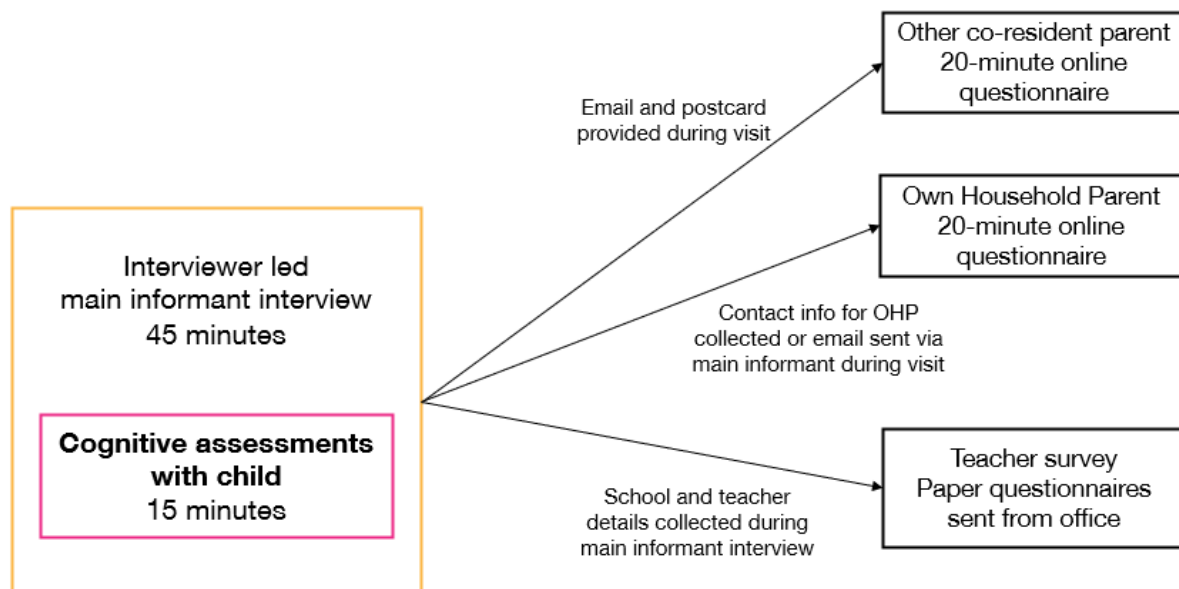
8. Main interview elements

8.1 Overview of interview content

The Five to Twelve interview consisted of several different components (Figure 1). These consisted of:

- Main informant interview, led by the interviewer, with the main informant (Parent A). This aimed to last 45 minutes and included a self-completion section.
- Cognitive assessments with the child. This was intended to last 15 minutes.
- Online web questionnaires for the other co-resident parent / partner (Parent B) and the own household parent (Parent O). These were estimated to last 20 minutes. There was similar content between the three types of parent. The contact details for these additional parents were collected during the main informant interview.
- Teacher questionnaire. Consent to approach the child's teacher and the teacher's details were collected during the main informant interview. Paper questionnaires were then sent from the office. For more information about the teacher survey see section 10.

Figure 1: Five to Twelve study components flow



The main informant questionnaire covered topics about them personally, including their health and mental wellbeing, and topics about their child, the home environment, the socioeconomic position of the household and the relationship with the OHP (if

applicable). Sensitive questions were asked as part of the self-completion section (see section 8.4).

The questionnaire for the other co-resident parent / partner and the OHP focused on the parent themselves and their relationship with the child.

Table 61 outlines the topics included in the main informant, other co-resident and OHP questionnaires.

Table 61: Questionnaire content for the main informant, other co-resident parent and OHP

Topic	Co-resident main informant	Other co-resident parent (all self-completion)	Own household parent (all self-completion)
Household composition and enrolment in school	Yes		
Early childhood: birth weight and education care	Yes		
Child at school and tutoring	Yes		
Parental engagement with schooling	Yes	Yes	Yes
Social networks and relationships	Yes		
Childs longstanding health conditions	Yes		
SEN status	Yes		
Childs health behaviours	Yes		
Parents health	Yes		Yes
Home learning environment	Yes		
Confusions, hubbub and order	Yes		
Activities with child	Yes	Yes	Yes
Digital environment	Yes		

Table 62 continued: Questionnaire content for the main informant, other co-resident and OHP

Topic	Co-resident main informant	Other co-resident parent (all self-completion)	Own household parent (all self-completion)
Strengths and difficulties questionnaire (SDQ)*	Yes		
Parenting style and dimensions questionnaire (PSDQ)*	Yes	Yes	Yes
Relationship with partner (if applicable)*	Yes	Yes	
Relationship with cohort child and co-resident parent*			Yes
Intimate partner violence*	Yes		
Parental mental health*	Yes		Yes
Financial security*	Yes		
Smoking and drinking*	Yes	Yes	Yes
Relationship with OHP (if applicable)*	Yes		
Adverse events	Yes		
Socio-demographics	Yes	Yes	Yes
OHP household composition			Yes
Data linkage	Yes	Yes	Yes
Permission to contact teacher	Yes		
Contact details	Yes	Yes	Yes

*This section was included in the self-completion part of the main informant interview

8.2 Presence of children

Interviewers were advised that the best time to seek opportunities to conduct the main informant interview at a point when the parent could complete it with minimal distraction, such as during the school day (this required them to return after school to conduct the cognitive assessments with the child). Interviewers also developed approaches to distract children and siblings, for instance with the activity book. However, this was not always possible, particularly where there was limited space in the home.

Interviewers reported that in 66% of interviews the cohort child was present during the main interview. Of these, interviewers felt there had been no influence on the main informant in 85% of cases (Table 62).

Table 63: Cohort child's reported influence during main informant interview

	%
A great deal	2
A fair amount	2
A little	10
Not at all	85
Total	100

Base: All where Parent A interviewed Year 1

8.3 Data linkage consent and response

Data linkage on behalf of the child was asked of the main informant. In addition, the main informant, other co-resident parent and OHP were asked for data linkage to their own records. The family was provided with a data linkage leaflet with information on why data linkage is important, to what data their survey answers would be linked and who would use the information.

The parent or carer were only able to consent to data linkage on behalf of the child if they had legal parental responsibility. If the child was in a residential setting or the parent did not have parental responsibility, the questions about data linkage were not asked.

The data linkage included in the Five to Twelve study is as follows:

- Education records. Held by the Department for Education, these include educational attainment, information on what children's services are being used and how children are progressing at school, including absences and exclusions.
- Health records. Held by the NHS, these could include information from NHS records of the child and their parents or carers, such as hospital admissions, GP visits and specific conditions, prescriptions and treatments.
- Employment and tax information. Held by His Majesty's Revenue and Customs (HMRC), these could include information on employment, income tax, tax credits, and Child Benefits. The records also hold information on pensions and National Insurance contributions.
- Employment, programmes, benefits and pension scheme records. Held by the Department for Work and Pensions (DWP), these could include information about participation in employment programmes, benefit receipts, and pension schemes.

As discussed in the ethical considerations in section 4.5.2, in common with data linkage processes on similar studies, Five to Twelve asked for opt-in consent to link to each data source separately for each participant. The exception was for Department for Education data where records had already been accessed to initiate the study. A small number of participants contacted NatCen after the interview to withdraw their consent (not reflected in the tables below).

The main informant was asked whether they would consent to the linking of the cohort child's data from NHS digital to the survey responses, of which 87% consented. (Table 63).

Table 64: Final data linkage consent for cohort member child

	NHS Digital (%)
Consented	87
Did not consent	13
Total	100

Base: All where Parent A interviewed Year 1

The main informant, other co-resident parent/carers and OHP were all asked individually if they would consent to linkage of their NHS digital, HMRC and DWP data. Of main informants, 85% consented to NHS digital linkage, 77% to HMRC and 78% to DWP

(Table 64). Of other co-resident parent/carer, 76% consented to NHS digital linkage, 68% HMRC and 78% DWP (Table Children with parents who have lower education levels are more likely to score less than average.64). Of OHPs, 67% consented to NHS digital linkage, 55% HMRC and 55% DWP (Table 66).

Table 65: Final data linkage consent for main informant

	NHS Digital (%)	HMRC (%)	DWP (%)
Consented	85	77	78
Did not consent	15	23	22
Total	100	100	100

Base: All where Parent A interviewed Year 1

Table 66: Final data linkage consent for the other co-resident parent or carer

	NHS Digital (%)	HMRC (%)	DWP (%)
Consented	76	68	70
Did not consent	24	32	30
Total	100	100	100

Base: All Parent Bs interviewed in Year 1

Table 67: Final data linkage consent for the OHP

	NHS Digital (%)	HMRC (%)	DWP (%)
Consented	67	55	55
Did not consent	33	45	45
Total	100	100	100

Base: All Parent Os interviewed in Year 1

8.4 Self-completion element and response

A self-completion element was used within the interviewer-led main informant interview for the most sensitive questions. Where they were willing, participants completed this on the interviewer's laptop. However, allowance was made for participants with literacy problems or who were unable to use the device – interviewers would give the option of the questions being read out, as with the rest of the interview, or to skip the set of questions altogether. Most main informants opted to complete the self-completion themselves (82%) with 13% preferring the interviewer to read them out and 5% who refused the section (Table 67).

Table 68: Self-completion consent

	%
Self-completion completed by main informant	82
Self-completion administered by interviewer	13
Self-completion refused	5
Total	100

Base: All where Parent A interviewed Year 1

The main reason for the main informant preferring to have the questions in the self-completion read to them was recorded as the main informant's preference (78%) followed by language difficulties (11%) and literacy problems (8%).

The interviews for Parents B and O were entirely self-completion online.

8.5 Interview length

The target length of the main informant interview was 45 minutes, with 15 minutes additional for the cognitive assessments with children. The online interviews with Parents B and O were aimed at 20 minutes.

The mean length of interview with the main informant, including the cognitive exercises, was 67 minutes. There was considerable variability around this average (Table 67). The cognitive exercises took slightly longer than estimated at 19 minutes. The longest cognitive assessment was the picture similarities at 9 minutes, with recall of digits backwards taking 4 minutes.

The online questionnaires for Parent B and Parent O were in line with expectations. Parent B took on average 18 minutes, and Parent O took on average 19 minutes (there was some additional content about Parent O's household structure).

Table 69: Average length of main informant interview, cognitive assessment, and other co-resident parent and OHP questionnaire

	Mean	Standard deviation	Median	Minimum	Maximum
Main informant interview and cognitive assessment	66.9	25.1	65	1	197
Cognitive assessment	18.7	6	18	1	54
Naming vocabulary assessment	5.3	2.3	5	1	31
Recall of digits backward assessment	3.9	2.4	3	1	51
Picture similarities assessment	8.8	3.6	8	1	53
Other co-resident parent or carer questionnaire	17.1	9.1	14	1	54
Own household parent questionnaire	18.8	9.8	16	1	54

Base: All full Parent A interviews in Year 1

9. Cognitive assessments

9.1 Overview of assessments and protocols

Cognitive ability tests play a significant role in educational research. They tap into a range of domains of intellectual capability including verbal ability, reasoning, working memory, attention and speed of processing. Rather than acquired knowledge, these tests aim to capture intellectual potential and capacity for learning. As such, cognitive tests administered at the start of children's primary education can provide an invaluable baseline from which to understand their subsequent trajectory of educational attainment.

Five to Twelve included three exercises to measure children's progress in year 1. These were carried out by interviewers during the visit to interview the main informant following specific training. The three exercises are taken from the [British Ability Scales 3](#) (BAS3)⁷ published by GL Assessments, which are widely used educational tools. They are used to understand children's development and are suitable for use with children with special educational needs and disabilities. The tasks were intended to take around 15 minutes to complete in total. The three exercises were:

- **Naming Vocabulary.** This is an assessment of expressive language ability. The activity concerns the names of things – that is, what we call different objects or materials. The child is shown some pictures and asked to say the name of each in turn. The pictures get harder as the activity goes on.
- **Recall of Digits Backwards.** This is an assessment of working memory. It requires children to recall sequences of numbers that are read out by the interviewer – in reverse order. The test starts with 2-digit recall and progresses to 7-digit recall if the child can progress that far. This is a relatively demanding test, requiring both a short-term memory process and manipulation of information in reversing the digits recalled.
- **Picture Similarities.** This is an assessment of non-verbal reasoning. The activity looks at the way children analyse visual information and solve problems. They are shown a row of four pictures and are given a card with a fifth picture. The child is asked to place the card under the picture which shares an element or concept with the card. For example, the row of pictures may contain a picture of a tree and the picture on the card may be of a leaf. The item would be correct if the leaf is correctly matched with the tree. The task gets harder as it progresses.

Interviewers were advised that the exercises should, ideally, be carried out in a quiet and well-lit room, away from distractions and disruptions. If possible, the interviewer sits at a table with the child to carry out the exercises. To get a true reflection of the child's ability,

⁷ See <https://www.gl-assessment.co.uk/assessments/products/bas3/>

interviewers asked parents to avoid interrupting the exercise or prompting the child for an answer. Interviewers did not give specific feedback on individual children.

Interviewers needed permission from the responsible adult in the household to approach the cohort member about the study and cognitive exercises. They aimed to interview the parent or carer before doing the exercises with the child, but the exercises could be explained earlier and completed first, for instance if the child was getting tired. The child's assent was also gained prior to starting the test following an age-appropriate explanation of the tasks.

An important step before approaching the child was to give the parent / carer the opportunity to disclose whether there was anything they felt interviewers should take into account when talking to the young person or conducting the tests. Parents were asked to not intervene in the testing process, and were encouraged to be within earshot but not in the same room if that was possible. In practice, many homes did not have the space available for this to happen.

9.2 Response to the tests

The detail of participation rates and patterns is discussed in section 7.2. Participation in the assessments was high among the study's children, with around 96% taking the Naming Vocabulary test (the first in the sequence). However, there were limitations to participation with each test: 82% of those with special educational needs (SEN) participated in Naming Vocabulary (following consent from the parent and assent from the child) compared to 98% of those without (this was as low as 64% of children with autism and 65% of cognition and learning).

9.3 Interviewer training and administration

It was crucial for that tests were administered as consistently as possible between children and between interviewers. Clear briefing was provided to interviewers under supervision of the research team. This included the use of videos of administration, demonstrations and explanations of purpose and rules.

Interviewers were given time to practice during training sessions, and to return to the second day of training having conducted further practice. Drop-in sessions for interviewers were available during fieldwork to deal with any uncertainty once fieldwork had commenced, but these were seldom used.

The dress rehearsal proved useful for identifying best practice in the administration of the tests in people's homes. Practical constraints on space were common and interviewers developed techniques for ensuring the child still had sufficient room to see the tests as

intended and respond clearly. Tactics for minimising interference from parents and siblings were also developed, including emphasising the importance of the child responding independently to parents and providing colouring books to siblings.

9.4 Imputation of data for Recall of Digits Backwards

Problems were identified with the implementation of the Recall of Digits Backwards (RoDB) assessment involving errors in the programming and interpretation of the BAS3 test rules (the test is usually administered on paper, but the relatively complex rules were programmed into the CAPI instrument for Five to Twelve). To maximise the number of tests that could be used for analysis, interpolation of missing data was carried out. Interpolation was conducted for items that should have been asked of some children but were not. This section briefly describes the problems in the data, the interpolation approach and the end result in terms of usable tests.

The RoDB test proceeds from a set of 2-digit items to be recalled, up to a set of 7-digit items if the child provides minimum numbers of correct answers in previous sets. The test aims to establish a 'basal' category, defined as the highest set where 4 or 5 items out of 5 in the set are answered correctly. It also aims to establish a 'ceiling' set which is the highest set where they get no more than one item correct. All items between the basal and ceiling should be asked by the end of the test's administration (the child is moved back and forth between the sets to reach this point).

At the end of fieldwork, tests with 8,100 children had been completed. The programming errors meant that some items were not asked that should have been to calculate the scores in line with BAS3 rules. In total, 52% of cases had no missing items, meaning 48% had at least one missing item. Most of the cases with missing items had 6 or fewer missing items (typically, many more items were asked than were missing).

Of the 8,100 cases, 79% had both a basal and ceiling established (but may still have some missing items between these), 16% had a basal but not a ceiling established and 5% were missing both the basal and ceiling.

Analysis was undertaken to understand if the missing data was impacting a random sample of participants, or if there were systematic patterns in the nature of the missing data (for example, being more likely to impact one ethnic group or one gender more than others). This ascertained that demographic differences between participants with missing data and those with complete data were statistically significant (given a relatively large sample size) but relatively small on key variables of age, gender, ethnicity, Free School Meals, SEN status, and English as an Additional Language. It is therefore possible to conclude that while the data was missing due to the pattern of performance of

participants (i.e. skipping back in the task to establish the basal level), systematic differences between the participants themselves was minimal.

Interpolation method

For each item consideration set, a Latent Class Analysis was undertaken to model the probability of passing each item, using an ordinal logistic model (equivalent to a logistic regression model in the binary case) using latent class membership as an independent variable. For example, for a basal of two and a ceiling of four, the dependent variables are the consideration set of test items 6 through to 20. The goal is to predict the odds of passing vs not passing each item, conditional on latent class membership.

Latent Class Analysis uses the Expectation-Maximisation (EM) algorithm to simultaneously estimate latent class membership probabilities for each person and the parameters of the logistic regression model for the items, conditional on latent class membership. It handles missing observations for test items directly within its estimation procedure, assigning cases to their most likely Latent Classes based on observed data available, even if this observed data is partial, due to some items missing data. This gives Latent Class Analysis several advantages over other methods of interpolating missing data:

- The Latent Classes allow heterogeneity in the models linking Latent Class membership with the test scores for underlying items. We do not need to assume that for any Basal-Ceiling pair a single aggregate-level model applies to all cases.
- There are alternative ways of specifying the latent class structure (e.g. using permutations of binary latent class factors, known as DFactors) which allow us to incorporate many classes into a model whilst minimising model complexity and number of parameters needing estimation, making the model more likely to generalise and fit well to missing data.
- Latent Class Analysis is very robust to missing data and adept at recognising a latent classes pattern of response even when missing items are extensive. The probabilities of passing an item can be directly estimated for individual cases based on their posterior Latent Class membership probabilities, which are one of the principal outputs from LatentGOLD.

The LatentGOLD ® package, used for the Latent Class Analysis, provides an output of the predicted probability of a pass for each of an individual's missing item observation. Using these modelled probabilities, for each missing item at individual level, an interpolation value was simulated using proprietary code written in the R statistical programming language. For each missing item a random number between 0 and 1 was generated under the uniform distribution and the item was assigned either a fail '0' or pass '1' for that individual, conditional on whether the simulated random number falls into the (cumulative) fail or pass probability zone. So for example, it for case *i* and test item *j*,

the Latent Class algorithm predicted an 0.84 (84%) probability of a fail and a 0.16 (16%) probability of a pass, if the random (uniformly distributed) simulated number was between 0 and 0.84, we assign a fail '0' and if it is greater 0.84 and less than or equal to 1 we assign a pass '1'.

Separate and different approaches were taken for the three groups identified above: basal and ceiling established (missing items were less extensive in this group), basal only (more numerous and concentrated missing items) and neither (extensive missing items). The nature of missing items was considerably different between these groups.

Outcome of the interpolation

Following interpolation, 95% of cases (n=7,669) could be included in the descriptive analysis in this report. Missing items were too extensive in the group where neither a basal nor a ceiling was established during fieldwork, and these were dropped.

We can place slightly higher trust in the interpolations for the group for whom we could allocate an initial Basal and Ceiling from observed data than for the group with an initial basal but no ceiling. However, a robust and objective process was followed for modelling and interpolating missing pass/fail item scores both groups which has enabled the use of sophisticated interpolation methods whilst preserving the rules of the test.

10. Teacher survey

Whilst completing their CAPI interview, the interviewer asked Parent A to provide informed consent to invite the child's class teacher to complete the teacher survey about the child. Where informed consent was provided, the PAPI (paper and pencil interview) questionnaire booklet was posted to teachers. The questionnaire booklet was eight pages in length, containing nine closed questions spread over four pages, with instructions for teachers on the front cover.

The questionnaire covered topics such as the child's wellbeing, attainment, behaviour, teacher-child relationship and the child's relationship with their peers. The questionnaire itself can be found in [Appendix 15](#). There was no routing in the teacher questionnaire, meaning that every question was eligible to be answered in every questionnaire.

10.1 Agreement to teacher survey from parent/carer

To encourage and reassure the parent in providing consent, interviewers were provided with a copy of the teacher questionnaire for review. Interviewers emphasised the confidentiality of all responses given in relation to the child, and that the teacher would be unable to see the parent's responses and vice versa.

Parents were not asked to provide consent to the teacher survey if they had reported their child was home educated. Of eligible parents, 97% provided consent to the teacher survey (see Table 69).

Once the parent had provided informed consent for us to contact the child's class teacher, they were asked to confirm or update the details of the school we had on file. A copy of the database of schools held by the Department for Education ("Get Information About Schools", formerly known as "edubase")⁸ was loaded into the CAPI software, allowing updated school details to be obtained within the interview. Manual entries were only required where the school was not present on the database, or the details held were outdated or incorrect.

The parent was then asked to name the child's class teacher. Teaching assistants were not eligible to complete the questionnaire. However, if parents believed that another member of staff, such as a Special Educational Needs Coordinator (SENCo), would be better placed to answer the questions, they were welcome to provide this name. Once data were received by the office, NatCen's Data Operations team checked the names provided to ensure consistency and to allow corrections to spelling to be made. The team compared the spelling of names against listings of staff names which are commonly

⁸ <https://get-information-schools.service.gov.uk/about>

found on school websites. This process ensured that names within a school were spelled consistently.

A small number (105) of questionnaires were not issued despite the child being eligible and the parent providing consent. The interviews for these cases were received by the NatCen office too late in the data processing cycle to allow a teacher questionnaire to be issued. This meant there was not sufficient time to process and clean the information required to issue the questionnaire owing to a long lead-in time to produce the personalised booklets.

Table 70: Eligibility for teacher survey and rate of parental consent

	N	%
All productive cases at year 1	8,632	100%
Ineligible for teacher survey due to being home-educated / partial interview / other reason ⁹	60	1%
Total eligible cases asked to give consent for teacher survey	8,572	99%
Consent given by parent (of eligible)	8,345	97%
Questionnaire issued (of consented)	8,240	99%
Questionnaire not issued (of consented)	105	1%

Base: All where Parent A interviewed Year 1

10.2 Fieldwork approach to teacher survey

Fieldwork for the teacher questionnaire was primarily managed by post. Invitation letters, reminders letters and the questionnaires were all sent by post. A telephone chasing exercise conducted by NatCen's telephone unit, and an email sent by the Department for Education, were employed at a later stage in fieldwork.

The contact approach was as follows:

1. Parent gave permission in CAPI interview for NatCen to invite the child's class teacher to complete the questionnaire

⁹ 2 parents answered "don't know" or "refused" to the consent question. 22 parents had a partial interview, and 36 parents reported that their child was home educated.

2. A notification letter was sent to the head teacher of each school where pupils were included in the sample to inform them that specific teachers would be contacted.
3. The office sent questionnaires to each teacher identified in the CAPI interviews (or to the head teacher where no teacher details were available)
4. A reminder letter was sent to all teachers around one week after the questionnaire was dispatched (due to the overlap in processing time for paper questionnaires, this was sent to all originally invited)
5. A telephone reminder approach was initiated from Batch 2 onwards, with all schools with outstanding questionnaires being called by the NatCen telephone unit to remind them to complete and return the questionnaires.
6. A replacement questionnaire and reminder letter were then issued for all outstanding pupils

The nature of the sample design of Five to Twelve means that teachers at most schools had multiple questionnaires to complete. As described at section 4.2, sample points were centred around pairs (occasionally triads) of schools within a community, this meant that many children within a sample point shared the same school, if not the same teacher.

Rather than waiting until a school's sample was fully completed, questionnaires were issued progressively in stages throughout CAPI fieldwork with families, with each batch containing all cases to date. This was due to the nature of the face-to-face interviewing effort, requiring a longer timeframe for cases to be covered. This also meant that some schools received multiple batches of questionnaires and reminders which overlapped.

Three working days before the questionnaires were due to be dispatched, a pre-notification letter was sent addressed to the headteacher of the school (see Table 70). The purpose of the letter was to inform headteachers about the study and to encourage them to discuss the study with their staff.

The questionnaires were then dispatched to schools, addressed to teachers. In rare cases, the questionnaires were dispatched addressed to the headteacher. This was done where no teachers were named by any parent at a given school, and our Data Operations team were unable to find a relevant name on the school's website, or the website was not working. In these cases, the covering letter requested that headteachers distributed the questionnaire to the relevant year 1 teacher. Only 112 questionnaires (one per cent) were dispatched in this way.

To help the teacher identify who the questionnaire was for, the child's name, name of the school and the teacher's name were printed on the front page. To minimise the risk of disclosure, the front page of the questionnaire was perforated with instructions for the teacher to remove and destroy it. Completed questionnaires were therefore anonymised

in transit, as only the serial number (contained in a barcode printed on the rear of the questionnaire) linked answers back to the child.

Table 71: Timelines of teacher survey fieldwork for each batch

	Headteacher pre-notification letter posted	Questionnaire posted	Teacher reminder letter posted ¹⁰	Final reminder and replacement questionnaire posted
Batch 1	5 Feb 2024	8 Feb 2024	15 Feb 2024	18 Mar 2024
Batch 2	20 Jun 2024	24 Jun 2024	2 Jul 2024	19 Jul 2024
Batch 3	5 Jul 2024	10 Jul 2024	19 Jul 2024	17 Sep 2024
Batch 4	19 Sep 2024	25 Sep 2024	26 Sep 2024	6 Nov 2024

10.3 Response to teacher survey

The response to the questionnaire is given at Table 71. A total of 8,240 questionnaires were issued. 59% of the questionnaires were completed. Of these, 47% were completed in response to the first mailing, and a further 988 questionnaires (12%) were completed using the replacement copy sent out a few weeks later.

Table 72: Final outcomes for teacher survey at child level

	N	%
Child questionnaires issued	8,240	100%
Total productive (response rate)	4,860	59%
<i>Productive – from initial mailing</i>	3,893	47%
<i>Productive – from reminder mailing</i>	967	12%
Questionnaire issued but not returned	3,380	41%

Base: All where Parent A agreed to teacher survey in Year 1

¹⁰ Due to the practicalities of posting and processing the returned questionnaires, the decision was made to post the first reminder letters to all who were sent the first questionnaire, regardless of whether it had been returned.

Table 72 shows the response to the questionnaire at each batch. Excluding Batch 1 (due to the small sample size), Batch 2 had the highest rate of return with 62% of being completed, whereas Batch 3 and 4 saw 51% and 44% being completed respectively. This suggests that the fieldwork timing had an impact on the likelihood of questionnaire return, with Batch 3 spanning the school summer holidays (where schools are closed), and Batch 4 taking place entirely within the autumn term, where pupils had likely moved to new teachers for year 2. Unfortunately, due to the timing of face-to-face fieldwork, continuing teacher fieldwork into the autumn term was unavoidable. That aside, there is evidence to suggest that continuing fieldwork into the following academic year has a negative impact on response rate.

Table 73: Child level response to teacher questionnaires by mailing batch

	Batch 1 (N)	Batch 1 (%)	Batch 2 (N)	Batch 2 (%)	Batch 3 (N)	Batch 3 (%)	Batch 4 (N)	Batch 4 (%)
Child questionnaires issued	203	100%	6,451	100%	417	100%	1,169	100%
Total productive (response rate)	136	67%	4,001	62%	212	51%	511	44%
Questionnaire issued but not returned	67	33%	2,450	38%	205	49%	658	56%

Base: All where Parent A agreed to teacher survey in Year 1

The numbers of questionnaires issued to each teacher are detailed in Table 73. Of 3,177 teachers, 1,119 were asked to complete a questionnaire about just one pupil. The remaining 2,058 teachers were asked to complete two or more questionnaires (comprising 65% of the issued teachers). Most of these teachers (39%) had between two and three questionnaires. The number of questionnaires received by a teacher had a small impact on their likelihood of returning the questionnaires, and whether they returned all, some, or none of them. This is illustrated by Figure 2.

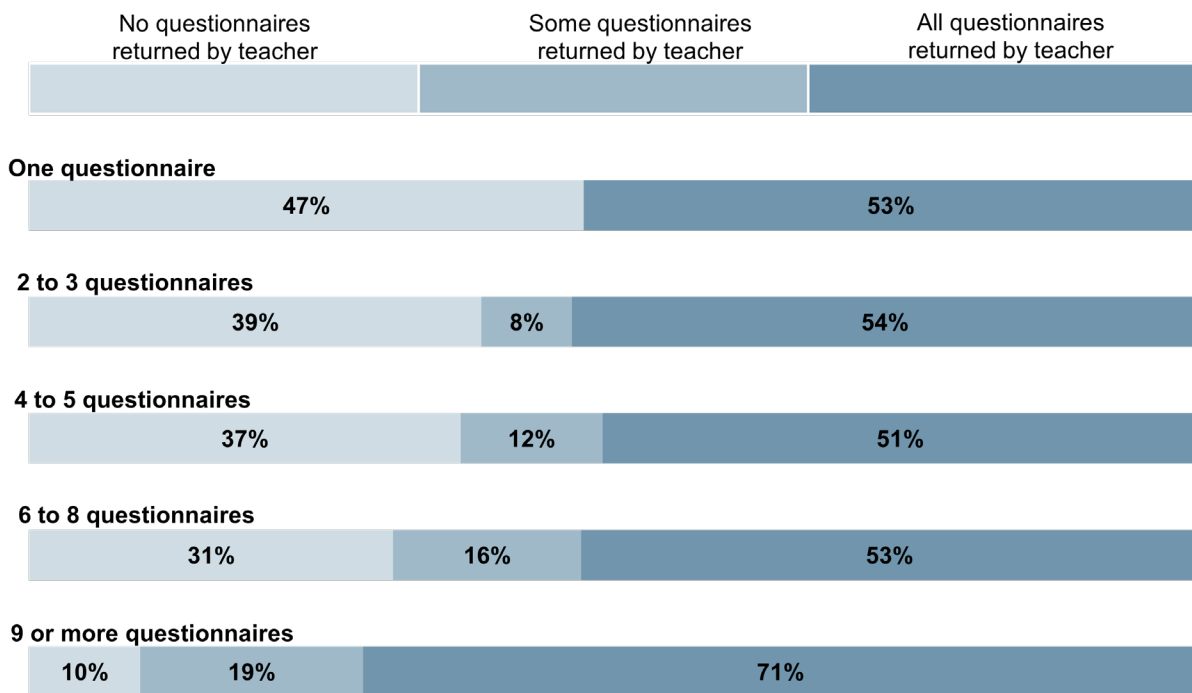
47% of teachers who were issued one questionnaire did not return it, compared to the overall rate of non-completion of all questionnaires (41%). Issuing a teacher with a higher number of questionnaires did not significantly affect whether all questionnaires would be returned. Where teachers were issued more than four questionnaires, they were more likely to return some but not all of the questionnaires – but also similarly likely to return them all. Eight per cent of teachers with two to three questionnaires returned some but not all of them, compared with 12% of those with four to five questionnaires, 16% with six

Table 74: Number of questionnaires sent to each teacher

	N	%
Total unique teachers	3,177	100%
Teachers issued one questionnaire	1,119	35%
Teachers issued two to three questionnaires	1,253	39%
Teachers issued four to five questionnaires	585	18%
Teachers issued six to eight questionnaires	199	6%
Teachers issued nine or more questionnaires	21	1%

Base: All teachers issued questionnaires in Year 1

Figure 2: Teacher level questionnaire completion by number of questionnaires issued to the teacher



Base: All teachers issued a questionnaire in Year 1

to eight, and 19% for those with nine or more questionnaires. It appears that the more questionnaires that are sent within this range, the more likely a teacher is to engage with the task.

10.4 Telephone reminders

To encourage the greatest possible rate of completion for the teacher questionnaires, we implemented a telephone reminder strategy for the teacher survey. This opened an opportunity to speak directly to schools about the survey, which would not have been possible in a solely paper-based approach.

Within the CATI software, interviewers were provided with a list of teachers to whom questionnaires had been sent at each school. They were trained to ask if one of the named teachers was available to speak to directly at the time of calling.

- If the teacher was available, they would ask the teacher whether they had received and/or returned the questionnaires.
- If the teacher was not available, the interviewer would speak to the school receptionist, asking if they could pass on a message to the teacher to remind them to return the questionnaire.

Owing to school opening hours and the nature of teacher's job roles, it was rare to find a teacher available to speak to at the time of the interviewer's call. Around three per cent of calls involved a teacher, whereas 97% of calls were answered and completed by a school receptionist.

Most interviewers carrying out the telephone reminders had previously worked on other telephone-based elements of the study. We used this familiarity to our advantage, as interviewers could provide helpful and encouraging information during the calls about the study, its aims, and the wider benefits of participating. Interviewers were asked to think of this approach as "engaging a study champion" within the school.

As face-to-face fieldwork continued into the beginning of the summer holidays (early August 2024), a 'mop up' batch of questionnaires were sent out in September 2024 to maximise the number of pupils who were in scope for the teacher questionnaire.

This necessitated two phases of telephone reminders. The first phase took place over a course of two weeks from 8th July 2024 (July/Summer phase). The second phase lasted for a similar length of time from 7th October 2024 (October/Autumn phase).

It should be noted that questionnaires issued in Batch 1 were not in scope for telephone reminders. This is due to the extended time lag between sending the reminder and the start of the calls. Reminder questionnaires were posted in late March (almost four months

before calls started). We felt it was likely that any outstanding questionnaires may have been discarded or lost by this time.

10.4.1 Telephone reminder effectiveness

1,962 schools received at least one questionnaire. Of these, 90% received any telephone reminder, with 76% receiving a reminder in July's phase, and 26% in October's phase. Twelve per cent of schools were called in both phases as they had questionnaires issued both before and after the summer holiday.

Table 75: Schools receiving telephone reminders for teacher survey

	N	%
Received any telephone reminders	1,773	90%
Received reminder in July 2024	1,483	76%
Received reminder in October 2024	516	26%
Received reminder in both July and October phases	226	12%
Total schools	1,962	

Base: All schools where a teacher was issued a questionnaire in Year 1

Table 75 shows that across all pupils for whom a questionnaire was issued, 74% of questionnaires were outstanding at the time that the reminder calls started, regardless of the reminder phase.

Table 76: Pupils with outstanding questionnaires at the point that telephone reminders started

Pupils with outstanding questionnaires at CATI start date	%
Questionnaire received before CATI started	26
Questionnaire outstanding at the start of relevant CATI fieldwork stage	74
Base (N)	8,037

Base: All pupils for whom a questionnaire was sent and CATI operating

As reminders were at the school level, covering multiple teachers and multiple pupils with each call, we cannot be completely sure how many of the reminders translated into completed questionnaires. However, we have tried to estimate this by establishing the number of questionnaires sent to schools in scope for a reminder which were returned and processed by us within two, three, or four weeks of the telephone calls starting.

Table 76 shows that of 4,577 pupils whose questionnaires were outstanding before the summer batch of reminders started, 510 (11%) were returned within 14 days of the reminder period commencing. 1,639 (36%) within 21 days, and 1,842 (40%) within 28 days.

Table 77: Time taken to return questionnaires after telephone reminders started (summer reminder batch)

Days taken to return following summer telephone reminders	%
Within seven days	-
Within fourteen days	11
Within twenty-one days	36
Within twenty-eight days	40
Base (N)	4,577

*Base: Children whose teacher questionnaire was outstanding at the point of reminders starting.
Questionnaires received within 2 or fewer days of the start date are excluded*

Table 77 shows that, of 1,246 pupils whose questionnaires were outstanding before the autumn batch of reminders started, 86 (seven per cent) were returned within 14 days of the reminder period commencing. 227 (18%) within 21 days, and 244 (20%) within 28 days.

Table 78: Time taken to return questionnaires after telephone reminders started (autumn reminder batch)

Days taken to return following autumn telephone reminders	%
Within seven days	-
Within fourteen days	7
Within twenty-one days	18
Within twenty-eight days	20
Base (N)	1,246

*Base: Children whose teacher questionnaire was outstanding at the point of reminders starting.
Questionnaires received within 2 or fewer days of the start date are excluded*

11. Data processing

Data processing for all survey instruments was conducted by NatCen. Data capture via scanning and initial processing for the PAPI teacher survey instrument was performed by Adetiq, one of NatCen's delivery partners. Data processing and quality checks conducted by NatCen comprised the following:

- Data checks before and during mainstage fieldwork period
- Coding of open text responses
- Routing checks
- Checking and editing data
- Derivation of variables for analytical purposes

11.1 Data checks before and during fieldwork

As part of the pilot study, extensive checks were carried out on the data received to ensure data quality and eliminate any issues with routing within the CAPI and web instruments. In addition, given concern in relation to the length of the main respondent questionnaire, detailed analysis was conducted using timestamp data. This sought to understand the length of different sub-sections of the questionnaire as well as the length of the questionnaire as a whole. These timings checks informed decision-making around reducing the length of the questionnaire. In preparation for the mainstage, further checks were carried out on all questionnaire modules to ensure the instrument was ready for fieldwork.

During mainstage fieldwork, contact information for all parents were collected and used to send automated emails, text messages and letters. The contact details were checked on receipt in the office on a weekly basis to ensure that email addresses and postal addresses were valid and free of errors. Telephone numbers were checked to ensure they were of a valid format.

In advance of teacher questionnaires being posted, we implemented a regular process to clean and check the details of teachers and new schools identified throughout fieldwork. This process is detailed in section 11.2.

11.2 Coding

Several questions throughout both the main informant as well as the Parent B and Parent O questionnaire provided respondents with an 'other (please specify)' option. This enabled capture of open text responses where the list of response options (codes) did

not provide a suitable answer for the respondent. Data from these variables was coded by NatCen's coding team into the existing code list where a suitable code already existed, into a new code where there was a common response not in the original code list, or else was coded into 'other'. Quality assurance was performed by team leaders, who checking 10% of all coded cases. The published data includes final, backcoded variables. It does not include the original variables with open text responses or the coded variables.

11.3 Data checks and editing

NatCen's Data Management team conducted thorough and detailed routing checks on both the main informant and Parent B and O data following fieldwork. Data for each variable was compared against the data in the questions instructing its routing. This enabled identification of any cases where the variable had been answered 'off-route', i.e. where it had been answered but should not have been, as well as cases where questions were 'on-route', i.e. should have been answered, but had not been. Where variables had were off-route but had a value, decisions were made as to whether or not this data should be removed. Where variables were on-route but had not been answered, responses were set to missing ('not applicable'). The analysis prepared for this report has been produced in accordance with the DfE Analytical Quality Assurance Framework.¹¹

11.4 Cognitive test scores

The raw test scores obtained for the three cognitive assessments were converted into ability scores, based on the BAS3 documentation. The approach uses a norming sample to derive a distribution of ability scores for each age group (in months) which are then transformed into age-standardised T-scores. The analysis datasets include the raw scores, ability scores and T-scores (these T-score variables will be the most appropriate variables for most analyses). They also include the original item scores for the Recall of Digits Backwards test in addition to the final versions with interpolated data (discussed in section 9.4).

11.5 Data sets

Data for year 1 of Five to Twelve are published in two datasets, one wide and one long format data. These are:

¹¹ <https://www.gov.uk/government/publications/analytical-quality-assurance-at-the-department-for-education>

- Child/household (wide) dataset. In this dataset, each row represents a child, and each column represents a data point or measure in relation to the child. This dataset includes data about all parents, as well as cognitive assessment and teacher survey data. This dataset includes three weights: one to adjust for non-response bias affecting a range of groups in the final sample, one to adjust for non-response by parent B (the majority of whom were fathers), and one to adjust for non-response in the teacher questionnaire.
- Parent-level (long) dataset. In this dataset, each row represents the parent of a child and each column represents a data point or measure in relation to the child or the parent. This dataset includes data about children and parents but not about cognitive assessments or teacher survey data. This dataset includes two weights: one to adjust for non-response at the parent B level, and one to allow analysis to be performed on a sub-group of OHPs (parent Os).
- Some variables appear in both datasets for analytical convenience, for example household classification variables are included on the parent-level dataset, and it is possible to look at Parent B or O responses on the household level data.

11.6 Errors in the data

The interpolation of missing items in the Recall of Digits Backwards is discussed in section 9.4.

During the initial phase of mainstage fieldwork, interviewers raised an issue with the question that collects information about the cohort child's hours of screen time (ScreenT). This question had been programmed to accept whole numbers only, but interviewers had found that many parents and carers reported half an hour screen time per day. This issue was addressed by including instruction to interviewers to record decimal places (such as 0.5 hours, 1.5 hours, etc) in a memo in the programme. A small number of cases were edited during data processing to enable the inclusion of this information in the child dataset.

12. Weighting

Weights were developed for use in the production of population estimates from the survey data. These accounted for the survey design and non-response bias relating to each of the survey instruments.

Four weights were developed for different analytical purposes:

- The **Pupil Weight** enables analysis at the child level (for instance, to look at characteristics of the child, their main household or Parent A). It includes all cases where a CAPI interview was conducted with the main informant (8,632 cases).
- The **Parent B Weight** enables analysis of the co-resident parent/ carer data. This weight accounted for non-response to the co-resident Parent B web survey (3,622 interviews conducted of 6,233 eligible cases) and was scaled to represent the correct proportion of eligible co-resident partners. It is used in two ways in analysis. Firstly, at the parent level, including data from both the Parent A (CAPI) and Parent B (web) interviews, for instance to look at the prevalence of mental health problems among mothers in the child's main household. Secondly, at the household level, for instance to look at the prevalence of mental health problems in any parent in the main household.
- The **Teacher Weight** accounts for non-response to the teacher survey and is at the child level (4,860 cases).
- The **Parent O Weight** enables analysis of the small sample of Own Household Parents. Due to the high level of non-response among those Parent Os with the lowest level of contact, it was decided that analysis would focus on those who were in contact with their child at least fortnightly (298 cases). Weighting therefore applies just to this subgroup within the Own Household Parent population.

The detail of the production of each of these weights is provided in the sections below. This includes the selection weight that accounts for the survey's sample design, which included clustering and a boost for free school meals (FSM) cases.

12.1 Selection weight

Selection weights were calculated separately for each stage of sampling and then combined.

At Primary sampling unit (PSU) level

Using the full universe of PSUs. A sampling fraction was created for each of the 942 Sampled PSUs, calculated as:

$p(\text{psu}) = \text{Number of PSUs selected in stratum} * \text{PSU Size}^{12} / \text{Total Size of Strata}^{13}$

The selection weight for the PSU is defined as $\text{SelWt_PSU} = 1 / p(\text{psu})$.

At Pupil Level – main database (pupil census)

Within sampled PSUs, the pupil Census records were sorted by the following strata:

- PSU
- School id (First, second, and if relevant, third school in PSU)
- Whether pupil is FSM eligible vs not (FSM vs non-FSM pupil)

The probability of selection was calculated for each sampled pupil in each stratum (combinations of above) as:

$p(\text{Pupil}) = \text{number of pupils sampled} / \text{number of pupils in population}$

The pupil selection weight within PSU was calculated as $\text{SelWt_pupil} = 1 / p(\text{pupil})$

Combined Selection weight

The combined sampling fraction was calculated as $p(\text{Sel}) = p(\text{psu}) * p(\text{pupil})$.

The combined selection weight for pupils from two stage sampling was calculated as $\text{SelWt} = 1 / p(\text{Sel})^{14}$.

For AP Pupil Database

For pupils sampled from the AP pupil database, the sampling fraction set to $p(\text{Sel}) = 7/200$ to reflect that they were selected using systematic random sample of 7 from a database of 200 pupils. The selection weight for these pupils was set as $\text{SelWt} = 1 / p(\text{Sel})$. None of these selected pupils were also sampled from the pupils Census, so there were no duplicates in the sample¹⁵.

¹² The size measure derived as $3.50 * \text{no. of FSM pupils in PSU} + \text{non-FSM pupils in PSU}$ to give greater weight to FSM pupils

¹³ Strata defined by 9 English GORs each split by 5 quintiles of the Index of Multiple Deprivation

¹⁴ Note this is equivalent to $\text{SelWt_PSU} * \text{SelWt_pupil}$.

¹⁵ Theoretically there is small overlap between the two sample sources (pupil Census and AP database) which leads to an extremely remote probability of a pupil being sampled from both sources. As this probability of jointly being sampled from both sources is negligible, this overlap was ignored for the purposes of estimating selection weights.

Selection of issued sample, trimming and profiling

The subset of the drawn sample that was issued for fieldwork was selected¹⁶ and its weights trimmed. The profile of the selection weighted issued sample was benchmarked against the combined pupil population of 611,234 cases¹⁷. Profiles were compared on a selection of variables available for whole sample including:

Pupil variables: Whether FSM eligible, gender, month of birth, ethnicity, whether SEN pupil

School variables: Region (formerly government office region (GOR)), pupil deciles¹⁸, FSM proportion decile¹⁹, population density²⁰, urban/rural, IDAC Decile²¹. Selection weighting was found to reduce any profile bias down to negligible levels.

The selection weight minimises the bias in the profile of issued sample to negligible levels, when benchmarked against the population profile.

12.2 Pupil weight

Regression weighting was used to calculate a non-response-adjusted weight for the 8,632 productive interviews out of the 18,354 issued cases²². Given the large differences in response patterns within the FSM vs non-FSM pupil population, the modelling and associated weight needed to be designed to minimum bias within both subpopulations as well as across all pupils. For this stage of weighting the selection weight from Section (1) was used as the starting weight.

The following independent variables were screened as potential predictors of whether a case was productive or not:

Independent Variables (IVs) UNDER CONSIDERATION (FROM SAMPLE)

1 **Pupil variables:** Whether FSM Eligible, gender, month of birth, region, ethnicity, whether main language in English, whether a SEN pupil, SEN type (including none), whether an EHC plan.

¹⁶ The issued sample consisted of main sample and first reserve sample plus the 7 AP sampled pupils giving a total of 18354 pupils

¹⁷ Includes pupil Census and AP database pupils in all PSUs

¹⁸ Version of this variable for both school and PSU were used. Deciles were of pupils.

¹⁹ Proportion of FSM pupils, grouped into deciles of PSU, calculated at PSU level

²⁰ Pupils per square km, grouped into deciles of PSU, calculated at PSU level

²¹ Supplied on pupil Census

²² Productive cases included issued sample where at least one (and ideally both) of the parent and young person gave at least partial interview. In the majority of cases both provided a full interview.

- **School variables:** GOR school, pupil number deciles, deciles/quintiles of FSM pupil eligibility, pupil density deciles, urban/rural indicator, IDAC deciles.

Gender and whether the pupil was eligible for FSM were force-entered in the model. Screening and backward stepwise selection were used to determine the final model which contained the following variables:

IVs FINAL MODEL

- **Pupil variables:** Whether FSM Eligible, gender, GOR pupil, ethnicity, whether main language in English, whether a SEN pupil.
- **School variables:** pupil number deciles (both school and PSU versions), deciles of FSM pupil eligibility, IDAC deciles.
- **Variables interacted with FSM / Non-FSM:** GOR pupil, ethnicity, whether main language is English, whether a SEN pupil, deciles of FSM pupils, IDAC deciles.

The regression model was used to score a probability (p) of being a productive case for each combination of the modelling variables. The additional non-response weight was defined as $1/p$. This weight was trimmed and multiplied by the selection weight and then further capped to give a final pupil weight: PupilWt_N.

Profiles of Pupil weighted productive cases (8,632 cases) were run on the full set of independent variables screened for this stage of weighting and compared with the selection weighted issued sample (18,354 cases). These comparisons were performed separately for the FSM and non-FSM groups as well as both groups combined. The weight was found to minimise bias in the profile of productive cases to negligible levels within and across all these groups.

12.3 Parent B weight

For the subset of 6,233 out of 8,632 cases where Parent A of the Pupil has a co-resident partner (Parent B) a further weight was estimated with regression weighting to account of non-response among Parent B interviews. A total of 3,622 productive Parent B interviews were obtained where there was a co-resident partner.

For this weight, separately models were built for FSM and Non-FSM pupils, using version of the PupilWt rescaled to the sum to the eligible sample size for each group as starting weight. Due to the reduced base (especially for FSM group), the correlations between input weights and probability of Parent B responding, and to maximise bias reduction

whilst minimising overfitting, separate IVs were used for the FSM and Non-FSM models and the models were run with the pupil weight inactive²³.

Parent B age and gender and GOR School were forced in the model as IVs. Three classes of potential IVs were screened for inclusion in the model as summarised in the table below.

Table 79: IVs screened for inclusion in non-response logistic regression model for Parent B weight

Independent variable	Selected - non-FSM model	Selected – FSM model
Parent A interview		
Parent B Age	Y	Y
Parent B Gender	Y	Y
Tenure	Y	
How well managing Financially	Y	
Whether English is only language spoken at home	Y	Y
Child's ethnic group defined by Parent A	Y	
Whether child has biological/legal parent who live elsewhere	Y	
Whether child has serious / long-standing health problems	Y	Y
Number of Other household members (besides Child and Parent A)	Y	Y
Parent B relationship to child (birth parent vs other)		
Whether Parent A and / or Parent B are in paid work	Y	
Parent A – Highest Education	Y	Y
Combined indicator of Parent A and Parent B highest education	Y	

²³ Running the models with the input weight active made it difficult to find a model which sufficiently reduced bias in the profile of productive (vs the population of pupils where Parent A has a co-resident parent) .

Table 78 continued: IVs screened for inclusion in non-response logistic regression model for Parent B weight

Independent variable	Selected - non-FSM model	Selected – FSM model
Whether engage in outside interests with partner (Parent B)		
Whether have been to a parents evening or information session in the past 6 months		Y
Parent A self-reported health		
Parent A Long term / limiting health condition expected to last 12 months+	Y	Y
Parent A feeling nervous, anxious or on edge last two weeks	Y	Y
Whether Parent A smokes cigarettes	Y	
Whether Parent A given permission to link NHS digital data	Y	Y
Parent A Age		
Pupil variables from sample		
Month of birth		
GOR	Y	Y
Whether main language is English vs not	Y	
Whether SEN pupil		
Whether EHC plan in place		
School variables from sample		
GOR		
Pupil number deciles (school)	Y	
Pupil number deciles (psu)		
Deciles of FSM pupil eligibility	Y	Y
Deciles of pupil density	Y	
Urban / Rural indicator		
IDAC Deciles	Y	

Each regression model (FSM and Non-FSM) was used to score a probability (p) of being a productive case for each combination of the modelling variables. The additional non-response weight for productive Parent B cases for each model was defined as $1/p$. This weight was trimmed and multiplied by the rescaled pupil weight (for cases where Parent A has a co-resident partner) and then further capped to give an initial parent B weight for each of the FSM and Non-FSM group. After applying the weight for each group, a further adjustment was made so that the FSM and Non-FSM groups were in the same proportion as they were for the pupil weighted eligible cases where there was a co-resident partner. The final pupil weight PBwt_N was scaled to the productive sample size.

Profiles of Parent B weighted productive cases (3,622 cases) were run on the full set of independent variables screened for this stage of weighting and compared with the pupil weighted eligible cases with co-resident partner (6,233 cases). These comparisons were performed separately for the FSM and non-FSM groups as well as both groups combined. The weight was found to minimise bias in the profile of productive cases to negligible levels within and across all these groups.

An additional scaled version of the Parent B weight (PBwt_couple) summing 6,808 was created, which is the number of cases with co-resident couples when weighted by the pupil weight (PupilWt_N). This is for the purposes of forming a long-format dataset where Parent A and Parent B have two observations in the data where there is a co-resident partner. The rescaled weight ensures that Parent B parents enter this dataset in their correct proportion to Parent A parents.

12.4 Teacher weight

For the subset of 8,632 cases with a pupil weight (PupilWt_N) a further weight was estimated with regression weighting to account of non-response to the teachers' survey. A total of 4,860 productive interviews were obtained with teachers.

For this weight, separately models were built for FSM and Non-FSM pupils, using version of the PupilWt rescaled to the sum to the eligible sample size for each group. Due to correlations between input weights and probability of teachers responding, and to maximise bias reduction whilst minimising overfitting, separate IVs were used for the FSM and Non-FSM model and the models were run with the pupil weight inactive²⁴.

²⁴ Running the models with the input weight active made it difficult to find a model which sufficiently reduced bias in the profile of productive (vs the pupil population).

GOR for the School was forced in the model as an IV. Three classes of potential IVs were screened for inclusion in the model as summarised in the table below²⁵.

Table 80: IVs screened for inclusion in non-response logistic regression model for teacher weight

Independent variable	Selected - non-FSM model	Selected – FSM model
Parent A interview		
Parent A age		
Tenure	Y	
How well managing Financially		
Whether English is only language spoken at home		
Child's ethnic group defined by Parent A	Y	Y
Whether child has biological/legal parent who live elsewhere		
Number of other household members (besides Child and Parent A)		
Whether Parent A and / or Parent B are in paid work	Y	
Parent A – Highest Education	Y	
Parent A self-reported health		
Parent A Long term / limiting health condition expected to last 12 months+	Y	
Parent A feeling nervous, anxious or on edge last two weeks		Y
Whether Parent A given permission to link NHS digital data	Y	Y
Pupil variables from sample		
Whether main language is English vs not		
Whether SEN pupil		

²⁵ Other IVs used previously and not present below were excluded on the basis of initial chi-squared analysis of productive vs non-productive teacher interviews.

Table 81 continued: IVs screened for inclusion in non-response logistic regression model for teacher weight

Independent variable	Selected - non-FSM model	Selected – FSM model
Whether EHC plan in place	Y	
School variables from sample		
GOR	Y	Y
Pupil number deciles (psu)	Y	Y
Deciles of FSM pupil eligibility	Y	Y
Deciles of pupil density	Y	
Urban / Rural indicator	Y	Y
IDAC Deciles		

Each regression model (FSM and Non-FSM) was used to score a probability (p) of being a productive case for each combination of the modelling variables. The additional non-response weight for productive Teacher interviews for each model was defined as 1/p. This weight was trimmed and multiplied by the Pupil weight and then further capped to give an initial Teacher weight for each of the FSM and Non-FSM group. After applying the weight for each group, a further adjustment was made so that the FSM and Non-FSM groups were in the same proportion as they were for the Pupil weighted sample. The final Teacher weight (Twt_N) was scaled to the productive sample size for teacher interviews.

Profiles of Teacher weighted productive cases (4,860 cases) were run on the full set of independent variables screened for this stage of weighting and compared with the full Pupil weighted sample (8632 cases). These comparisons were performed separately for the FSM and non-FSM groups as well as both groups combined. The weight was found to minimise bias in the profile of productive cases to negligible levels within and across all these groups.

12.5 Parent O weight

For the subset of 1,346 out of 8,632 cases where there is a parent living away who is (a) in contact with the child at least fortnightly and (b) acknowledged by Parent A and has had at least some contact with Parent A in the past 12 months, we designate the aforementioned 'other' parent by the label 'Parent O'. For these 1,346 cases, an interview was achieved with Parent O for 298 cases. An additional Parent O non-response

adjusted weight is required to reduce bias among the productive Parent O cases to negligible levels.

Due to the very low base (particularly of productive cases) the regression weighting model was built across the whole eligible sample and not split by FSM and Non-FSM pupils. A version of the Pupil Weight, scaled to sum to eligible cases, was the input weight for this process. Due to the small base size, correlations between input weights and probability of Parent O responding, and to maximise bias reduction whilst minimising overfitting, the logistic regression model was run with the Pupil weight inactive²⁶.

The flag indicating whether a pupil was in the FSM or non-FSM group was the only IV forced into the model. Three classes of potential IVs were screened for inclusion in the model as summarised in the table below²⁷.

Table 82: IVs screened for inclusion in non-response logistic regression model for Parent O weight

Independent variable	Selected model
Parent A interview	
Whether there is a co-resident partner	
During School term time how often child usually see their other parent	
During school term time does child stay overnight with their other parent	Y
How often does child stay overnight with other parent at another address	
Does child stay overnight with their other parent during the school holidays	
How much of the school holiday does child usually spend overnight with other parent	Y

²⁶ Running the models with the input weight active made it difficult to find a model which sufficiently reduced bias in the profile of productive (vs the 'other' parent population) .

²⁷ Other IVs used previously and not present below were excluded on the basis of initial chi-squared analysis of productive vs non-productive Parent O interviews.

Table 81 continued: IVs screened for inclusion in non-response logistic regression model for Parent O weight

Independent variable	Selected model
Has child's other parent ever lived at same address as child	
How long ago did other parent live at same address as child	Y
How would Parent A describe their relationship with child's other parent these days	Y
For major decisions about other child how often does Parent A ask other parent for their view	Y
In last 12 months has other parent contributed any money to child's maintenance	Y
Tenure	Y
How well managing Financially	Y
Whether child has serious / long-standing health problems	Y
Whether Parent A and / or Parent B are in paid work	
Parent A – Highest Education	Y
Pupil variables from sample	
Whether FSM or Non-FSM	Y
Gender	Y
Whether main language is English vs not	
School variables from sample	
Quintiles of FSM pupil eligibility	Y
IDAC Deciles	

The regression model was used to score a probability (p) of being a productive case for each combination of the modelling variables. The additional non-response weight for productive Parent O interviews for each model was defined as 1/p. This weight was trimmed and multiplied by the Pupil weight for the eligible group and then further capped

to give a Parent O weight (ParentOWt_N). This weight was scaled to the productive sample size for Parent O interviews.

Profiles of Parent O weighted productive cases (298 cases) were run on the full set of independent variables screened for this stage and compared with the pupil weighted sample for the Parent O interview eligible group (1,346 cases). The weight was found to minimise bias in the profile of productive cases to negligible levels.

13. Appendix: Main questionnaire

Education and Outcomes Panel Study, Panel B (EOPS-B) Wave 1 Main informant 'Parent A' questionnaire

Introduction

Overview

- This is the questionnaire to be used in the parent survey interview at Wave 1.
- The interview will be conducted face-to-face as a computer assisted personal interview (CAPI), and the whole of the interviewer visit will last about 1 hour on average.
- Most of the questions will be asked by the NatCen interviewer of the parent / carer. Where questions are self-completion (CASI), the parent / carer will enter the answers directly into the computer programme and the answers will be immediately locked to ensure security.
- In addition to the adult interview, which is estimated to take about 40-45 minutes, there will also be a 15-20 minute cognitive assessment with the child.
- The '(child)' is the child selected for the study.
- The respondent will, as far as possible, be a resident legal parent of the child. The instructions in the advance letter and on the doorstep will be that families should select a parent who is best informed about the child's development, their pre-school experience and progress at school, their relationships with peers and other aspects of their life.
- Showcards will be used to save time reading out responses and for sensitive questions.
- Parent A will be established during the initial interaction with the household. The interviewers are briefed to use the line: where there is more than one legal parent/carer/guardian: we would like to speak to the person who knows most about their school life.

Interpreting the questionnaire

- Question names are given in bold
- Routing instructions are given in {curly brackets} above each question.
- Statements in (*brackets and italics*) indicate where a 'textfill' of some kind would be used in the program. For the purpose of this document the textfills are described inside the brackets as opposed to literally stated. e.g. (*child*) represents the child's name, for example, Andrew.
- Information which is to be fed forward from the sample file is indicated by '*FEEDFORWARD*' before the relevant textfill information.

- Interviewer instructions are included after the question in capitals.
- 'Don't know' and 'refused' responses are permissible at almost every question, but in most cases would not appear as an option on showcards.
- The instruction CODE ALL THAT APPLY indicates a multi-coded question. If this is not stated then a single code only should apply.
- (H) indicates a hard check on an error that needs to be amended before proceeding with the questionnaire. (S) indicates a soft-check which can be suppressed without requiring amendments.

Introduction

{ASK ALL}

IntroEx

Thank you for agreeing to help us with the Five to Twelve study.

This interview will cover a range of topics about you, your family and your child or the child you care for who is currently in Year 1 at school. The interview does include some questions which are a bit more personal so you will be asked to enter the answer yourself on the computer. You do not have to answer any questions that you are not comfortable with, and please be aware that all your responses will be treated confidentially.

As part of this interview, we would also like to do some activities with (CM_Firstname). More information about these exercises and the study in general is included in the survey leaflets.

INTERVIEWER: HAND SURVEY LEAFLETS TO THE RESPONDENT.

{ASK ALL}

IntCons

INTERVIEWER: BEFORE YOU START THE INTERVIEW, GO THROUGH THE SURVEY INFORMATION LEAFLET WITH THE RESPONDENT AND ANSWER ANY QUESTIONS.

CONFIRM THAT THE RESPONDENT HAS READ AND UNDERSTOOD THE SURVEY LEAFLET AND AGREES TO TAKE PART IN THE INTERVIEW.

1. Information understood by respondent and agrees to take part
2. Information not understood by respondent

Signal if IntCons=2 (S)

'INTERVIEWER: Explain further any aspects of the study that respondent does not understand, answer any queries and code this question again. If you code 2, the interview will terminate here as we can only proceed if we have obtained informed consent to take part.'

{ASK ALL (by ALL, from here onwards, we mean IntCons=1)}

Interpr

Is translation required?

NOTE: Translation should not be by a child of the parent or anyone under 14.

INTERVIEWER: IF TRANSLATION IS REQUIRED, PLEASE SELECT 1 (YES).

{PROG: please add soft check: "INTERVIEWER PLEASE CHECK: you are only allowed to accept translation from a person aged 14 or over and who is not a child of the respondent"

Please check that translation is required if 'Yes' is selected (S)

1. Yes – family member/friend
 2. No
- {NODK, NOREF}

If Interpr = 1 - skip self-completion sections and questions about income (source and amount)

Household composition & enrolment at a school

Household grid – cohort child

{ASK ALL}

Intron

First of all I'd like to collect some details about you and (*child*) and anyone else who lives here.

Sample variables used in household grid

CM_Firstname; CM_Surname	Child's first name and surname from sample file

{ASK ALL}

CName

First, we need to make sure we have the correct details for the child who has been selected to take part in the Five to Twelve study.

INTERVIEWER: READ OUT DETAILS BELOW AND CHECK SPELLING

{NOTE TO PROG: Display CM_Firstname CM_Surname from sample file here}

Is this the correct name for the child?

1. Yes, details are correct

2. First name is wrong (please correct at the next question)
3. Surname is wrong (please correct at the next question)
4. Both first name and surname are wrong (please correct at the next question)

[NODK, NOREF]

Signal if CName = 4: 'Both first name and surname are wrong. Please double check you are in the right serial number for this child/household!'

{ASK IF CName=2 or 4}

ChildFName

What is the correct first name of the child?

STRING

*{NOTE TO PROG: Please derive texfill **child** as follows:*

IF CNAME=1 or 3, child=CM_Firstname (sample file variable)

IF CNAME=2 or 4, child=ChildFName}

{ASK IF CName=3 or 4}

ChildSName

What is the correct surname of the child?

STRING

{ASK IF CName=2, 3 or 4}

CNameF

{NOTE TO PROG: Display child's first name plus last name after corrections}

Is this the correct name for the child?

1. Yes, details are correct
2. Some details are wrong - PLEASE GO BACK AND CORRECT

{ASK ALL}

ChDOB

What is (child)'s date of birth?

INTERVIEWER: Please enter as DD/MM/YYYY

DAY

MONTH

YEAR

{PROG: valid range is from 01/09/2017 to 31/08/2018}

*{PROG: please calculate child's age in years based on ChDOB and date of interview. DV
childage}*

Signal if childage < 5 "This means (child) is (childage) years old. Is that correct? (S)

Signal if childage > 6 "This means (child) is (childage) years old. Is that correct? (S)

{ASK ALL}

CGender

What is *(child)*'s gender?

- 1 Male
- 2 Female
- 3 Other (specify)

{ASK IF CGender=3}

CGenderO

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK IF CGender=1 or 2}

CSEX

Is their gender the same as the sex they were registered at birth?

INTERVIEWER: ADD IF NECESSARY: If their gender is not the same as the sex recorded on their birth certificate when they were born (for example, they are transgender or non-binary), please select "No".

- 1 Yes
- 2 No

{ASK IF CGender=3 OR CSEX=2}

CBirthSex

What was the sex they were registered at birth?

- 1 Male
- 2 Female

{PROG: please derive textfills needed throughout the questionnaire:

(child) – first name of the cohort child, derived from household grid (once child's name has been confirmed with the respondent)

(heshethey), (hishertheir), (himherthem) – pronouns of the cohort child, derived from household grid, based on CGender }

Household grid – Parent A

{ASK ALL}

PAFName

The next few questions are about you. What is your first name?

[STRING]

{ASK ALL}

PASName

What is your surname?

[STRING]

{ASK ALL}

PATitle

What is your title?

- 1 Mr
- 2 Mrs
- 3 Ms
- 4 Miss
- 5 Dr
- 6 Other (please specify)

{ASK IF PATitle=6}

PATitleO

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK ALL}

PADOB

What is your date of birth?

INTERVIEWER: Please enter as DD/MM/YYYY

DAY

MONTH

YEAR

Don't know

Refused

{PROG: please derive respondent's age in years}

Signal if respondent's age <20 (S)

Signal if respondent's age >90 (S)

{ASK IF PADOB = Don't know or Refused}

PAAge

What was your age at your last birthday?

INTERVIEWER: IF AGED 98 OR MORE =CODE 97

INTERVIEWER: IF RESPONDENT REFUSES TO GIVE THEIR AGE OR CANNOT,
THEN GIVE YOUR BEST ESTIMATE

Range: 0...97

Signal if respondent's age <20 (S)

Signal if respondent's age >90 (S)

Source for gender/sex questions: EOPS EARLY YEARS

{ASK ALL}

PAGender

What is your gender?

- 1 Male
- 2 Female
- 3 Other (specify)

{ASK IF PAGender=3}

PAGenderO

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK IF PAGender=1 or 2}

PASex

Is your gender the same as the sex you were registered at birth?

INTERVIEWER: ADD IF NECESSARY: If your gender is not the same as the sex recorded on your birth certificate when you were born (for example, you are transgender or non-binary), please select "No".

- 1 Yes
- 2 No

{ASK IF PAGender=3 OR PASex=2}

PABirthSex

What was the sex you were registered at birth?

- 1 Male
- 2 Female

{ASK ALL}

PARelat

What is your relationship to (*child*)?

SHOWCARD 01

- 1 Birth/biological parent
- 2 Adoptive parent
- 3 Foster parent/Special guardian
- 4 Step-parent
- 5 Grandparent
- 6 Looking after child /responsible for child in residential setting (child is 'looked after')
- 7 Other relative (please specify)
- 8 Other non-relative (please specify)

{ASK IF PARelat=7}

PARelatOR

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK IF PARelat=8}

PARelatONR

PLEASE ENTER OTHER ANSWER

[STRING]

{PROG: please add soft check: PARelat 3 and 6. "You have selected that (Childname) is looked after and currently in foster, special guardianship or residential care"

Please derive from PARElat:

LAC

0 – Child is not looked after (if PARElat = 1,2,4,5,7,8)

1 – Child is looked after (if PARElat = 3, 6)

{ASK if PARElat <> 6}

PAMarital

What is your legal marital status?

SHOWCARD 02

- 1 Never married and never registered in a civil partnership
- 2 Married
- 3 In a registered civil partnership
- 4 Separated, but still legally married
- 5 Separated, but still legally in a civil partnership
- 6 Divorced
- 7 Formerly in a civil partnership which is now legally dissolved
- 8 Widowed
- 9 Surviving partner from a registered civil partnership

{ASK if PARElat <> 6}

PACouple

May I check, are you living with someone in the household as a couple?

- 1 Yes
- 2 No

{NOTE TO PROG:

Please derive and use for later routing:

Couple

0 – respondents does not have a co-resident partner (if PACouple=2, DK or REF and if PARElat=6)

1 – respondent has a co-resident partner (if PACouple =1)

{ASK IF PACouple=2 (No) AND PARElat <> 6}

PAtrel

Do you have a steady relationship with someone you are not living with here, whom you think of as your 'partner'? Please include your spouse or partner if you are not currently living with them.

1. Yes
2. No

Source: Understanding society, their source HILDA

{ASK IF PAtrel=1 AND PARElat <> 6}

PARelh

Is your current partner (*Child*)'s biological or legal parent, even though you are not living together?

1. Yes
2. No

Household grid – Parent B

{ASK IF Couple=1, respondent is living with a partner}

PBFName

The next few questions are about your partner. What is their first name?

[STRING]

{NOTE TO PROG:

Please derive textfill *Pname*=PBFName}

{ASK IF Couple=1, respondent is living with a partner}

PBSName

What is (*Pname*)'s surname?

[STRING]

{ASK IF Couple=1, respondent is living with a partner}

PBTitle

What is (*Pname*)'s title?

- 1 Mr
- 2 Mrs
- 3 Ms
- 4 Miss
- 5 Dr
- 6 Other (please specify)

{ASK IF PBTitle=6}

PBTitleO

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK IF Couple=1, respondent is living with a partner}

PBDOB

What is (*Pname*)'s date of birth?

INTERVIEWER: Please enter as DD/MM/YYYY

DAY

MONTH

YEAR

Don't know

Refused

{PROG: please derive partner's age in years}

Signal if partner's age <20 (S)

Signal if partner's age >90 (S)

{ASK IF PBDOB = Don't know or Refused}

PBAge

What was (*Pname*)'s age last birthday?

INTERVIEWER: IF AGED 98 OR MORE =CODE 97

Range: 0...97

Signal if partner's age <20 (S)

Signal if partner's age >90 (S)

Source for gender/sex questions: EOPS EARLY YEARS

{ASK IF Couple=1, respondent is living with a partner}

PBGender

What is (*Pname*)'s gender?

1 Male

2 Female

3 Other (specify)

{ASK IF PBGender=3}

PBGenderO

PLEASE ENTER OTHER ANSWER

[STRING]

{NOTE TO PROG:

Please derive textfills

(Pheshethey), (Phishertheir), (Phimherthem) – pronouns of the co-resident partner, derived from household grid based on PBGender}

{ASK IF PBGender=1 or 2}

PBSex

Is (*Pname*)'s gender the same as the sex (*Pname*) was registered at birth?

INTERVIEWER: ADD IF NECESSARY: If their gender is not the same as the sex recorded on their birth certificate when they were born (for example, they are transgender or non-binary), please select "No".

1 Yes

2 No

{ASK IF PBGender=3 OR PBSex=2}

PBBirthSex

What was the sex (*Pname*) was registered at birth?

1 Male

2 Female

{ASK IF Couple=1, respondent is living with a partner}

PBRelat

What is (*Pname*)'s relationship to (*child*)?

SHOWCARD 03

- 1 Birth/biological parent
- 2 Adoptive parent
- 3 Foster parent/ Special guardian
- 4 Step-parent
- 5 Grandparent
- 6 Other relative (please specify)
- 7 Other non-relative (please specify)

{ASK IF PBRelat=6}

PBRelatOR

PLEASE ENTER OTHER ANSWER

[STRING]

{ASK IF PBRelat=7}

PBRelatONR

PLEASE ENTER OTHER ANSWER

[STRING]

Household grid – Other members of the household

{note to prog:

Omit Household grid – Other members of household if PARElat = 6)

{ASK if PARElat <> 6}

Names

Who else lives in your household apart from you [If Couple=0, "and (*child*)?"; If Couple=1, "*(child)* and (*Pname*)?"]

INTERVIEWER: RECORD NAMES OF ALL OTHER HOUSEHOLD MEMBERS.
WHEN ALL HOUSEHOLD MEMBERS HAVE BEEN ENTERED, PRESS PgDn
IF PARTICIPANT IS RELUCTANT TO PROVIDE NAME, ASK THEM TO GIVE INITIALS
OR A UNIQUE IDENTIFIER

[String: 30]

The following set of questions should loop for each additional member of the household:

DOB

What is their date of birth?

INTERVIEWER: Please enter as DD/MM/YYYY
DAY
MONTH
YEAR

Don't know
Refused

{ASK IF DOB = Don't know or Refused}

Age

What was their age last birthday?

INTERVIEWER: IF AGED 98 OR MORE =CODE 97

Range: 0...97

Gender

What is their gender?

- 1 Male
- 2 Female
- 3 Other (specify)

{ASK IF Gender=3}

GenderO

PLEASE ENTER OTHER ANSWER
[STRING]

Relat

What is their relationship to (*child*)?

SHOWCARD 04

- 1 Full brother/sister
- 2 Half-brother/sister
- 3 Step-brother/sister
- 4 Adopted brother/sister
- 5 Foster brother/sister
- 6 Birth/biological parent
- 7 Adoptive parent
- 8 Foster parent/ Special guardian
- 9 Step-parent
- 10 Grandparent
- 11 Other relative (please specify)
- 12 Other non-relative (please specify)

{ASK if Relat=11}

RelatOR

PLEASE ENTER OTHER ANSWER
[STRING]

{ASK IF Relat=12}

RelatONR

PLEASE ENTER OTHER ANSWER

[STRING]

Household grid – Own Household Parent

{(IF PARelat <> 1,2 OR PBRelat <> 1,2) AND PARelh <>1} ((If Parent A is not a biological or adoptive parent OR there is a Parent B in the household who is not a biological or adoptive parent) AND Parent A does NOT have a non-resident current partner who is the child's biological or legal parent))

AOHP

SHOWCARD 05

Please tell me by using showcard 5, does (*child*) have a biological or legal parent who lives somewhere else for all or most of the time? This includes where (*child*) is not in contact with their other legal parent.

[HELPLINK: What is a parent living elsewhere?]

This could be a birth, biological, or adoptive parent, but does not include step-parents or parent figures who are not a legal parent to the child.

A parent living elsewhere includes:

- (1) a parent who is on the child's birth certificate but is not their biological parent
- (2) a parent who is a biological parent but not on the child's birth certificate.
- (3) a parent named on the child's adoption certificate.

{If PARelat = 3 or 6}

- (4) a biological parent who is on the child's birth certificate.

It DOES NOT include 'step-parents' such as previous partner(s) of the respondent (Parent A) who now lives elsewhere and who is not a legal parent to the child.]

INTERVIEWER ADD IF NECESSARY: We are asking about this to get a more complete picture of children's experiences. I will ask a separate question about whether (*child*) is in contact with their parent living elsewhere. {TEXTFILL IF PARelat=3,6: We will not be asking for any contact details for (child's) other parent}.

- 1. Yes
- 2. No

Source: developed from Fatherhood Institute guidance

{ASK IF AOHP=1 OR PARelh =1}

(if child has biological/legal parent living elsewhere, or if Parent A's non-resident current partner is the child's biological/ legal parent)

OHPCon

SHOWCARD 05

[IF PARelh =1 "Now thinking about your partner, (*child*)'s parent who lives somewhere else:"]
In the last twelve months, has (*child*) had any contact with their parent who lives somewhere

else? That includes seeing them face-to-face, speaking to them on the phone or another device, including video calls, emails, messaging, gaming, social media, cards or letters – any kind of contact.

1. Yes

2. No

{ASK IF OHPCOn=2}

OHPECo

SHOWCARD 05

Has (*child*) ever been in contact with their parent who lives somewhere else?

1 Yes

2 No

{ASK IF OHPECo=1}

OHPAco

What age was (*child*) when they last had contact with their other biological or legal parent who lives somewhere else?

Just tell me (*child*)'s age in years at the time.

INTERVIEWER: WRITE IN AGE OF CHILD IN YEARS. ROUND DOWN TO LAST FULL YEAR E.G. IF CHILD WAS 8-AND-A-HALF, ENTER '8'.

[Range 0...97]

{NOTE TO PROG:Please derive textfill Oname=OHPFName}

{NOTE TO PROG: Derived variables needed for further routing and for use in individual parent surveys:

Couple

0 – respondents does not have a co-resident partner

1 – respondent has a co-resident partner

ff_couple =couple.

OHP

0 – there is no Own Household Parent associated with this cohort child (AOHP NE 1 AND PARelh NE 1)

1 – there is an Own Household Parent associated with this cohort child (AOHP=1 OR PARelh=1)

ff_OHP = OHP.

Ff_PaOCon: IF OHPCOn=1 ffPaOCon=1 (yes). IF OHPCOn=2 ff_PaOcon=0 (no).

ParentX (resident co-parent – not in a couple with Parent A, but cohort child's legal parent)

0 – no resident co-parent who is not in a couple with Parent A (no 'XRelat' for others than parents A and B are a biological or adoptive parent to the cohort child)

1 – resident co-parent who is not in a couple with Parent A ('XRelat' =6 or 7 for any household members APART FROM Parent A or Parent B is a biological or adoptive parent of the cohort child)

ParentBrel

1 – Parent B is Parent A's partner (couple=1)

2 – Parent B is co-parent (parentX=1)

Textfills needed throughout the questionnaire:

(*Cname*) – first name of the cohort child, derived from household grid based on the sample file variable CM_Firstname or ChildFName

(once child's name has been confirmed with the respondent – if child's details are amended in the household grid, use the amended details)

(*heshethey*), (*hishertheir*), (*himherthem*) (*isare*) – pronouns of the cohort child, derived from household grid based on CGender

(*PBname*) – first name of co-resident partner or co-parent, derived from household grid based on PBFName OR if ParentX=1, use first name of this person from the household grid

(*PFheshethey*), (*PFhishertheir*), (*PFhimherthem*) – pronouns of the co-resident partner, derived from household grid based on PBGender OR if ParentX=1, use gender of this person from the household grid

Enrolment at a school

Source: SEED Wave 7

{ASK ALL}

Enrolled

Does (*child*) normally attend school or is (*child*) home-schooled?

INTERVIEWER: IF CHILD IS NORMALLY ENROLLED AT A SCHOOL BUT IS NOT CURRENTLY ATTENDING DUE TO SICKNESS, SUSPENSION, MOVING TO A NEW SCHOOL OR FOR ANOTHER REASON, CODE 1.

1. Child attends school
2. Child is educated at home / home-schooled

Early childhood

Birth weight

Source: SEED Wave 1/EOPS EARLY YEARS

{ASK ALL}

BWeight

How much did (*child*) weigh when (*he/she*) was born?

INTERVIEWER: ASK RESPONDENT TO CONSULT RED BOOK IF AVAILABLE.

IF EXACT WEIGHT IS NOT KNOWN, AN ESTIMATE IS FINE.

CODE IF ANSWER GIVEN IN KILOS OR POUNDS

1. Kilos and grammes
2. Pounds and ounces

{IF BWeight=1}

BWeightK

INTERVIEWER: ENTER BABY'S WEIGHT IN KILOS TO 3 DECIMAL PLACES

IF WEIGHT GIVEN IN KILOS ONLY, E.G. "3.7Kg" ENTER 3.700

IF WEIGHT GIVEN IN GRAMMES ONLY, E.G. "3785g" ENTER 3.785

IF WEIGHT GIVEN IN KILOS AND GRAMMES, E.G. "3Kg and 5g" ENTER 3.005

KILOS: [RANGE 0-9.999]

{IF BWeight=2}

BWeightP

INTERVIEWER: ENTER NUMBER OF POUNDS

POUNDS: [RANGE:0-20]

{IF BWeight=2}

BWeightO

INTERVIEWER: ENTER NUMBER OF OUNCES

OUNCES: [RANGE:0-15]

[DV = **xBWeight** – birth weight in grammes]

Signal if less than 1500 grammes (S)

Signal if more than 5000 grammes (S)

Child at school and outside of school

Tutoring

Source: adapted from SEED Wave 6

{IF Enrolled=1}

TutSch

"Now thinking about **the current school term**, does (*child*) receive tutoring in maths, English or other academic subjects organised by the school? Please do not include normal teaching that other children in the class also receive."

1. Yes
2. No

New questions

{IF TutSch=1}

TutSchForm

"What format does (*child*)'s tutoring take? Is it..."

1. One to one, or
2. In a group?

{IF Enrolled=1}

TutPar

In the current school term, has (*child*) received any private tutoring in maths, English or other academic subjects that has been arranged by you or (*child*)'s other family members?

1. Yes
2. No

Parental engagement with schooling

Source: adapted from SEED Wave 7, MCS

{IF Enrolled=1}

ParEv

In the last six months, have you been to a parents' evening, an information session or a similar event at (*child*)'s school?

IF NO, PROBE: Is this because no events or sessions like this taken place yet or for another reason?

INTERVIEWER:

INCLUDE VIRTUAL EVENTS AND SESSIONS.

DO NOT INCLUDE SPECIALLY ARRANGED MEETINGS WITH TEACHERS.

DO NOT INCLUDE PARENTS' EVENINGS FOR OTHER CHILDREN WHO ARE AT THE SAME SCHOOL

- 1 Yes, parent has attended
- 2 No, parent has not attended
- 3 No, these events have not taken place

Health, SEN and health behaviours

Child's longstanding health problems

Source: adapted from SEED Wave 1, EOPS EARLY YEARS (instruction added that we ask separately about SEN and mental health)

{ASK ALL}

Longs

SHOWCARD 06

I'd now like to ask about any serious or longstanding health problems or developmental conditions that (*child*) might have now, or might have had in the past. Please don't count very minor ailments. Please also note that we will ask you about special educational needs and mental health issues separately later in the interview.

Has (*child*) ever had any of these serious or longstanding health problems?

1. Yes
2. No

{IF Longs=1}

LongsT

SHOWCARD 06

Which ones?

INTERVIEWER: CODE ALL THAT APPLY

- 1 Eye/ sight problems
- 2 Heart problems
- 3 Skin problems
- 4 Ear, nose and throat or hearing problems
- 5 Stomach and digestion problems
- 6 Bone problems
- 7 Allergies and intolerances
- 8 Breathing problems (including wheezing or asthma)
- 9 Epilepsy (including fits)
- 10 Blood disorders
- 11 Urinary and/or kidney problems
- 12 Diabetes
- 13 Cerebral Palsy
- 14 Genetic problems and chromosomal disorders
- 15 Growth concerns (under weight or low muscle tone)
- 16 Health problems (unspecified/other)
- 17 Development problems (unspecified/other)
- 18 Other (PLEASE SPECIFY)
- 19 None {EXCLUSIVE CODE}

{IF LongsT=18}

LongsO

INTERVIEWER: PLEASE ENTER OTHER ANSWER

Special educational needs

Source: Adapted from SEED Wave 7 (added instruction that the question is about respondent's subjective assessment rather than about an official diagnosis)

{ASK ALL}

SEN

1. Do you consider (*child*) to have a Special Educational Need (SEN)? This could be because of learning, development or behavioural difficulties.
2. We are interested in what you think rather than official diagnoses.

HELP SCREEN <F9>

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

1. Yes
2. No
3. Not sure

3.

4. Source: SEND Futures

5.

6. {IF SEN=1 or 3}

7. SENType

8. SHOWCARD 07

9.

10. Which of the following categories do you think best describe the special educational needs that (*child*) [if SEN=1 "has"; if SEN=3, "might have"]?

11.

INTERVIEWER: CODE ALL THAT APPLY

1. Autistic spectrum condition (e.g. autism, Asperger's syndrome)
2. Speech, language and communication needs
3. Social, emotional and mental health issues, including attention deficit hyperactive disorder (ADHD)

4. Physical disability (e.g. issues with movement or other functions that impact on day-to-day life, cerebral palsy)
5. Hearing impairment or deafness
6. Visual impairment or blindness
7. Multi-sensory impairment (i.e. hearing and visual impairment)
8. Specific learning difficulty (e.g. dyslexia, dyspraxia)
9. Moderate learning difficulties (incl. basic literacy and numeracy skills, speech and language delay, problems concentrating, under-developed social, emotional and personal skills)
10. Severe learning difficulties (incl. having little or no speech, needing support with daily activities, needing life-long support)
11. Profound and multiple learning difficulties (PMLD)
12. Something else (please specify)
13. Not sure – No diagnosis yet

{IF SENType=12}

SENTypeO

INTERVIEWER: PLEASE ENTER OTHER ANSWER

Source: SEED Wave 7

{if SEN = 1}

EHCPPLAN

“Does (*child*) have an Education, Health and Care (EHC) plan?”

ANALYSIS: “Whether child has EHC”

HELP SCREEN <F9>

EHC plans were formerly called statements of SEN.

An education, health and care (EHC) plan is a legal document for children and young people who need more support than is available through special educational needs support.

In order to get an EHC plan, an application must be made via the Local Authority. The Local Authority would carry out an assessment of the child. The EHC is reviewed annually.

1. Yes, {heshe} has an EHC plan
2. {heshe} is currently being assessed or planning to be assessed
3. No, {heshe} does not have one

Source: Adapted from IELS²⁸

²⁸ <https://www.oecd.org/en/about/projects/international-early-learning-and-child-well-being-study.html>

{IF SEN=2}

Diff

SHOWCARD 08

Does (*child*) have any of the following issues or difficulties?

INTERVIEWER: CODE ALL THAT APPLY

1. Hearing difficulties
2. Vision difficulties (that can't be corrected by glasses)
3. Mobility difficulties
4. Learning difficulties (e.g. speech or language delay)
5. Social, emotional and/or behavioural issues
6. None of these [EXCLUSIVE]

{(If SEN=1 OR (SEN=2 & Diff=1..5)) and Enrolled=1}

Have you discussed these difficulties with your child's school?

SchSEN

- 1 Yes
- 2 No

{ASK IF SchSEN=1}

SENCO

Does (*child*) receive support with these difficulties at school, for example, from a teaching assistant or from a special educational needs coordinator?

- 1 Yes
- 2 No

Child's health behaviours

Source: adapted from SEED Wave 7

{ASK ALL}

EXERCISE

SHOWCARD 09

"How often over the last 7 days did (*child*) take part in physical activities (for example, riding a bike, playing football, swimming or going for a walk) **for at least 30 minutes**, excluding PE lessons?

1. Every day
2. On 4-6 days
3. On 1-3 days
4. Never

Source: adapted from SEED Wave 7, GUS

{ASK ALL}

Bed

SHOWCARD 10

“Does (*child*) go to bed at regular times?”

ANALYSIS: “Does child have a regular bed time?”

1. Never or almost never
2. Sometimes
3. Usually
4. Always

MhDsle04

What time does (*child*) go to sleep on a school night?

INTERVIEWER: IF A RANGE IS GIVEN, PROMPT AND CODE MID-POINT. E.G. IF PARENTS SAYS 7:30-8PM, CODE 19:45

TIME RANGE [1800..0200]

MhDsle05

What time does (*child*) wake up on a school day?

TIME RANGE [0400..1200]

MhDslew

SHOWCARD 11

How easy or difficult is it for (*child*) to wake up in the morning on weekdays during school term time?

- 1 Very easy
- 2 Fairly easy
- 3 Neither easy nor difficult
- 4 Fairly difficult
- 5 Very difficult

Parent's health

Source: EOPS EARLY YEARS

{ASK if PARElat <> 6}}

HealthIntro

These next few questions ask about your health, to help us understand the health difficulties that families with young children might have.

1 Press 1 to continue

PGH1

SHOWCARD 12

How is your health in general?

- 1 Very good
- 2 Good
- 3 Fair

- 4 Bad
- 5 Very bad

PGH2

Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

- 1 Yes
- 2 No

{ASK IF PGH2=1}

PGH3

Do any of your conditions or illnesses reduce your ability to carry out day-to-day activities?

1. Yes, a lot
2. Yes, a little
3. Not at all

Home environment

Home learning environment

Source: Adapted from IELS²⁹

{ASK ALL}

HLE1

SHOWCARD 13

In a typical week, how often do **you or another person** in your home do the following activities with your child ...

Read to your child from a book or e-book?

- 1 Never
- 2 Less than once a week
- 3 1-2 days a week
- 4 3-4 days a week
- 5 5-7 days a week

HLE2	Tell your child a story (not reading from a book)
HLE3	Draw pictures or paint
HLE4	Have a back-and-forth conversation about how they feel and why they feel that way

²⁹ HLE1-13 items were asked in IELS, the last item from the IELS battery has been excluded as it overlapped with question **ExtraCur**.

HLE5	Sing songs and nursery rhymes or recite poems with your child
HLE6	Imaginative or pretend play (e.g. playing the role of a chef or a shopkeeper)
HLE7	Play with numbers, counters, measuring or shapes
HLE8	Do things outside together like walking, ball games, swimming or cycling
HLE9	Do activities with your child that help them to learn letters of the alphabet
HLE10	Do activities with your child that help them to learn to read words or sentences
HLE11	Do activities with your child that help them to learn numbers
HLE12	Do educational activities on a computer, tablet or smartphone (e.g. use an educational app)
HLE13	Go to the library

Source: Adapted from IELS

{ASK ALL}

Books

SHOWCARD 14

About how many children's books are there in your home? Please include books that your family owns as well as any books borrowed from a public library or a school library.

- 1 None
- 2 1-10 books
- 3 11-25 books
- 4 26-50 books
- 5 51-100 books
- 6 More than 100 books

Confusions, hubbub and order³⁰

Source: SEED Wave 1, Wave 2, Wave 7

{ASK ALL}

CHAOS1

SHOWCARD 15

ANALYSIS: "Whether it is really disorganised in their home"

"The next few questions are about what it's generally like in your home. Can you tell me how much you agree or disagree with these statements?"

"It is really disorganised in our home".

³⁰ Matheny A P, Wachs T, Ludwig J L, Phillips K. Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub and Order Scale. *Journal of Applied Developmental Psychology* 1995; 16: 429.444. Alpha = 0.68.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree or
5. Strongly disagree?

{ASK ALL}

CHAOS2

SHOWCARD 16

"You can't hear yourself think in our home".

ANALYSIS: "Whether you can't hear yourself think in their home"

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{ASK ALL}

CHAOS3

SHOWCARD 17

"The atmosphere in our home is calm".

ANALYSIS: "Whether the atmosphere in their home is calm"

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{ASK ALL}

CHAOS 4

SHOWCARD 18

"First thing in the day, we have a regular routine at home".

ANALYSIS: "Whether there is a regular morning routine"

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Activities with child

Source: Understanding Society, SEED Wave 7

{ASK ALL}

ActIntro

The following questions are about your relationship with (*child*).

Source: SEED Wave 7, Understanding Society

{ASK ALL}

Talk

SHOWCARD 19

Children vary a great deal in how often they talk to their parents {TEXTFILL: IF PARelat=3,6: 'and carers'} about things that matter to them. How often does (*child*) talk to you about things that matter to (*himherthem*)?

- 1 Most days
- 2 More than once a week
- 3 Less than once a week
- 4 Hardly ever

Source: SEED Wave 7, Understanding Society

MealTog

SHOWCARD 20

In the past 7 days, how many times have you eaten an evening meal together with (*child*)?

- 1 None
- 2 1 - 2 times
- 3 3 - 5 times
- 4 6 - 7 times

Source: Understanding Society

SocAct

SHOWCARD 21

How often do you and (*child*) spend time together on leisure activities or outings outside the home such as going to the park or zoo, going to the movies, sports or have a picnic?

1. Never or rarely
2. Once a month or less
3. Several times a month
4. About once a week
5. Several times a week
6. Almost every day

Digital environment

Child's digital access and behaviours

Source: adapted from SEED Wave 7

{ASK ALL}

DigIntroC

The next few questions are about (*child*) and (*hishertheir*) use of computers or other digital devices and (*hishertheir*) screen time.

DevicCh

SHOWCARD 22

Which of these devices does (*child*) use at home?

INTERVIEWER: CODE ALL THAT APPLY

1. Smartphone (like an iPhone or Samsung Galaxy)
2. Tablet (like an iPad, Kindle Fire or Google Nexus)
3. Laptop or netbook
4. Desktop computer (one that is usually in a fixed place with a separate screen and keyboard)
5. Games console or handheld games player
6. TV set (including smart TV)
7. Other type of device (please specify)
8. None of these {EXCLUSIVE CODE}

{If DevicCh=7}

DevicChO

INTERVIEWER: ENTER OTHER ANSWER

{ASK ALL}

ScreenT

The next few questions are about (*child*)'s screen time at home.

1 Press 1 to continue

{ASK ALL}

ScrTime

How many hours does (*child*) spend on digital devices on a normal school day? This includes watching TV, playing games on consoles, tablets or phones, or watching video clips online, for example on YouTube.

INTERVIEWER: Please enter the response in a memo if you need to use decimal places for example if the child spends 30 minutes on digital devices this would be '0.5'.

[0..12] hours

Signal if *ScrTime*>6 (S)

{ASK If ScrTime<>0}

ScrnAct

What activities does your child usually do on digital devices?

SHOWCARD 23

SELECT ALL THAT APPLY.

- 1 Playing games on a computer, tablet, smartphone, games console or smart TV
- 2 Watching TV programmes or movies, for example, on Netflix, BBC iPlayer or Disney+
- 3 Watching short video clips, for example, on YouTube or TikTok
- 4 Sending messages online or video calling with friends / family (for example, on WhatsApp, FaceTime, SnapChat)
- 5 Other screen time activities (please specify)

{ASK IF ScrnAct=5}

ScrnActO

RECORD OTHER ANSWER HERE

Emotional and behavioural difficulties

Self-completion introduction

{ASK ALL}

SCAC

I now have some questions for you to answer that are a bit more personal. I'd like you to answer them yourself on the computer.

This is so that you can keep your answers to this section private. At the end of the section there will be some instructions that tell you how to lock the answers up so that I can't see what you've said.

If there are any questions you do not wish to answer, please press <CTRL> and <R> followed by <ENTER> and you'll move onto the next question.

INTERVIEWER: PLEASE SHOW THE RESPONDENT THE KEY FUNCTIONS

- 1 Self-completion completed by respondent
- 2 Self-completion administered by interviewer
- 3 Self-completion refused

{IF SCAC=2}

SCUN

INTERVIEWER: CODE REASON(S) WHY THE SELF-COMPLETION WAS INTERVIEWER ADMINISTERED

1. Respondent's preference
2. Eyesight problems
3. Reading/literacy problems
4. Language problems
5. Other

{IF SCUN = 5}

SCUNY

INTERVIEWER: RECORD REASON(S) WHY THE SELF-COMPLETION WAS INTERVIEWER ADMINISTERED

{IF SCAC=3}

SCRIF

INTERVIEWER: CODE REASON(S) WHY RESPONDENT REFUSED
CODE ALL THAT APPLY.

1. Didn't like computer
2. Child crying/needed attention etc.
3. Worried about confidentiality
4. Concerned because someone else was present
5. Couldn't be bothered
6. Other

{IF SCRIF = 6}

SCRIFY

INTERVIEWER: RECORD REASON(S) WHY RESPONDENT REFUSED

- 12.
13. {IF SCAC =1 or 2}

CASInstA

INTERVIEWER: IF THE RESPONDENT IS HAPPY TO DO THE SELF COMPLETION THEMSELVES PLEASE HAND OVER COMPUTER NOW TO THE RESPONDENT.
OTHERWISE KEEP INTERVIEWING

Strength and Difficulties Questionnaire (SDQ)³¹

Source: SDQ in SEED Wave 7, GUS, MCS

14. {IF SCAC =1}

SDQINT

The following questions contain lots of different ways that children might think or behave. For each question, please choose the option that best describes whether (*child*) thinks or

³¹ <https://www.sdqinfo.org/a0.html>

behaves this way. If there are any questions you do not wish to answer, please press <CTRL> and <R> and you'll move onto the next question.

Please give your answers on the basis of (*child*)'s behaviour over the last six months.

15. {IF SCAC =1}

SDQ1

““Considerate of other people's feelings”. Is this...”

ANALYSIS: “Considerate of other people’s feelings”

16. Not true

17. Somewhat true or

18. Certainly true?³²

SDQ2	Restless, overactive, cannot stay still for long
SDQ3	Often complains of headaches, stomach-aches or sickness
SDQ4	Shares readily with other children (treats, toys, pencils etc)
SDQ5	Often has temper tantrums or hot tempers
SDQ6	Rather solitary, tends to play alone
SDQ7	Generally obedient, usually does what adults request
SDQ8	Many worries, often seems worried
SDQ9	Helpful if someone is hurt, upset or feeling ill
SDQ10	Constantly fidgeting or squirming
SDQ11	Has at least one good friend
SDQ12	Often fights with other children or bullies them
SDQ13	Often unhappy, down-hearted or tearful
SDQ14	Generally liked by other children
SDQ15	Easily distracted, concentration wanders
SDQ16	Nervous or clingy in new situations, easily loses confidence
SDQ17	Kind to younger children
SDQ18	Often lies or cheats
SDQ19	Picked on or bullied by other children
SDQ20	Often volunteers to help others (parents, teachers, other children)
SDQ21	Thinks things out before acting
SDQ22	Steals from home, school or elsewhere
SDQ23	Gets on better with adults than with other children
SDQ24	Many fears, easily scared
SDQ25	Sees tasks through to the end, good attention span

³² This question format will be repeated for each question from SDQ2 through to SDQ25

Parenting style

Parenting Style and Dimensions Questionnaire (PSDQ)

(Self-completion continues)

Source: PSDQ – SEED Waves 3 and 7, Understanding Society

{ASK IF SCAC=1}

PSD1

The aim of the following questions is to measure how often you show certain behaviours towards (*child*). Please read each item and think about how often you show this behaviour and choose the option that corresponds to how frequently you show this behaviour. If there are any questions you do not wish to answer, please press <CTRL> and <R> and you'll move onto the next question.

I am responsive to my {IF LAC=0 my child; IF LAC=1: the child I care for}'s feelings and needs

1. Never
2. Once
3. in a while
4. About half of the time
5. Very often
6. Always

PSD2	I use physical punishment as a way of disciplining {IF LAC=0 my child; IF LAC=1: the child I care for}
PSD3	I take {IF LAC=0: my child's; IF LAC=1: the child I care for's} desires into account before asking him/her to do something
PSD4	When {IF LAC=0: my child; LAC=1: the child I care for} asks why he/she has to agree, I state: because I said so, or I am your parent and I want you to
PSD5	I explain to {IF LAC=0: my child; LAC=1: the child I care for} how I feel about their good and bad behaviour
PSD6	I smack {IF LAC=0: my child; LAC=1: the child I care for} when he/she is disobedient
PSD7	I encourage {IF LAC=0: my child; LAC=1 the child I care for} to talk about his/her troubles
PSD8	I find it difficult to discipline {IF LAC=0: my child; LAC=1 the child I care for}
PSD9	I encourage {IF LAC=0: my child; LAC=1: the child I care for} to freely express himself/herself even when disagreeing with me

PSD10	I discipline by taking privileges away from {IF LAC=0: my child; LAC=1: the child I care for} with little if any explanations
PSD11	I emphasize the reasons for rules
PSD12	I understand and console when {IF LAC=0: my child; LAC=1: the child I care for} is upset
PSD13	I yell or shout when {IF LAC=0: my child; LAC=1: the child I care for} misbehaves
PSD14	I give praise when {IF LAC=0: my child; LAC=1: the child I care for} is good
PSD15	I give into {IF LAC=0: my child; LAC=1: the child I care for} when the child causes a commotion about something
PSD16	I can become very angry with {IF LAC=0: my child; LAC=1: the child I care for}
PSD17	I threaten {IF LAC=0: my child; LAC=1: the child I care for} with punishment more often than actually giving it
PSD18	I take into account {IF LAC=0: my child; LAC=1: the child I care for}'s preferences in making plans for the family
PSD19	I grab {IF LAC=0: my child; LAC=1: the child I care for} when being disobedient
PSD20	I state punishments to {IF LAC=0: my child; LAC=1: the child I care for} and do not actually do them
PSD21	I show respect for {IF LAC=0: my child; LAC=1: the child I care for}'s opinions by encouraging my child to express them
PSD22	I permit {IF LAC=0: my child; LAC=1: the child I care for} to have a say in family rules
PSD23	I scold and criticize to make {IF LAC=0: my child; LAC=1: the child I care for} improve
PSD24	I spoil {IF LAC=0: my child; LAC=1: the child I care for}
PSD25	I give {IF LAC=0: my child; LAC=1: the child I care for} reasons why rules should be obeyed
PSD26	I use threats as punishment with little or no justification

PSD27	I have warm and affectionate times together with {IF LAC=0: my child; LAC=1: the child I care for}
PSD28	I punish by putting {IF LAC=0: my child; LAC=1: the child I care for} off somewhere alone with little if any explanations
PSD29	I help {IF LAC=0: my child; LAC=1: the child I care for} to understand the impact of behaviour by encouraging my child to talk about the consequences of his/her own actions
PSD30	I shout or criticize when {IF LAC=0: my child; LAC=1: the child I care for} 's behaviour doesn't meet my expectations
PSD31	I explain the consequences of {IF LAC=0: my child; LAC=1: the child I care for} 's behaviour
PSD32	I slap {IF LAC=0: my child; LAC=1: the child I care for} when he/she misbehaves

Relationship with partner

(Self-completion continues)

Source: USoc Adult Self-Completion Questionnaire (16+)

{ASK IF (SCAC=1 or 2) & Couple=1}

COUPINT

The next few questions are about your relationship with your partner (*PPname*). If there are any questions you do not wish to answer, please press <CTRL> and <R> and you'll move onto the next question.

1 Press 1 to continue

COUP1

Please indicate the frequency to which you do the following with your partner at the moment.

Have a stimulating exchange of ideas.

0 Never

1 Less than once a month

2 Once or twice a month

3 Once or twice a week

4 Once a day

5 More often

COUP2

Please indicate the frequency to which you do the following with your partner at the moment.

Calmly discuss something.

- 0 Never
- 1 Less than once a month
- 2 Once or twice a month
- 3 Once or twice a week
- 4 Once a day
- 5 More often

COUP3

Please indicate the frequency to which you do the following with your partner at the moment.

Work together on a project.

- 0 Never
- 1 Less than once a month
- 2 Once or twice a month
- 3 Once or twice a week
- 4 Once a day
- 5 More often

COUP4

How often do you discuss, or have you considered divorce, separation or terminating your relationship?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP5

Do you ever regret that you married or lived together?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP6

How often do you and your partner quarrel?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP7

How often do you and your partner “get on each other’s nerves”?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP8

Do you kiss your partner?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP9

Do you and your partner engage in outside interests together?

- 1 All of them
- 2 Most of them
- 3 Some of them
- 4 Very few of them
- 5 None of them

COUP10

Please indicate the degree of happiness, all things considered, of your relationship.

The middle point “happy”, represents the degree of happiness of most relationships.

- 0 Extremely unhappy
- 1 Fairly unhappy
- 2 A little unhappy
- 3 Happy
- 4 Very happy
- 5 Extremely happy
- 6 Perfect

Intimate partner violence

Source: adapted from a sub-study on the National Surveys of Sexual Attitudes and Life-styles

{ASK IF SCAC=1 AND PARelat <> 6}

IPVintro

The next section may seem very personal because it includes thinking about negative experiences you may have had with a {TEXTFILL IF COUPLE=1 OR PATREL=1: "current or previous"} partner. We are asking so that we can understand how common this is and how it might impact people's lives.

Please remember that all your answers are **strictly confidential**. Your information will be grouped with others in a way that does not identify you when we report the results.

{TEXTFILL IF COUPLE=1: "We are not going to ask your partner the same questions and b<**we are not going to inform your partner that you have been asked about these experiences**>b."}

If there are any questions you find that you do not want to answer, you can skip them by choosing 'Prefer not to answer'.

1 – Continue

2 – Prefer not to answer

{ASK IF IPVIntro=1}

IPVGen

Has a {TEXTFILL IF COUPLE=1 OR PATREL=1: "current or previous"}partner **ever** made you feel afraid of them based on their words or their actions?

- 1 Yes
- 2 No
- 3 Don't know / can't remember
- 4 Prefer not to answer

{ASK IF IPVgen=1}

IPVImpact

Has this affected you in any of the following ways?

Select all that apply.

1. It damaged my physical health
2. It made me feel anxious or depressed
3. It made me drink more alcohol/take more drugs
4. It affected my work or studies

5. It affected my behaviour towards my children or my relationship with my children
6. It affected my relationships with friends or other family members
7. It affected the way I go about my day-to-day life
8. I went to stay somewhere else for a while or I planned to leave my partner
9. It had another effect
10. It didn't really affect me (EXCLUSIVE)
11. Prefer not to answer (EXCLUSIVE)

Parental mental health

(Self-completion continues)

Source: Patient Health Questionnaire depression scale (PHQ-9)³³

{ASK IF SCAC=1}

MHIntro

We would now like to ask you some questions about **yourself**. If there are any questions you do not wish to answer, please press <CTRL> and <R> and you'll move onto the next question.

The following questions ask about how you have been feeling during the past two weeks.

PHQ1

Over the **last two weeks**, how often have you been bothered by the following problems?

Little interest or pleasure in doing things?

- 1 Not at all
- 2 Several days
- 3 More than half the days
- 4 Nearly every day

PHQ2	Feeling down, depressed, irritable or hopeless
PHQ3	Trouble falling or staying asleep, or sleeping too much
PHQ4	Feeling tired or having little energy
PHQ5	Poor appetite or overeating
PHQ6	Feeling bad about yourself – or that you are a failure or have let yourself or your family down
PHQ7	Trouble concentrating on things, such as work, reading or watching television

³³ Patient.info (2025) *Patient Health Questionnaire (PHQ-9)*. Available at: <https://patient.info/doctor/mental-health/phq-9> (Accessed: 9 February 2026). [patient.info]

PHQ8	Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual
PHQ9	Thoughts that you would be better off dead, or of hurting yourself in some way

Source: Generalised Anxiety Disorder Assessment (GAD-7)³⁴

{ASK IF SCAC=1}

GAD1

Over the **last two weeks**, how often have you been bothered by the following problems?

Feeling nervous, anxious, or on edge?

- 1 Not at all
- 2 Several days
- 3 More than half the days
- 4 Nearly every day

GAD2	Not being able to stop or control worrying
GAD3	Worrying too much about different things
GAD4	Trouble relaxing
GAD5	Being so restless that it is hard to sit still
GAD6	Becoming easily annoyed or irritable
GAD7	Feeling afraid, as if something awful might happen

Financial security

(Self-completion continues)

{ASK IF SCAC=1 or 2 AND PARelat <> 6}

FinIntro

The next few questions are about your household's current financial situation.

These questions are useful to the study as they allow us to better understand (*child*)'s home situation and how this may affect (*his/her/their*) education. We would like to remind you that any answers you give are confidential and that you are able skip any questions that you do not feel comfortable answering by pressing <CTRL> and <R>.

³⁴ Patient.info (2025) *Generalised Anxiety Disorder Assessment (GAD-7)*. Available at: <https://patient.info/doctor/mental-health/gad-7> (Accessed: 9 February 2026). [\[patient.info\]](#)

1 Press 1 to continue

SOURCE: EOPS EARLY YEARS , MCS

FMan

How well would you say you are managing financially these days?

- 1 Living comfortably
- 2 Doing alright
- 3 Just about getting by
- 4 Finding it quite difficult
- 5 Finding it very difficult

Source: EOPS EARLY YEARS , Family Resources Survey adapted & MCS6

Bills

In the last six months, have you (*and your partner*) been keeping up with bills and any regular debt repayments?

- 1. Yes
- 2. No

Source: EOPS EARLY YEARS adapted, Food Standards Agency's Food and You Survey adapted

Food

In the last six months, have you (or other adults in your household) ever cut the size of your meals or skipped meals because there wasn't enough money for food?

- 1 Yes
- 2 No

Source: EOPS EARLY YEARS adapted

SchEss

In the last six months, have you felt that you cannot afford to buy essential items for school, like school uniform, PE kit, shoes, school bag or stationery, or packed lunches?

- 1 Yes
- 2 No

Source: English Housing Survey

HeatOn

During the cold winter weather, can you normally keep comfortably warm in your living room?

- (1) Yes
- (2) No

{ASK IF HeatOn=2}

HeatNo

Is this because...

- 1 - It costs too much to keep your heating on
- 2 - It is not possible to heat the room to a comfortable standard (e.g. because heating equipment is broken)
- 3 - Both of the above
- 4 - Neither

Smoking and drinking

(Self-completion continues)

Smoking

{ASK IF SCAC=1 or 2 AND PARelat <> 6}

SaDIntro

The next few questions are about smoking and drinking. If there are any questions you do not wish to answer, please press <CTRL> and <R> and you'll move onto the next question.

1 Press 1 to continue

Source: Health Survey for England

{ASK IF SCAC=1 or 2 AND PARelat <> 6}

Smoke

Do you smoke cigarettes at all these days?

- 1 Yes
- 2 No

Drinking

Source: Alcohol use disorders identification test (AUDIT)³⁵

{ASK IF SCAC=1 or 2 AND PARelat <> 6}

Audit1

³⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/684823/Alcohol_use_disorders_identification_test_AUDIT_.pdf

How often do you have a drink containing alcohol?

- 1 Never
- 2 Once a month or less
- 3 2 to 4 times per month
- 4 2 to 3 times per week
- 5 4 times or more per week

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit2

How many units of alcohol do you drink on a typical day when you are drinking?

Help link: embed image 'AUDIT Alcohol Unit Reference Guide'

- 0 0 to 2
- 1 3 to 4
- 2 5 to 6
- 3 7 to 9
- 4 10 or more

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit3

How often have you had {IF Respondent=male, (*8 or more*); IF Respondent=female (*6 or more*)} units on a single occasion in the last year?

Unit Guide:

{IF PAGender=1: 8 units of alcohol is: 4 pints or 4 cans of regular beer, lager or cider; OR 2 cans of 'super strength' lager; OR just under 3 pints of 'strong' or 'premium' beer, lager or cider; OR over 5 alcopops or bottles of regular lager; OR just under 3 large (250ml) glasses of wine; OR 4 double spirit measures; OR 8 single measures. IF PAGender = 2: 6 units of alcohol is: 3 pints or cans of regular beer; 2 pints of 'strong' or 'premium' beer, lager or cider; 1.5 cans of 'super strength' lager'; 4 alcopops or bottles of regular lager; 2 large (250ml) glasses of wine; two-thirds of a bottle of wine; 6 single spirit measures; or 3 double spirit measures.}

- 0 Never
- 1 Less than once a month
- 2 Once a month
- 3 Once a week
- 4 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit4

How often during the last year have you found that you were not able to stop drinking once you had started?

- 1 Never
- 2 Less than once a month

- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit5

How often during the last year have you failed to do what was normally expected from you because of your drinking?

- 0 Never
- 1 Less than once a month
- 2 Once a month
- 3 Once a week
- 4 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit6

How often during the last year have you needed an alcoholic drink in the morning to get yourself going after a heavy drinking session?

- 0 Never
- 1 Less than once a month
- 2 Once a month
- 3 Once a week
- 4 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit7

How often during the last year have you had a feeling of guilt or remorse after drinking?

- 0 Never
- 1 Less than once a month
- 2 Once a month
- 3 Once a week
- 4 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat <>6}

Audit8

How often during the last year have you been unable to remember what happened the night before because you had been drinking?

- 0 Never
- 1 Less than once a month
- 2 Once a month
- 3 Once a week
- 4 Every day or almost every day

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat<>6}

Audit9

Have you or somebody else been injured as a result of your drinking?

0 – No

1 - Yes, but not in the last year

2 - Yes, during the last year

{ASK if Audit1=1..4 AND SCAC = 1 AND PARelat<>6}

Audit10

Has a relative or friend, doctor or other health worker been concerned about your drinking or suggested that you cut down?

0 – No

1 - Yes, but not in the last year

2 - Yes, during the last year

End of self-completion for households where AOHP=0

{IF SCAC=1 OR 2}

EndCASIX

Thank you very much for answering these questions.

TYPE '1' AND PRESS 'ENTER' TO CONTINUE

{IF SCAC=1 OR 2}

EndCASIY

TYPE '1' AND PRESS 'ENTER' AGAIN TO LOCK UP YOUR ANSWERS

THEN HAND THE COMPUTER BACK TO THE INTERVIEWER

{IF SCAC2=1 OR 2}

EndCASIZ

PLEASE HAND THE COMPUTER BACK TO THE INTERVIEWER

INTERVIEWER: PLEASE PRESS '1' AND ENTER TO CONTINUE

Relationship with Own Household Parent

(Self-completion continues)

{ASK ALL}

OHPIIntro

{ASK IF SCAC=1 or 2 & AOHP=1 & PARelat <> 3, 6}

The following questions will ask you about the other parent of (*child*). By this, we mean their other parent who lives elsewhere {If Parent B is a step-parent: “and not your partner (*PartnerName*)”}. The questions are useful to the study as they allow us to better understand (*child*)’s history and how this may affect (*his/her/their*) education. We would like to remind you that any answers you give are confidential and that you can skip any questions that you do not feel comfortable answering by pressing <CTRL> and <R>.

1 Press 1 to continue

Source: EOPS EARLY YEARS

{ASK IF (SCAC=1 or 2) & AOHP=1 & PARelat <> 3, 6}

OHPGender

First of all, what is the gender of (*child*)’s other parent who lives somewhere else?

- 1 Male
- 2 Female
- 3 Other (specify)

{ASK IF OHPGender=3}

OHPGenderO

PLEASE ENTER OTHER ANSWER

{ASK IF (SCAC=1 or 2) & AOHP=1 & PARelat <> 3, 6}

OHPGenBSex

Is their gender the same as the sex they were registered at birth?

(If their gender is not the same as the sex recorded on their birth certificate when they were born (for example, they are transgender or non-binary), please tick “No”.)

- 1 Yes
- 2 No

{ASK IF **OHPGender=3, DK or REF OR OHPGenBSex=2**}

OHPBirthSex

What was the sex they were registered at birth?

- 1 Male
- 2 Female

Source: adapted from Fatherhood Institute guidance, MCS and GUS (OHPDisag question asked in EOPS EARLY YEARS as well), plus new questions

{ASK IF OHPCon=1 AND PARelat <> 3, 6}

OHPConTerm

During school term time, how often does (*child*) usually see their other parent face to face? Please do **not** include time when (*child*) sees them on Zoom, Facetime or other video calls.

- 1 Every day or nearly every day during school term time
- 2 At least once or twice a week
- 3 At least once a fortnight
- 4 At least once a month
- 5 At least once a term

6 Not at all during school term time

{ASK IF OHPConTerm<>6}

OHPNightTerm

During school term time, does (*child*) stay overnight with (*hishertheir*) other parent at another address – for example at their place or somewhere else they stay together?

- 1 Yes
- 2 No

{ASK IF OHPNightTerm=1}

OHPNightTFreq

How often does (*child*) usually stay overnight with them at another address – for example at their place – during term time?

- 1 Lives with their other parent for about 50% of the time
- 2 Stays overnight at least once a week
- 3 Stays overnight at least once a fortnight
- 4 Stays overnight at least once a month
- 5 Stays overnight once a term or less often

{ASK IF OHPCon=1 AND PARelat <> 3, 6}

OHPHolStay

Now thinking about school holidays, does (*child*) ever stay overnight with their other parent? This could be at the place when (*child*)'s other parent usually lives or somewhere else, including if they go away together on holiday or to visit relatives.

- 1 Yes
- 2 No

{ASK IF OHPHolStay=1}

OHPHolStProp

How much of the school holidays does (*child*) usually spend staying overnight with (*hishertheir*) other parent?

If it varies in different holidays, please estimate an average across the school year.

- 1 More than a half
- 2 About a half
- 3 About a third
- 4 About a quarter
- 5 Less than a quarter

{ASK IF (SCAC=1 or 2) & AOHP=1 AND PARelat <> 3, 6}

OHPRes

Has (*child*)'s other parent ever lived at the same address as (*child*)?

- 1 Yes
- 2 No

{ASK IF OHPRes=1}

OHPBreak

How long ago did they stop living at the same address as (*child*)?

- 1 Less than 6 months ago
- 2 Between 6 and 12 months ago
- 3 Between one and two years ago
- 4 More than two years ago

{ASK IF (SCAC=1 or 2) & OHP=1 & PARelat <> 3, 6}

OHPPCont

In the last twelve months, have you personally had any contact with (*child*)'s other parent who lives somewhere else? That includes seeing them face-to-face, speaking to them on the phone, emails, messages and so on?

- 1 Yes
- 2 No

{ASK IF OHPPCont=1}

OHPPrel

How would you describe your own relationship with (*child*)'s other parent these days?

- 1 Very good
- 2 Fairly good
- 3 Neither good nor bad
- 4 Fairly bad
- 5 Very bad

{ASK IF OHPPCont=1}

OHPPDisag

How often do you and (*child*)'s other parent disagree over issues relating to bringing up (*child*)?

- 1 Very often
- 2 Quite often
- 3 Sometimes
- 4 Rarely
- 5 Never

{ASK IF OHPPDisag=1, 2 or 3}

OHPPresol

How often are you able to resolve these disagreements without arguing?

1. Never
2. Once in a while
3. About half of the time
4. Very often
5. Always

{ASK IF OHPPCont=1}

OHPPDec

When you make major decisions about (*child*), such as relating to education and health, how often do you ask (*child*)'s other parent for their views?

- 1 Never/ almost never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Always/ almost always

{ASK IF (SCAC=1 or 2) & AOHP=1 & PARelat <> 3, 6}

OHPPFin

In the last six months, has (*child*)'s other parent contributed any money to (*child*)'s maintenance? This could include money transfers to you, paying for (*child*)'s expenses or payments made via the Child Maintenance Service.

- 1 Yes, regular payments
- 3 Yes, irregular payments
- 2 No payments made

{ASK IF (SCAC=1 or 2) & AOHP=1 AND PARelat <> 3, 6}

OHPToys

Does (*child*)'s other parent ever buy toys, clothes or equipment for (*child*) apart from on special occasions like birthdays?

- 1 Yes
- 2 No

{ASK IF OHPToys=1}

OHPToysFreq

How often does (*child*)'s other parent buy toys, clothes or equipment for (*child*) apart from on special occasions like birthdays?

- 1 At least once a week
- 2 At least once a month
- 3 At least once every three months
- 4 Less often than once every three months

End of self-completion for households where AOHP=1

{IF SCAC=1 OR 2}

EndCASIX

Thank you very much for answering these questions.

TYPE '1' AND PRESS 'ENTER' TO CONTINUE

{IF SCAC=1 OR 2}

EndCASIY

TYPE '1' AND PRESS 'ENTER' AGAIN TO LOCK UP YOUR ANSWERS

THEN HAND THE COMPUTER BACK TO THE INTERVIEWER

{IF SCAC2=1 OR 2}

EndCASIZ

PLEASE HAND THE COMPUTER BACK TO THE INTERVIEWER

INTERVIEWER: PLEASE PRESS '1' AND ENTER TO CONTINUE

Adverse events

Source: SEED Wave 7

{ASK if PARelat <> 6}

ADVERSE1

"Have you experienced any of the following in the last 12 months?"

"Did you lose your job (in the last 12 months?"

ANALYSIS: "Lost job"

1. Yes
2. No

{ASK IF Couple=1 AND PARelat <> 6}

ADVERSE2

"Did your partner lose their job (in the last 12 months)?"

ANALYSIS: "Partner lost job"

1. Yes
2. No

{ ASK if PARelat <> 6}

ADVERSE3

"Did you experience a major cut in household income (in the last 12 months)?"

ANALYSIS: "Cut in income"

1. Yes
2. No

{ ASK if PARelat <> 6}

ADVERSE4

"Did you lose your accommodation (in the last 12 months)?"

ANALYSIS: "Lost accommodation"

1. Yes
2. No

{ ASK if PARelat <> 6}

ADVERSE5

"Did you or a member of your household become seriously ill (in the last 12 months)?"

ANALYSIS "Seriously ill"

1. Yes
2. No

{ ASK if PARElat <> 6}

ADVERSE6

"Did you experience death of a close family member (in the last 12 months)?"

ANALYSIS "Family death"

1. Yes
2. No

Socio-demographics

Household working status

{ASK if PARElat <> 6}

HWSInt

I would now like to ask you some questions about your employment. This information will help us to compare experiences of children from families in different circumstances. As with all your answers, the information you give will be entirely confidential.

Source: adapted from SEED Wave 1 and EOPS EARLY YEARS

{ASK IF PARElat <> 6}

Curwor

Are you currently in paid work? This could be full-time or part-time.

1. Yes
2. No

{ASK IF PARElat <> 6}

Reconfw

SHOWCARD 24

Which of these best describe what you were doing last week, that is the seven days ending last Sunday?

CODE ALL THAT APPLY.

In paid work

- 1 In paid work (or away temporarily) for at least 10 hours in the week
- 2 On maternity, paternity or shared parental leave

Education or training

- 3 In full-time education (not paid for by employer, including on vacation)
- 4 In part-time education
- 5 On government training or employment programme

- Not in paid work
- 6 Waiting to take up paid work, already accepted
- 7 Unemployed
- 8 Permanently sick or disabled
- 9 Wholly retired from work
- 10 Looking after the home
- 11 Doing something else (please say what)

SOFT CHECK: If ((reconfw=1 or 2) OR curwor=1) AND reconfw=9: "You have indicated that respondent is employed and wholly retired. Is this correct?".

HARD CHECK:

If (reconfw <>1 or 2) AND curwor=1: "You previously said that the respondent is currently in paid work. Please check your answer."

IF Curwork=2 AND Reconfw=1,2,: "You previously said the respondent is not currently in paid work. Please check your answers. (NB: maternity, paternity and parental leave should be classified as in paid work).

PROG: derive variable 'ff_work' = IF curwor=1 ff_work=1; otherwise ff_work=0.

{ASK IF Reconfw=11}

ReconfwO

PLEASE ENTER OTHER ACTIVITY

[STRING]

{If Curwor = 1}

JobNR

Do you have more than one job?

1.Yes

2. No

{IF JobNR = 1}

JobNRH

How many jobs do you currently have?

[1..10]

Signal if more than 3 jobs (S)

{IF CurWor = 1}

WrkHrR

How many hours do you work for pay in a typical week [IF JobNR=2 "in your main and other jobs"]?

[0..84]

Signal if more than 50 hours (S)

{IF Curwor= 2}

REverJob

Can I just check, have you ever had a paid job, apart from casual or holiday work?

- 1 Yes
- 2 No

{IF COUPLE=1 AND PARElat <>6}

PCurWor

Is (*Pname*) currently in paid work? This could be full-time or part-time.

1. Yes
2. No

Paconfw

SHOWCARD 25

Which of these best describe what (*Pname*) was doing last week, that is the seven days ending last Sunday?

CODE ALL THAT APPLY.

In paid work

- 1 In paid work (or away temporarily) for at least 10 hours in the week
- 2 On Maternity, paternity or shared parental leave

Education or training

- 3 In full-time education (not paid for by employer, including on vacation)
- 4 In part-time education
- 5 On government training or employment programme

Not in paid work

- 6 Waiting to take up paid work, already accepted
- 7 Unemployed
- 8 Permanently sick or disabled
- 9 Wholly retired from work
- 10 Looking after the home
- 11 Doing something else (please say what)

SOFT CHECK: If ((paconfw=1 or 2) OR pcurwor=1) AND paconfw=9: "You have indicated that their partner is employed and wholly retired. Is this correct?".

HARD CHECK: If (paconfw <> 1 or 2) AND pouwor=1: "You previously said that the partner is currently in paid work. Please check your answers. (NB: maternity, paternity and parental leave should be classified as in paid work)."

IF Curwork=2 AND paconfw=1,2,: "You previously said the respondent is not currently in paid work. Please check your answers. (NB: maternity, paternity and parental leave should be classified as in paid work)."

{ASK IF Paconfw=11}

PaconfwO

PLEASE ENTER OTHER ACTIVITY

[STRING]

{IF PCurWor = 1}

JobNP

Does (*partner*) have more than one job?

1. Yes

2. No

{IF JobNP = 1}

JobNPH

How many jobs does (*partner*) currently have?

[1..10]

Signal if more than 3 jobs (S)

{If PCurWor = 1}

WrkHrP

How many hours does (*partner*) work for pay in a typical week [IF JobNP=2 “ in their main and other jobs”]?

[0..120]

Signal if more than 50 hours (S)

Qualifications

Source: EOPS EARLY YEARS, BCS70

{ASK if PARelat <> 6 }

LFTE

How old were you when you left full-time continuous education?

FOR INTERVIEWER: IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old were you when you first left?

IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION

IF STILL IN FULL-TIME EDUCATION, CODE 0

[0..35]

{ASK if PARelat <> 6 }

Educ1

SHOWCARD 26

Please tell me which, if any, of the academic qualifications on this card you have?

INTERVIEWER PLEASE NOTE: OVERSEAS QUALIFICATIONS: CODE AS NEAREST EQUIVALENT, IF NO EQUIVALENT, CODE AS ‘OTHER’.

CODE 9 GENERALLY CORRESPONDS TO OVERSEAS QUALIFICATIONS OBTAINED AROUND AGE 18.

CODE 14 GENERALLY CORRESPONDS TO OVERSEAS QUALIFICATIONS OBTAINED AROUND AGE 16.

CODE ALL THAT APPLY.

1. University Higher Degree - Doctorate (PhD)
2. University Higher Degree - Masters Degree (MA, MSc, MPhil)
3. Degree (e.g. BA, BSc)
4. Foundation degree
5. Other degree level qualifications such as graduate membership of professional institutes
6. PGCE (Post-Graduate Certificate of Education) or equivalent
7. Other teaching qualification
8. Access to Higher Education (HE) Diploma / Scottish Wider Access Programme (SWAP), Accreditation of Prior Learning (APL) / Accreditation of Prior Experiential Learning (APEL)
9. A Level / A2 Level (GCE Advanced Level)
10. AS Level (not complete A Level)
11. Certificate of Sixth Year Studies
12. Advanced Highers
13. Highers
14. GCSE / iGCSE
15. Credit Standard Grade / National 5 / Intermediate 2
16. General Standard Grade / National 4 / Intermediate 1
17. Foundation Standard Grade / National 3 / Access 3
18. Other academic qualification
19. None of these [EXCLUSIVE]

{ASK if PARElat <> 6 }

Source: EOPS EARLY YEARS, Next Steps 32

Educ2

SHOWCARD 27

Please tell me which, if any, of the vocational qualifications on this card you have?

INTERVIEWER: OVERSEAS QUALIFICATIONS: CODE AS NEAREST EQUIVALENT, IF NO EQUIVALENT, CODE AS 'OTHER'.

TRADE APPRENTICESHIPS - USE CODE 9

CODE ALL THAT APPLY.

- 1 Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor
- 2 Nursing or other medical qualifications (below degree level)
- 3 NVQ or SVQ - Level 4 or 5
- 4 NVQ or SVQ - Level 3
- 5 NVQ or SVQ - Level 2
- 6 NVQ or SVQ - Level 1
- 7 GNVQ – Advanced
- 8 GNVQ – Intermediate
- 9 GNVQ - Level 3
- 10 GNVQ - Level 2

- 11 GNVQ - Foundation
- 12 City & Guilds - Advanced craft, Part III
- 13 City & Guilds - Craft, Part II
- 14 City & Guilds - Craft, Part I / d.
- 15 City & Guilds - Level 3
- 16 City & Guilds - Level 2
- 17 City & Guilds - Level 1
- 18 RSA - Advanced Diploma
- 19 RSA - Higher Diploma
- 20 RSA - RSA Diploma
- 21 RSA - RSA Stage I, II, III
- 22 BTEC - Higher Level
- 23 BTEC - National
- 24 BTEC - First
- 25 SCOTVEC - National Certificate
- 26 SCOTVEC - First or general diploma
- 27 SCOTVEC - General diploma / d.
- 28 SCOTVEC - Modules
- 29 HND or HNC
- 30 OND or ONCM
- 31 Junior certificate
- 32 Other vocational qualifications (including some overseas)
- 33 None of these qualifications [EXCLUSIVE]

{ASK IF COUPLE=1 (ask if respondent is living with a partner)}

PLFTE

The next few questions are about (*Partnername*) and (*his/her* *their*) qualifications. How old was (*Partnername*) when (*heshe**they*) left full-time continuous education?

FOR INTERVIEWER: IF LEFT AND LATER RETURNED TO BECOME A FULL-TIME STUDENT, ASK: How old were they when they first left?

IF SANDWICH COURSE OR GAP YEAR TREAT AS FULL-TIME CONTINUOUS EDUCATION

IF STILL IN FULL-TIME EDUCATION, CODE 0
[0..35]

PEduc1

SHOWCARD 28

Please tell me which, if any, of the academic qualifications on this card (*Partnername*) has?

INTERVIEWER PLEASE NOTE: OVERSEAS QUALIFICATIONS: CODE AS NEAREST EQUIVALENT, IF NO EQUIVALENT, CODE AS 'OTHER'.
CODE 9 GENERALLY CORRESPONDS TO OVERSEAS QUALIFICATIONS OBTAINED AROUND AGE 18.
CODE 14 GENERALLY CORRESPONDS TO OVERSEAS QUALIFICATIONS OBTAINED AROUND AGE 16.

CODE ALL THAT APPLY.

1. University Higher Degree - Doctorate (PhD)
2. University Higher Degree - Masters Degree (MA, MSc, MPhil)
3. Degree (e.g. BA, BSc)
4. Foundation degree
5. Other degree level qualifications such as graduate membership of professional institutes
6. PGCE (Post-Graduate Certificate of Education) or equivalent
7. Other teaching qualification
8. Access to Higher Education (HE) Diploma / Scottish Wider Access Programme (SWAP), Accreditation of Prior Learning (APL) / Accreditation of Prior Experiential Learning (APEL)
9. A Level / A2 Level (GCE Advanced Level)
10. AS Level (not complete A Level)
11. Certificate of Sixth Year Studies
12. Advanced Highers
13. Highers
14. GCSE / iGCSE
15. Credit Standard Grade / National 5 / Intermediate 2
16. General Standard Grade / National 4 / Intermediate 1
17. Foundation Standard Grade / National 3 / Access 3
18. Other academic qualification
19. None of these [EXCLUSIVE]

PEduc2

SHOWCARD 29

Please tell me which, if any, of the vocational qualifications on this card (*Partnername*) has?

INTERVIEWER: OVERSEAS QUALIFICATIONS: CODE AS NEAREST EQUIVALENT, IF NO EQUIVALENT, CODE AS 'OTHER'.

TRADE APPRENTICESHIPS - USE CODE 9

CODE ALL THAT APPLY.

1. Professional qualifications at degree level e.g. graduate member of professional institute, chartered accountant or surveyor
2. Nursing or other medical qualifications (below degree level)
3. NVQ or SVQ - Level 4 or 5
4. NVQ or SVQ - Level 3
5. NVQ or SVQ - Level 2
6. NVQ or SVQ - Level 1
7. GNVQ – Advanced
8. GNVQ – Intermediate
9. GNVQ - Level 3
10. GNVQ - Level 2
11. GNVQ - Foundation
12. City & Guilds - Advanced craft, Part III
13. City & Guilds - Craft, Part II
14. City & Guilds - Craft, Part I / d.
15. City & Guilds - Level 3
16. City & Guilds - Level 2
17. City & Guilds - Level 1

18. RSA - Advanced Diploma
19. RSA - Higher Diploma
20. RSA - RSA Diploma
21. RSA - RSA Stage I, II, III
22. BTEC - Higher Level
23. BTEC - National
24. BTEC - First
25. SCOTVEC - National Certificate
26. SCOTVEC - First or general diploma
27. SCOTVEC - General diploma / d.
28. SCOTVEC - Modules
29. HND or HNC
30. OND or ONCM
31. Junior certificate
32. Other vocational qualifications (including some overseas)
33. None of these qualifications [EXCLUSIVE]

Ethnicity and language

Source: EOPS EARLY YEARS (Census 2021)

Source: EOPS EARLY YEARS, MCS

{ ASK if PARelat <> 6 }

RBirUK

Were you born in the UK?

1 Yes

2 No

{ASK IF RBirUK=2}

RBirCou

In which country were you born?

[use look-up file]

Source: EOPS EARLY YEARS, Life Study & Understanding Society

{ASK IF RBirUK=2}

Imig

In what year did you first come to the UK to live, even if you have spent time abroad since?

YEAR

[1930..2024]

Source: EOPS EARLY YEARS (Census 2021)

{ASK ALL}

ChEthn

SHOWCARD 30

What is (*child*)'s ethnic group?

White

- 1 White - English/Welsh/Scottish/Northern Irish/British
- 2 White - Irish
- 3 White - Gypsy or Irish Traveller
- 4 White - Roma
- 5 Any other White background (please specify)

Mixed/Multiple ethnic groups

- 6 Mixed/Multiple ethnic groups - White and Black Caribbean
- 7 Mixed/Multiple ethnic groups - White and Black African
- 8 Mixed/Multiple ethnic groups - White and Asian
- 9 Any other mixed/multiple ethnic background (please specify)

Asian/Asian British

- 10 Asian/Asian British - Indian
- 11 Asian/Asian British - Pakistani
- 12 Asian/Asian British - Bangladeshi
- 13 Asian/Asian British - Chinese
- 14 Any other Asian background (please specify)

Black/ African/Caribbean/Black British

- 15 Black/ African/Caribbean/Black British - African
- 16 Black/ African/Caribbean/Black British - Caribbean
- 17 Any other Black/African/Caribbean background (please specify)

Other ethnic group

- 18 Other ethnic group - Arab
- 19 Any other ethnic group (please specify)

{If ChEthn=5, 9, 14, 17 or 19}

ChEthnO

INTERVIEWER: RECORD ANSWER

Source: adapted from EOPS EARLY YEARS, MCS

{ASK ALL}

ChBirUKWas (*child*) born in the UK?

- 1 Yes
- 2 No

{ASK IF ChBirUK=2}

ChBirCouIn which country was (*child*) born?

[use look-up file]

Source: EOPS EARLY YEARS, MCS

{ASK ALL}

Lang

Is English the language usually spoken at {if PARElat = 6 "the residential"} home?

IF YES, PROBE: Is that English only, or other languages as well?

1. Yes, English only
2. Yes, English and other languages
3. No

{IF Lang=2 or 3}

Lango

Which other language(s) are spoken at {if PARElat = 6 "the residential"} home?

CODE ALL THAT APPLY

[use look-up file]

- 1 Albanian
- 2 Amharic
- 3 Arabic
- 4 Armenian
- 5 Azeri
- 6 Bengali
- 7 Bosnian
- 8 British Sign Language
- 9 Bulgarian
- 10 Burmese
- 11 Cantonese
- 12 Croatian
- 13 Czech
- 14 English
- 15 Estonian
- 16 Farsi
- 17 French
- 18 Georgian
- 19 German
- 20 Greek
- 21 Gujarati
- 22 Hausa
- 23 Hebrew
- 24 Hindi
- 25 Hungarian
- 26 Ibo
- 27 Indonesian
- 28 Irish (Gaelic)
- 29 Italian
- 30 Kazakh
- 31 Kinyarwanda
- 32 Korean
- 33 Kurdish
- 34 Latvian

- 35 Lingala
- 36 Lithuanian
- 37 Macedonian
- 38 Malay
- 39 Mandarin
- 40 Marathi
- 41 Mongolian
- 42 Nepali
- 43 Polish
- 44 Portuguese
- 45 Punjabi Gurmukhi
- 46 Punjabi Urdu
- 47 Pashto
- 48 Romanian
- 49 Russian
- 50 Serbian
- 51 Shona
- 52 Sinhalese
- 53 Slovak
- 54 Somali
- 55 Spanish
- 56 Swahili
- 57 Swedish
- 58 Sylheti
- 59 Tagalog
- 60 Tamil
- 61 Tigrignia
- 62 Twi
- 63 Ukranian
- 64 Urdu
- 65 Uzbek
- 66 Vietnamese
- 67 Welsh
- 68 Yoruba
- 69 Other

Income and benefits

Source: SEED Wave 7

{ASK IF Interpr=2 & PARelat <> 6}

InInt

I now have some questions about money and financial issues. This helps us to understand what life is like for a range of families. As with all your answers, the information you give will be entirely confidential.

{IF Interpr=2 & PARelat <> 6}

InSorB

SHOWCARD 31

This card shows various possible sources of income. Can you please tell me which kinds of income you [IF Couple = 1 "and (Pname)"] receive?

CODE ALL THAT APPLY

PROBE: Which others?

INTERVIEWER: CHILD MAINTENANCE IS FOR DEPENDENT CHILD/REN ONLY. REGULAR ALLOWANCES FOR ADULTS IN THE HOUSEHOLD (INCLUDING ADULT CHILDREN) FROM INDIVIDUALS LIVING OUTSIDE THE HOUSEHOLD (INCLUDING PARENTS) SHOULD BE CODED AS CODE 18.

1. Earnings from employment or self-employment
2. Child Benefit
3. Universal Credit
4. Child Tax Credit
5. Working Tax Credit
6. Jobseeker's Allowance
7. Income Support
8. Housing Benefit / Council Tax Support
9. Incapacity Benefit
10. Employment and Support Allowance
11. Disability Living Allowance
12. Personal Independence Payment
13. Other state benefits
14. Interest from savings and investments (e.g. stocks and shares)
15. Private or state pension
16. Child maintenance from a former husband/ wife/ partner (including Child Support Agency grant)
17. Student grant
18. Other kinds of regular allowance from outside your household
19. No source of income {EXCLUSIVE}

Check that "no source of income" is only picked as an exclusive code (H)

Check that if Reconfw or Paconfw = 1, 2 that "Earnings from employment or self-employment" is picked as an option. (S)

{ASK if InSorB = 13}

OthBen

What are these other benefits?

INTERVIEWER: PROBE FULLY

{IF Interpr =2 & PARelat <> 6}

Income

SHOWCARD 32

I'm now going to ask you about {IF Couple = 0: your IF Couple = 1: '*you and your partner's*') income. I only need to know an approximate amount from this card.

Please tell me which letter represents your [IF Couple=1: '*and your partner's*'] **income** from all sources **before** tax and other deductions. This includes earnings from employment or self-employment, income from benefits and pensions, and income from other sources such as interest from savings. Please exclude any money received from child maintenance/support. You can just tell me the letter for your answer.

	Annual	Monthly	Weekly
(j)	Under £4,999	Under £415	Under £96
(e)	£5,000 - £7,499	£416 - £624	£97 - £143
(m)	£7,500 - £9,999	£625 - £833	£144 - £192
(g)	£10,000 - £12,499	£834 - £1,041	£193 - £240
(q)	£12,500 - £14,499	£1,042 - £1,208	£241 - £278
(a)	£15,000 - £17,499	£1,209 - £1,458	£279 - £335
(o)	£17,500 - £19,999	£1,459 - £1,666	£336 - £384
(i)	£20,000 - £24,999	£1,667 - £2,083	£385 - £480
(r)	£25,000 - £29,999	£2,084 - £2,499	£481 - £576
(c)	£30,000 - £34,999	£2,500 - £2,916	£577 - £673
(t)	£35,000 - £39,999	£2,917 - £3,333	£674 - £769
(h)	£40,000 - £44,999	£3,334 - £3,749	£770 - £865
(s)	£45,000 - £49,999	£3,750 - £4,166	£866 - £961
(d)	£50,000 to £59,999	£4,167 - £4,999	£962 - £1,153
(p)	£60,000 to £69,999	£5,000 - £5,833	£1,154 - £1,346
(k)	£70,000 - £79,999	£5,834 - £6,666	£1,347 - £1,538
(b)	£80,000 - £89,999	£6,667 - £7,499	£1,539 - £1,730
(l)	£90,000 - £99,999	£7,500 - £8,250	£1,731 - £1,923
(f)	£100,000 to £149,999	£8,251 - £12,499	£1,924 - £2,884
(n)	£150,000+	£12,500+	£2,885+

Tenure

Source: EOPS EARLY YEARS, MCS

{ASK IF PARelat <> 6}

Tenure

SHOWCARD 33

Do you own or rent your home or have some other arrangement?

INTERVIEWER: ALL RENT PAID BY HOUSING BENEFIT IS NOT "RENT FREE"

- 1 Own outright
- 2 Own with a mortgage/loan
- 3 Part rent/part mortgage (shared equity)
- 4 Rent from local authority
- 5 Rent from Housing Association
- 6 Rent privately
- 7 Live with parents
- 8 Live rent free
- 9 Live with friends/ in hostel/ temporary accommodation
- 10 Squat
- 11 Other (SPECIFY)

{IF Tenure=11}

TenureO

INTERVIEWER: PLEASE ENTER OTHER ANSWER

Pupil premium and social worker

{ASK ALL}

Social

Is (*child*) supported by Social Care, or by a social worker?

ANALYSIS: "Child has social worker / in contact with Social Care".

1. Yes
2. No

Admin

Data linkage

Source EOPS-C

{ASK IF PARelat <> 1,2, 6}

Legal

There are some questions that we are only able to ask of participants who have legal responsibility for their child.

Can I just check, do you have parental responsibility for (*child*)?

INTERVIEWER, IF NECESSARY: Parental responsibility describes the legal rights and responsibilities that a parent has by law in relation to their child.

BIOLOGICAL AND ADOPTIVE PARENTS HAVE PARENTAL RESPONSIBILITY FOR THEIR CHILDREN. STEP-PARENTS AND OTHER GUARDIANS INCLUDING FOSTER

CARERS DO NOT HAVE PARENTAL RESPONSIBILITY BY DEFAULT, BUT CAN ACQUIRE PARENTAL RESPONSIBILITY THROUGH A PARENTAL RESPONSIBILITY AGREEMENT OR A COURT ORDER, A CHILD ARRANGEMENTS ORDER, OR BY BECOMING THE CHILD'S LEGAL GUARDIAN OR SPECIAL GUARDIAN.

1 Yes

2 No

{ASK {ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkNPD

SHOWCARD 34

INTERVIEWER: GIVE THE RESPONDENT TIME TO READ THE SHOWCARD AND THEN MOVE ON TO THE NEXT QUESTION.

IF THE RESPONDENT REQUIRES HELP UNDERSTANDING THE SHOWCARD (I.E. NEEDS HELP READING THE SHOWCARD OR UNDERSTANDING THE CONTENT), PLEASE PROVIDE ASSISTANCE.

PLEASE NOTE, THERE IS NO QUESTION FOR THIS DATA LINKAGE (EDUCATION RECORDS) BECAUSE THE LINKING OF NPD DATA IS OPT-OUT. DETAILS OF HOW TO OPT OUT ARE ON THE SHOWCARD AND DATA LINKAGE LEAFLET.

The next few questions are about our plans to link the answers you and your family give in this study to existing data elsewhere.

1 Press 1 to continue

{ASK {ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6} **LinkNHS**

SHOWCARD 35

INTERVIEWER: GIVE THE RESPONDENT THE TIME TO READ THE SHOWCARD AND THEN ASK FOLLOWING QUESTIONS.

IF THE RESPONDENT REQUIRES HELP UNDERSTANDING THE SHOWCARD (I.E. NEEDS HELP READING THE SHOWCARD OR UNDERSTANDING THE CONTENT), PLEASE PROVIDE ASSISTANCE.

1 Press 1 to continue

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkNHSch

SHOWCARD 36 (NHS RECORDS)

Firstly, do you give permission for information held by NHS Digital **about your child** to be added to your survey answers?

1. Yes

2. No

{NO DK/REF}

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkNHSP

SHOWCARD 36

Do you give permission for information held by NHS Digital **about you** to be added to your survey answers?

1. Yes

2. No

{NO DK/REF}

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkHMRC

SHOWCARD 35

INTERVIEWER: REFER BACK TO SHOWCARD 35 AND THEN ASK FOLLOWING QUESTIONS.

IF THE RESPONDENT REQUIRES HELP UNDERSTANDING THE SHOWCARD (I.E. NEEDS HELP READING THE SHOWCARD OR UNDERSTANDING THE CONTENT), PLEASE PROVIDE ASSISTANCE.

Press 1 to continue

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkHMRCPerm

SHOWCARD 36 (HMRC RECORDS)

Do you give permission for information held about you by HMRC to be added to your survey answers?

1 Yes

2 No

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkDWP

SHOWCARD 35

INTERVIEWER: REFER BACK TO SHOWCARD 35 AND THEN ASK FOLLOWING QUESTIONS.

IF THE RESPONDENT REQUIRES HELP UNDERSTANDING THE SHOWCARD (I.E. NEEDS HELP READING THE SHOWCARD OR UNDERSTANDING THE CONTENT), PLEASE PROVIDE ASSISTANCE.

Press 1 to continue

{ASK IF PARElat=1,2 OR LEGAL=1 AND PARElat <> 6}

LinkDWPPerm

SHOWCARD 36 (DWP RECORDS)

Do you give permission for information held about you by DWP to be added to your survey answers?

1 Yes

2 No

Teacher survey

{IF Enrolled=1}

SchCon

As part of this study, we are contacting school teachers who teach children in the Five to Twelve study. This is so that we can ask them about how children get on at school and about their social development. The questions we will be asking will be similar to some of those you have answered in this interview.

SHOW THE RESPONDENT THE QUESTIONS THAT WILL GO TO TEACHERS

READ OUT IF NECESSARY: Any information will be treated in the strictest confidence.

Are you happy for us to contact your child's class teacher to request information on your child's educational and social development?

1. Yes
2. No

{ IF Enrolled=1}

SchCheck

First, we need to make sure we have the correct school details for *(child)*.

INTERVIEWER: READ OUT DETAILS BELOW AND CHECK SPELLING

{NOTE TO PROG: Display SchoolName from sample file here}

Does *(child)* attend this school?

1. Yes, details are correct
2. School name is wrong (please correct at the next question)

[NODK, NOREF]

{Ask IF SchCheck = 2}

SchName

What is the name of the school that *(child)* attends?

INTERVIEWER: Collect name of the school

CHECK SPELLING AND ENCOURAGE RESPONDENTS TO LOOK UP THE EXACT NAME IF UNCERTAIN

{SchName triggers look up function. After look-up function display}

LookUpDisplay

(DISPLAY info from lookup file here)

INTERVIEWER: Can I just check, are these details correct?

1. Yes, all details correct
2. No, some details not correct or school not found

{Ask if LookUpDisplay=2}

SchNameManual

Can you tell me the name of the school?

INTERVIEWER: COLLECT NAME OF SCHOOL

CHECK SPELLING AND ENCOURAGE RESPONDENTS TO LOOK UP THE EXACT ADDRESS IF UNCERTAIN

{Ask if LookUpDisplay=2}

SchAdd1

And can you tell me the address of the school?

INTERVIEWER: COLLECT 1st LINE OF SCHOOL ADDRESS – HOUSE NAME / NUMBER AND STREET NAME

CHECK SPELLING AND ENCOURAGE RESPONDENTS TO LOOK UP THE EXACT ADDRESS IF UNCERTAIN

{Ask if LookUpDisplay=2}

SchAdd2

INTERVIEWER: COLLECT 2nd LINE OF SCHOOL ADDRESS – e.g. DISTRICT / TOWN / CITY

{Ask if LookUpDisplay=2}

SchAdd3

INTERVIEWER: COLLECT 3rd LINE OF SCHOOL ADDRESS IF REQUIRED – e.g. TOWN / CITY / COUNTY

{Ask if LookUpDisplay=2}

SchAdd4

INTERVIEWER: COLLECT 4th LINE OF SCHOOL ADDRESS – FURTHER ADDRESS DETAILS IF REQUIRED

{Ask if LookUpDisplay=2}

SchPostc

INTERVIEWER: COLLECT POSTCODE

{Ask if LookUpDisplay=2}

Schtel

INTERVIEWER: COLLECT TELEPHONE NUMBER .

ENCOURAGE RESPONDENTS TO LOOK UP THE TELEPHONE NUMBER, INCLUDING AREA CODE.

{Ask if LookUpDisplay=2}

LookUpDisplayMANUAL

(DISPLAY manually inputted info here: SchNameManual to Schtel)

INTERVIEWER: Can I just check, are these details correct?

1. Yes, all details correct
2. No, some details not correct

If LookUpDisplayMANUAL=2 -> pop-up to give option to go back to individual variables that are incorrect and update them.

{Ask if SchCon=1}

SchTch1

Can you tell me the name of (child)'s class teacher at school?

INTERVIEWER: Collect full name of the school teacher.

PLEASE RECORD AS FULL DETAILS AS POSSIBLE INCLUDING TITLE (MR/MS/MISS/MRS etc) AND SURNAME AND FORENAME IF KNOWN.

CHECK SPELLINGS OF NAMES

{Ask if SchCon=1}

SchTch2

Title of class teacher

{Ask if SchCon=1}

SchTch3

Forename of class teacher

{Ask if SchCon=1}

SchTch4

Surname/Family name of class teacher

Contact details: respondent, partner, 'stable contact')

{ASK ALL}

Respondent (parent A) contact details**PAMobYN****PARENT A CONTACT DETAILS SECTION**

Please could I take your mobile phone number if you have one?

1. Yes
2. Participant does not have a mobile phone number
3. Participant does not wish to give their mobile phone number

PAMobile

INTERVIEWER: ENTER PARENT A MOBILE PHONE NUMBER

ENSURE YOU ARE GATHERING THE PHONE NUMBER OF **PARENT A**

INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

PAHasOPhone

And do you have another phone number we could contact you on?

1. Yes
2. No

{IF PAHasOPhone = 1}

PAOthPhone

Could I take your other phone number?

INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

PAEmYN

Please could I have an email address for you?

1. Yes
2. Participant does not have an email address
3. Participant does not wish to give their email address

PAEM

INTERVIEWER: ENTER EMAIL ADDRESS

INTERVIEWER: SHOW OR READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop."

{ASK IF PARelat <>6}

Resident partner (parent B) contact details

{IF Couple=1}

PBMobYN

Please could I take (*Pname*)'s mobile phone number if they have one?

INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

1. Yes
2. Does not have their mobile phone number
3. Does not wish to give their mobile phone number

PBMobile

INTERVIEWER: ENTER PHONE NUMBER

INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

{IF Couple=1}

PBHasOPhone

And does (*Pname*)'s have another phone number we could contact them on?

1. Yes
2. No

{IF PBHasOPhone = 1}

PBOTHPhone

Could I take their other phone number?

INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

{IF Couple=1}

PBEmYN

Please could I have an email address for (*Pname*)?

1. Yes
2. Does not have their email address
3. Does not wish to give their email address

PBE_m

INTERVIEWER: ENTER EMAIL ADDRESS

INTERVIEWER: SHOW OR READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop."

Stable Contact

{ASK ALL}

StabFriN

In case you [IF PARelat <> 6: move house; IF PARelat = 6: move on], it would be helpful to have contact details for [IF PARelat <>6: a friend or relative; IF PARelat=6: another keyworker] who could [IF PARelat <>6: put us in touch with you; IF PARelat=6: take part in future surveys] if necessary. Are you willing to give me these details?

1. Contact details given
2. Contact details refused

{IF StabFriN=1}

StabNamTitle

INTERVIEWER: ENTER TITLE OF STABLE CONTACT

{IF StabFriN=1}

StabNamFName

INTERVIEWER: ENTER NAME OF STABLE CONTACT

{IF StabFriN=1}

StabNamSName

INTERVIEWER: ENTER SURNAME OF STABLE CONTACT

{IF StabFriN=1}

StabRel

INTERVIEWER: ENTER RELATIONSHIP OF STABLE CONTACT TO RESPONDENT.

(Stable contact's name) is (respondent's name)'s ...

{IF StabFriN=1}

StabAdd1

INTERVIEWER: ENTER FIRST LINE OF ADDRESS FOR STABLE CONTACT

{IF StabFriN=1}

StabAdd2

INTERVIEWER: ENTER SECOND LINE OF ADDRESS FOR STABLE CONTACT

{IF StabFriN=1}

StabAdd3

INTERVIEWER: ENTER THIRD LINE OF ADDRESS FOR STABLE CONTACT

{IF StabFriN=1}

StabAdd4

INTERVIEWER: ENTER FOURTH LINE OF ADDRESS FOR STABLE CONTACT

{IF StabFriN=1}

StabAddP

INTERVIEWER: ENTER POSTCODE FOR STABLE CONTACT

{IF StabFriN=1}

SCMobYN

Please could I take their mobile phone number if they have one?

1. Yes
2. Does not have their mobile phone number
3. Does not wish to give their mobile phone number

SCMobile

INTERVIEWER: ENTER PHONE NUMBER

INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

SCHasOPhone

And do they have another phone number we could contact them on?

1. Yes

2. No

{IF SCHasOPhone = 1}
SCOthPhone

Could I take their other phone number?

INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

SCEmYN

Please could I have an email address for this contact?

1. Yes
2. Does not have their email address
3. Does not want to provide their email address

SCEm

INTERVIEWER: ENTER EMAIL ADDRESS

INTERVIEWER: SHOW OR READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop."

StabChk

Are these the right contact details for your stable contact?

1. Yes
2. No (please correct)

Contact details: Own Household Parent

{ASK IF PARElat <>3,6 AND OHPCon=1} (Has contact with OHP and Parent A is not a foster carer and child isn't 'looked after')

OHPDets

As part of the study, we would like to invite (*child*)'s other parent who lives elsewhere to take part in a short web survey, covering their own circumstances and time spent with (*child*). It will be completely up to them whether they choose to take part.

I'll now ask you for their contact details so that we can invite them to take part.

INTERVIEWER: Please ensure the details are correct so that we can send or post an invite to the child's other parent.

INTERVIEWER: ADD IF NECESSARY: We won't tell them what anyone else has said today, or pass on information about your household. We will only contact them about the research and we will keep their contact details securely. The web survey will take around 15 minutes. The questions will cover topics such as their education and employment, health and wellbeing, behaviours and activities, and family relationships.

INTERVIEWER: CODE 1 TO CONTINUE. ONLY USE OTHER CODES IF RESPONDENT SPONTANEOUSLY SAYS THEY CANNOT OR DO NOT WANT TO PROVIDE ANY CONTACT DETAILS.

IF THEY CAN PROVIDE EVEN ONE TYPE OF DETAILS, SELECT '1'.

1. Yes – continue to ask for contact details
2. No, I want to obtain their consent first [SPONTANEOUS ONLY]
3. No, I do not have any of their contact details [SPONTANEOUS ONLY]
4. No, I am not in contact with them [SPONTANEOUS ONLY]
5. No, I do not want to give their contact details [SPONTANEOUS ONLY]

{IF OHPCon = Empty, please ask **OHPIntro** to **OHPCon** interviewer-administered at this point}

{ASK IF OHPFName=Empty AND OHPDets=1 and OHPCon=1}

OHPFName2

What is the first name of (*child*)'s other birth or legal parent?

[STRING]

{NOTE TO PROG:

Please derive textfill *Oname*=OHPFName }

OHPSName

What is (*Oname*)'s surname?

[STRING]

OHPAddress1

What is (*Oname*)'s address?

INTERVIEWER: COLLECT 1st LINE OF OHP ADDRESS – HOUSE NAME / NUMBER AND STREET NAME
CHECK SPELLING AND ENCOURAGE RESPONDENTS TO LOOK UP THE EXACT ADDRESS IF UNCERTAIN.

IF THE RESPONDENT IS UNSURE OF THE FULL ADDRESS PLEASE ENTER 'Unknown' IN THE THE FIRST ADDRESS LINE AND COLLECT A PHONE NUMBER AND/OR EMAIL ADDRESS.

OHPAddress2

INTERVIEWER: COLLECT 2nd LINE OF OHP ADDRESS – e.g. DISTRICT / TOWN / CITY

OHPAddress3

INTERVIEWER: COLLECT 3rd LINE OF OHP ADDRESS IF REQUIRED – e.g. TOWN / CITY / COUNTY

OHPAddress4

INTERVIEWER: COLLECT 4th LINE OF OHP ADDRESS – FURTHER ADDRESS DETAILS IF REQUIRED

OHPPostc

INTERVIEWER: COLLECT POSTCODE

POMobYN

1. Yes
2. Does not have their mobile phone number
3. Does not wish to give their mobile phone number

PAMobile

Please could I take their mobile phone number if they have one?

INTERVIEWER: READ MOBILE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

1.

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

POHasOPhone

And do they have another phone number we could contact them on?

1. Yes
2. No

{IF POHasOPhone = 1}

POOthPhone

Could I take their other phone number?

INTERVIEWER: READ PHONE NUMBER BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

POEmYN

Please could I have an email address for (*OName*)?

1. Yes
2. Does not have their email address
3. Does not want to provide their email address

INTERVIEWER: SHOW OR READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM

OPEN

HARDCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop."

{Ask IF OHPDets=1, 2 AND PAEm=own email address provided}

OHPFwd

Would you {TEXTFILL: If OHPDets=1 "also"} be willing to forward an email from NatCen to (*OName*)?

The email will include details of the study and a link to a secure online form where (hesh-ethy) can give us (hishertheir) contact details {TEXTFILL: IF OHPDets=2 "(himselfher-selfthemselves)"; IF OHPDets=1 "and receive an instant survey link via email".

1. Yes

2. No

{IF OHPFwd=Yes}

OHPSend

INTERVIEWER: Ensure your laptop is connected with your phone's mobile hotspot.

INTERVIEWER: The email address for (Respname) to pass on to (Oname) is: (PAEM).

An email will be sent when you continue from this screen.

1. Send email

PROGRAMMER: Derive flag that confirms whether or not email sent to Parent A
[ParentA_OEmailSent: 1=Yes; 0=No]

TS7 : [SET TIME STAMP HERE]

{ASK IF (OHPDets=1,2) AND PAMobile <> EMPTY, Parent A own mobile provided}

OHPFwdTxt

Would you {TEXTFILL: IF OHPFwd=Yes OR IF OHPDets=1: "also"} be prepared to forward a text message, from NatCen to (Oname)? This would include a link to where (heshethey) can find more information about the study and a link for an online contact form for (himherthem) to complete to give us (hishertheir) contact {TEXTFILL: IF OHPDets=2: "details"; IF OHPDets=1 "details and receive an instant survey link via email".

1 Yes

2 No

{ASK IF OHPFwdTxt=1}

PA2OTextSend

INTERVIEWER: Ensure your laptop is connected with your phone's mobile hotspot.

A text message will be sent when you continue from this screen.

1. Send text message to Parent A

PROGRAMMER: Derive flag that confirms whether or not text message sent to Parent A
[ParentA2BTextSent: 1=Yes; 0=No]

Thank you

INTERVIEWER: THANK RESPONDENT FOR THE INTERVIEW AND HAND THEM A COPY OF THE SUPPORT LEAFLET

Published scales used:

- 1 Patient Health Questionnaire depression scale (PHQ-9; Martin, A., Rief, W., Klaiberg, A., & Braehler, E. (2006). Validity of the Brief Patient Health Questionnaire Mood Scale (PHQ-9) in the general population. *General hospital psychiatry*, 28(1), 71–77. <https://doi.org/10.1016/j.genhosppsych.2005.07.003>)
- 2 Confusions, hubbub and order scale (CHAOS; Matheny A. P., Wachs T. D., Ludwig J., Phillips K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. *Journal of Applied Developmental Psychology*, 16, 429–444)
- 3 Source: Generalised Anxiety Disorder Assessment (GAD-7; Spitzer, R. L., Kroenke, K., Williams, J. B. W., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: The GAD-7. *Archives of Internal Medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>)
- 4 Source: Alcohol use disorders identification test (AUDIT; Saunders, J. B., Aasland, O. G., Babor, T. F., de la Fuente, J. R., & Grant, M. (1993). Development of the Alcohol Use Disorders Identification Test (AUDIT): WHO collaborative project on early detection of persons with harmful alcohol consumption—II. *Addiction*, 88(6), 791–804)

Cognitive assessment (child)

Specified separately in section 9.

14. Appendix: Parent B and O Web Questionnaire

Education and Outcomes Panel Study, Panel B Wave 1, Pilot Parent 2 web questionnaire Draft v3 6.12.22

Introduction

Overview

- This is the questionnaire to be used in the pilot parent survey at Wave 1 with 'Parent 2'.
- 'Parent 2' could be:
 - the second legal resident parent of the child ('Parent B') OR
 - own household legal parent (OHP), for single parent households ('Parent O') OR
 - partner of the legal resident parent (for step families) ('Parent B')
 - There can be two 'Parent 2' interviews per cohort child if the child lives with a step-parent (both 'Parent B' and 'Parent O' interviews). For such families, we will aim to interview both the partner of the resident legal parent and the OHP, as both might be involved in child's life and it would be good to capture that.
- The Parent 2 survey will be administered as a web survey.
- The target length for the Parent 2 interview is 15 minutes on average.

Interpreting the questionnaire

- Question names are given in bold
- Routing instructions are given in {curly brackets} above each question.
- Statements in (*brackets and italics*) indicate where a 'textfill' of some kind would be used in the program. For the purpose of this document the textfills are described inside the brackets as opposed to literally stated. e.g. (*child*) represents the cohort child's name, for example, Andrew.
- The '*(child)*' is the cohort child selected for the study. The first name of this child will be fed forward into the survey script from the sample file and used as a 'textfill'. The textfills for the cohort child's pronouns will be set up based on sample information about the child's sex, if available. If not available, the questionnaire script will use (*they/their/them*).

- All questions to have hidden DK (-8) and REF (-9) codes unless otherwise specified. These codes will be displayed to the respondent if they try to skip a question.
- All questions are single code unless otherwise specified.
- There are a few INFO buttons (help screens) throughout the questionnaire, which respondents will be able to click on.
- (H) indicates a hard check on an error that needs to be amended before proceeding with the questionnaire. (S) indicates a soft check which can be suppressed without requiring amendments.

Introduction

TS1: [SET TIME STAMP HERE]

{ASK ALL}

Intro

Welcome to the Five to Twelve study. The study is funded by the Department for Education, who want to find out how children's early years, school, home life and relationships shape their education and development. We will be following around 8,000 children and their families throughout primary school. (*child*) is one of the children taking part in this study. We will invite you and other members of (*child*)'s family to take part once each year.

The survey is carried out by the National Centre for Social Research in collaboration with the National Children's Bureau (NCB) and the National Foundation for Educational Research (NFER). It should take around 15 minutes to complete. All the answers you give will be anonymised and treated in strict confidence. We will combine your answers with the answers given by other members of (*child*)'s family, as well as with administrative data, so that we build a much rounder picture of families' lives.

Taking part is voluntary. If you do not want to answer a particular question, click the 'Next' button, and then select 'prefer not to answer'. If you have any questions or concerns about the research, or have difficulties completing the survey online, please email FiveToTwelve@natcen.ac.uk or call 0800 652 4568. Or write to Five to Twelve team, National Centre for Social Research, 35 Northampton Square, London, EC1V 0AX.

More information is available on the project website: <https://fivetotwelve.org.uk>, and you can read the study's Privacy Notice here <https://fivetotwelve.org.uk/privacy-notice>

- 1 Agree to take part in this study
- 2 Do not agree to take part

Activities with child and engagement with school

TS2: [SET TIME STAMP HERE]

Activities with child

Source: Understanding Society, SEED Wave 7

{ASK ALL}

ActIntro

The following questions are about your relationship with *(child)*.

Source: SEED Wave 7, Understanding Society

{ASK ALL}

Talk

Children vary a great deal in how often they talk to their parents about things that matter to them. How often does *(child)* talk to you about things that matter to *(himherthem)*?

- 1 Most days
- 2 More than once a week
- 3 Less than once a week
- 4 Hardly ever

Source: SEED Wave 7, Understanding Society

MealTog

In the past 7 days, how many times have you eaten an evening meal together with *(child)*?

- 1 None
- 2 1 - 2 times
- 3 3 - 5 times
- 4 6 - 7 times

Source: Understanding Society

SocAct

How often do you and *(child)* spend time together on leisure activities or outings outside the home such as going to the park or zoo, going to the movies, sports or have a picnic?

- 1 Never or rarely
- 2 Once a month or less
- 3 Several times a month
- 4 About once a week
- 5 Several times a week
- 6 Almost every day

Parental engagement with schooling

Source: adapted from SEED Wave 7, MCS

P2ParEv

In the last six months, have you been to a parents' evening, an information session or a similar event at (*child*)'s school?

Please include virtual as well as in person events and sessions but do not include specially arranged meetings with teachers.

Please do not include parents' evenings for other children who are at the same school.

- 1 Yes, have attended
- 2 No, have not attended
- 3 No, these events have not taken place
- 4 Not applicable (child does not attend school)

Parenting style

TS3: [SET TIME STAMP HERE]

Parenting Style and Dimensions Questionnaire (PSDQ)

Source: PSDQ – SEED Waves 3 and 7, Understanding Society

{ASK ALL}

PSD1

The aim of the following questions is to measure how often you show certain behaviours towards (*child*). Please read each item and think about how often you show this behaviour and choose the option that corresponds to how frequently you show this behaviour.

I am responsive to my child's feelings and needs

- 1 Never
- 2 Once in a while
- 3 About half of the time
- 4 Very often
- 5 Always

PSD2	I use physical punishment as a way of disciplining my child
PSD3	I take my child's desires into account before asking him/her to do something
PSD4	When my child asks why he/she has to agree, I state: because I said so, or I am your parent and I want you to
PSD5	I explain to my child how I feel about their good and bad behaviour
PSD6	I smack my child when he/she is disobedient
PSD7	I encourage my child to talk about his/her troubles
PSD8	I find it difficult to discipline my child
PSD9	I encourage my child to freely express himself/herself even when disagreeing with me
PSD10	I discipline by taking privileges away from my child with little if any explanations
PSD11	I emphasize the reasons for rules
PSD12	I understand and console when my child is upset
PSD13	I yell or shout when my child misbehaves
PSD14	I give praise when my child is good
PSD15	I give into my child when the child causes a commotion about something
PSD16	I can become very angry with my child

PSD17	I threaten my child with punishment more often than actually giving it
PSD18	I take into account my child's preferences in making plans for the family
PSD19	I grab my child when being disobedient
PSD20	I state punishments to my child and do not actually do them
PSD21	I show respect for my child's opinions by encouraging my child to express them
PSD22	I permit my child to have a say in family rules
PSD23	I scold and criticize to make my child improve
PSD24	I spoil my child
PSD25	I give my child reasons why rules should be obeyed
PSD26	I use threats as punishment with little or no justification
PSD27	I have warm and affectionate times together with my child
PSD28	I punish by putting my child off somewhere alone with little if any explanations
PSD29	I help my child to understand the impact of behaviour by encouraging my child to talk about the consequences of his/her own actions
PSD30	I shout or criticize when my child's behaviour doesn't meet my expectations
PSD31	I explain the consequences of my child's behaviour
PSD32	I slap my child when he/she misbehaves

Relationship with Parent A (parent B section)

TS4: [SET TIME STAMP HERE]

{ASK IF Respondent=Parent B, i.e. co-resident partner of Parent A}

Satisfaction with relationship

Source: USoc Adult Self-Completion Questionnaire (16+)

{ASK IF Respondent – Parent B}

COUPINT

The next few questions are about your relationship with your partner.

1 Press 'Next' to continue

{ASK IF Respondent – Parent B}

Please indicate the frequency to which you do the following with your partner at the moment.

COUP1

Have a stimulating exchange of ideas.

0 Never

1 Less than once a month

2 Once or twice a month

3 Once or twice a week

4 Once a day

5 More often

COUP2

Calmly discuss something.

0 Never

1 Less than once a month

2 Once or twice a month

3 Once or twice a week

4 Once a day

5 More often

COUP3

Work together on a project.

- 0 Never
- 1 Less than once a month
- 2 Once or twice a month
- 3 Once or twice a week
- 4 Once a day
- 5 More often

{ASK IF Respondent – Parent B}

Please indicate which best describes your relationship with your partner at the moment.

COUP4

How often do you discuss, or have you considered divorce, separation or terminating your relationship?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP5

Do you ever regret that you married or lived together?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP6

How often do you and your partner quarrel?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally

- 5 Rarely
- 6 Never

COUP7

How often do you and your partner “get on each other’s nerves”?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

COUP8

Do you kiss your partner?

- 1 All of the time
- 2 Most of the time
- 3 More often than not
- 4 Occasionally
- 5 Rarely
- 6 Never

{ASK IF Respondent – Parent B}

COUP9

Do you and your partner engage in outside interests together?

- 1 All of them
- 2 Most of them
- 3 Some of them
- 4 Very few of them
- 5 None of them

{ASK IF Respondent – Parent B}

COUP10

Please indicate the degree of happiness, all things considered, of your relationship.

The middle point “happy”, represents the degree of happiness of most relationships.

- 0 Extremely unhappy
- 1 Fairly unhappy
- 2 A little unhappy

- 3 Happy
- 4 Very happy
- 5 Extremely happy
- 6 Perfect

Health and mental health

TS5: [SET TIME STAMP HERE]

Health

Source: EOPS EARLY YEARS

{ASK ALL}

HealthIntro

These next few questions ask about your health, to help us understand the health difficulties that families with young children might have.

1 Press 'Next' to continue

PGH1

How is your health in general?

- 1 Very good
- 2 Good
- 3 Fair
- 4 Bad
- 5 Very bad

PGH2

Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

- 1 Yes
- 2 No

{ASK IF PGH2=1}

PGH3

Do any of your conditions or illnesses reduce your ability to carry out day-to-day activities?

- 1 Yes, a lot
- 2 Yes, a little
- 3 Not at all

Source: Patient Health Questionnaire depression scale (PHQ-9)³⁶

Mental health

TS6: [SET TIME STAMP HERE]

{ASK ALL}

MHIntro

The following questions ask about how you have been feeling during the past two weeks.

PHQ1

Over the **last two weeks**, how often have you been bothered by the following problems?

Little interest or pleasure in doing things?

- 1 Not at all
- 2 Several days
- 3 More than half the days
- 4 Nearly every day

PHQ2	Feeling down, depressed, irritable or hopeless
PHQ3	Trouble falling or staying asleep, or sleeping too much
PHQ4	Feeling tired or having little energy
PHQ5	Poor appetite or overeating
PHQ6	Feeling bad about yourself – or that you are a failure or have let yourself or your family down
PHQ7	Trouble concentrating on things, such as work, reading or watching television
PHQ8	Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual
PHQ9	Thoughts that you would be better off dead, or of hurting yourself in some way

³⁶ Patient.info (2025) *Patient Health Questionnaire (PHQ-9)*. Available at: <https://patient.info/doctor/mental-health/phq-9> (Accessed: 9 February 2026). [patient.info]

Source: Generalised Anxiety Disorder Assessment (GAD-7)³⁷

TS7: [SET TIME STAMP HERE]

{ASK ALL}

GAD1

Over the **last two weeks**, how often have you been bothered by the following problems?

Feeling nervous, anxious, or on edge?

- 1 Not at all
- 2 Several days
- 3 More than half the days
- 4 Nearly every day

GAD2	Not being able to stop or control worrying
GAD3	Worrying too much about different things
GAD4	Trouble relaxing
GAD5	Being so restless that it is hard to sit still
GAD6	Becoming easily annoyed or irritable
GAD7	Feeling afraid, as if something awful might happen

Relationship with cohort child and Parent A (Parent O section)

TS9: [SET TIME STAMP HERE]

{ASK IF Respondent=Parent O, i.e. respondent is an Own Household Parent}

OHPIntro

The next section of the questionnaire is a few more questions about your relationship with (*child*).

{ASK IF Respondent=Parent O}

OHPConTerm

³⁷ Patient.info (2025) *Generalised Anxiety Disorder Assessment (GAD-7)*. Available at: <https://patient.info/doctor/mental-health/gad-7> (Accessed: 9 February 2026). [patient.info]

During school term time, how often do you usually see (*child*) face to face? Please do ** not** include time when you see them on Zoom, Facetime or other video calls.

- 1 1 Every day or nearly every day during school term time
- 2 At least once or twice a week
- 3 At least once a fortnight
- 4 At least once a month
- 5 At least once a term
- 6 Not at all during school term time

{ASK IF OHPConTerm<>6}

OHPNightTerm

During school term time, does (*child*) stay overnight with you at your place or somewhere else you stay together?

- 1 1 Yes
- 2 No

{ASK IF OHPNightTerm=1}

OHPNightTFreq

How often does (*child*) usually stay overnight with you at your place or somewhere else you stay together – during term-time?

- 1 Lives with me for about 50% of the time
- 2 Stays overnight at least once a week
- 3 Stays overnight at least once a fortnight
- 4 Stays overnight at least once a month
- 5 Stays overnight once a term or less often

{ASK IF Respondent=Parent O}

OHPHolStay

Now thinking about school holidays, does (*child*) ever stay overnight with you? This could be at your place or somewhere else, including if you go away together on holiday or to visit relatives.

- 1 Yes
- 2 No

{ASK IF OHPHolStay=1}

OHPHolStProp

How much of the school holidays does (*child*) usually spend staying overnight with you? If it varies in different holidays, please estimate an average across the school year.

- 1 More than a half
- 2 About a half
- 3 About a third

- 4 About a quarter
- 5 Less than a quarter

OHPPCont

In the last twelve months, have you had any contact with (*child*)'s other parent? That includes seeing them face-to-face, speaking to them on the phone, emails, messages and so on?

- 1 1 Yes
- 2 No

{ASK IF OHPPCont=1}

OHPRel

How would you describe your own relationship with (*child*)'s other parent these days?

- 1 Very good
- 2 Fairly good
- 3 Neither good nor bad
- 4 Fairly bad
- 5 Very bad

{ASK IF OHPPCont=1}

OHPPDisag

How often do you and (*child*)'s other parent disagree over issues relating to bringing up (*child*)?

- 1 Very often
- 2 Quite often
- 3 Sometimes
- 4 Rarely
- 5 Never

{ASK IF OHPPDisag=1, 2 or 3}

OHPPResol

How often are you able to resolve these disagreements without arguing?

- 1 Never
- 2 Once in a while
- 3 About half of the time
- 4 Very often
- 5 Always

{ASK IF OHPPCont=1}

OHPDec

When (*child*)'s other parent makes major decisions about (*child*), such as relating to education and health, how often are you asked for your views?

- 1 Never/ almost never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Always/ almost always

{ASK IF Respondent=Parent O}

OHPFin

In the last six months, have you contributed any money to (*child*)'s maintenance? This could include money transfers to (*child*)'s other parent, paying for child's expenses or payments made via the Child Maintenance Service.

- 1 Yes, regular payments
- 2 Yes, irregular payments
- 3 I do not make transfers or payments

OHPToys

Do you ever buy toys, clothes or equipment for (*child*) apart from on special occasions like birthdays?

- 1 Yes
- 2 No

{ASK IF OHPToys=1}

OHPToysFreq

How often do you buy toys, clothes or equipment for (*child*) apart from on special occasions like birthdays?

- 1 At least once a week
- 2 At least once a month
- 3 At least once every three months
- 4 Less often than once every three months

Socio-demographics

TS10: [SET TIME STAMP HERE]

{ASK ALL}

DemogIntro

The next set of questions is about you and your current personal circumstances.

Sex/gender

Source: EOPS EARLY YEARS

{ASK ALL}

P2OHPGender

First of all, what is your gender?

- 1 Male
- 2 Female
- 3 Other (specify)

{ASK IF P2OHPGender=3}

P2OHPGenderO

STRING{150}

{ASK ALL}

P2OHPGenBSex

Is your gender the same as the sex you were registered at birth?

(If your gender is not the same as the sex recorded on your birth certificate when you were born (for example, you are transgender or non-binary), please tick “No”.)

- 1 Yes
- 2 No

{ASK IF P2OHPGender=3, DK or REF OR P2OHPGenBSex=2}

P2OHPBirthSex

What was the sex you were registered at birth?

- 1 Male
- 2 Female

Age

{ASK if Respondent=Parent O}

DOB

What is your date of birth?

Please enter as DD/MM/YYYY

DATE

Prefer not to say

Checks on valid ranges for day, month and year (H)

.

{IF DOB = prefer not to say}

Age

What was your age on your last birthday?

Range 16-110

Signal if younger than 20 or older than 85 (S)

Country of birth

TS11: [SET TIME STAMP HERE]

SOURCE: EOPS EARLY YEARS, Census 2021

Source: EOPS EARLY YEARS, MCS

{ASK ALL}

RBirUK

Were you born in the UK?

1 Yes

2 No

{ASK IF RBirUK=2}

RBirCou

In which country were you born?

[use look-up file]

Source: EOPS EARLY YEARS, Life Study & Understanding Society

{ASK IF RBirUK=2}

Imig

In what year did you first come to the UK to live, even if you have spent time abroad since?

YEAR

[1930..2024]

Religious affiliation

TS12: [SET TIME STAMP HERE]

Source: EOPS EARLY YEARS

Employment

TS13: [SET TIME STAMP HERE]

Source: adapted from SEED Wave 1 and EOPS EARLY YEARS

{ASK ALL}

Curwor

Are you currently in paid work? This could be full-time or part-time.

- 1 Yes
- 2 No

{ASK ALL}

Reconfw

SHOWCARD 24

Which of the following options best describe what you were doing last week, that is the seven days ending last Sunday? Please select all that apply.

In paid work

- 1 In paid work (or away temporarily) for at least 10 hours in the week
- 2 On Maternity, paternity or shared parental leave

Education or training

- 3 In full-time education (not paid for by employer, including on vacation)
- 4 In part-time education
- 5 On government training or employment programme

Not in paid work

- 6 Waiting to take up paid work, already accepted
- 7 Unemployed
- 8 Permanently sick or disabled
- 9 Wholly retired from work
- 10 Looking after the home
- 11 Doing something else (please say what)

SOFT CHECK: If ((reconfw=1 or 2) OR curwor=1) AND reconfw=9: "You have said you are employed and wholly retired. Is this correct?".

HARD CHECK: If (reconfw <> 1 or 2) AND curwor=1: "You previously said that you are currently in paid work. Please check your answer."

HARD CHECK: If (reconfw = 1 or 2) AND curwor=2: "You previously said that you are not currently in paid work. Please check your answer. Please note that if you are taking statutory maternity, paternity or shared parental leave this is classified as 'in paid work'. You can use the 'Previous' button to go back and change a previous answer, if you need to"

{IF Curwor = 1}

WrkHrR

How many hours do you work for pay in a typical week?

[0..84]

Signal if more than 50 hours (S)

{IF Curwor <> 1 }

REverJob

Have you ever had a paid job, apart from casual or holiday work?

- 1 Yes
- 2 No

{NOTE TO PROG:

Textfills needed:

IF (RActA= 1or 2): (*do*), (*are*), (*work*)

IF RActA = 3-13 & REverJob=1: (*did*), (*were*), (*worked*)}

Source: ONS self-coded questions for NS-SEC classification³⁸

Educational attainment

TS14: [SET TIME STAMP HERE]

Source: ONS harmonised standard for educational attainment³⁹

{ASK IF Respondent=Parent O}

³⁸

<https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsof2020/soc2020volume3thenationalstatisticssocioeconomicclassificationnssecbasedonthesoc2020#deriving-the-ns-sec-self-coded-method>

³⁹ <https://gss.civilservice.gov.uk/policy-store/educational-attainment/>

Educ1

Do you have any educational qualifications for which you received a certificate?

- 1 Yes
- 2 No

{ASK IF Educ1=2}

Educ2

Do you have any professional, vocational or other work-related qualifications for which you received a certificate?

- 1 Yes
- 2 No

{Ask if Educ1=1 OR Educ2=1}

Educ3

Was your highest qualification at degree level or above or another kind of qualification?

- 1 Degree level or above
- 2 Below degree level

Household composition

TS15: [SET TIME STAMP HERE]

Source: SEED Wave 5

{ASK IF Respondent=Parent O}

PARTNER

“Do you currently have a partner or a spouse living with you?”

- 1 Yes
- 2 No

Source: SEED Wave 5

{ASK IF Respondent=Parent O}

ohpad

Excluding yourself {IF PARTNER=1: “and your partner”}, do any other adults, who are aged 19 or over, live in your household?

- 1 Yes
- 2 No

New questions

{ASK IF Respondent=Parent O}

DepChild

Do any children aged 0-18 live in your household?

- 1 Yes
- 2 No

{IF DepChild = 1}

{ASK IF Respondent=Parent O}

DepChildNo

How many children aged 0-18 live in your household?

- 1 1 child
- 2 2 children
- 3 3 children
- 4 4 children
- 5 5 or more children

Source: Internally developed

{IF DepChildNo = 1-5} (if response at DepChildNo)

dechcm

You said that {TEXTFILL: IF DepChildNo =1: 'one child lives'; IF DepChildNo =2: 'two children live'; if DepChildNo =3: 'three children live'; IF DepChildNo =4: 'four children live'; IF DepChildNo =5: 'five or more children live' in your household.

Does this number include (*child*)?

- 1 Yes
- 2 No

Source: Internally developed

{IF DepChildNo = 1-5} (if response at DepChildNo)

dechsi

And does this number include any other children that you and (*child*)'s other parent may have together?

- 1 Yes
- 2 No
- 3 Not applicable – do not have other children with (*child*)'s other parent

{IF DepChild = 1}

{ASK IF Respondent=Parent O}

DepChLeg

Are you a legal parent to any of the children living in your household?

- 1 Yes
- 2 No

Income and benefits

TS16: [SET TIME STAMP HERE]

{ASK Respondent=Parent O}

InSorB

Please tell us which kinds of income your household receives.

Please select all that apply.

- 1 Earnings from employment or self-employment
- 2 Child Benefit
- 3 Universal Credit
- 4 Child Tax Credit
- 5 Working Tax Credit
- 6 Jobseeker's Allowance
- 7 Income Support
- 8 Housing Benefit / Council Tax Support
- 9 Incapacity Benefit
- 10 Employment and Support Allowance
- 11 Disability Living Allowance
- 12 Personal Independence Payment
- 13 Other state benefits
- 14 Interest from savings and investments (e.g. stocks and shares)
- 15 Private or state pension
- 16 Child maintenance from a former husband/ wife/ partner (including Child Support Agency grant)
- 17 Student grant
- 18 Other kinds of regular allowance from outside your household
- 19 No source of income {EXCLUSIVE}

Signal if Curwor = 1 and 1 “Earnings from employment or self-employment” is not selected: You previously said that you are currently in paid work. Please check your answer.

Signal if Curwor=2 and 1 “Earnings from employment or self-employment” is selected: You previously said that you are not currently in paid work. Please check your answer.

{ASK if InsorB = 13}

OthBen

What are these other benefits?

STRING {150}

{ASK Respondent=Parent O}

HHIncome

Which of the following represents the total monthly income of your household from all sources **before tax**?

If you are unsure, please give your best estimate.

- 1 Less than £415
- 2 £416 - £624
- 3 £625 - £833
- 4 £834 - £1,041
- 5 £1,042 - £1,208
- 6 £1,209 - £1,458
- 7 £1,459 - £1,666
- 8 £1,667 - £2,083
- 9 £2,084 - £2,499
- 10 £2,500 - £2,916
- 11 £2,917 - £3,333
- 12 £3,334 - £3,749
- 13 £3,750 - £4,166
- 14 £4,167 - £4,999
- 15 £5,000 - £5,833
- 16 £5,834 - £6,666
- 17 £6,667 - £7,499
- 18 £7,500 - £8,250
- 19 £8,251 – £12,499
- 20 £12,500 or more

Smoking

TS17: [SET TIME STAMP HERE]

Source: Health Survey for England

{ASK ALL}

Smoke

Do you smoke cigarettes at all these days?

- 1 Yes
- 2 No

Drinking

Source: Alcohol use disorders identification test (AUDIT)⁴⁰

{ASK ALL}

DrIntro

The next few questions are about drinks containing alcohol.

Audit1

How often do you have a drink containing alcohol?

- 1 Never
- 2 Once a month or less
- 3 2 to 4 times per month
- 4 2 to 3 times per week
- 5 4 times or more per week

{ASK if Audit1=1..4}

Audit2

How many units of alcohol do you drink on a typical day when you are drinking?

Help link: embed image 'AUDIT Alcohol Unit Reference Guide'

- 1 0 to 2
- 2 3 to 4
- 3 5 to 6
- 4 7 to 9
- 5 10 or more

⁴⁰

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/684823/Alcohol_use_disorders_identification_test_AUDIT_.pdf

{ASK if Audit1=1..4}

Audit3

How often have you had {IF Respondent=malesex, (8 or more); IF Respondent=femalesex (6 or more)} units on a single occasion in the last year?

HELP SCREEN: {IF P2OHPGender=1: 8 units of alcohol is: 4 pints or 4 cans of regular beer, lager or cider; OR 2 cans of 'super strength' lager; OR just under 3 pints of 'strong' or 'premium' beer, lager or cider; OR over 5 alcopops or bottles of regular lager; OR just under 3 large (250ml) glasses of wine; OR 4 double spirit measures; OR 8 single measures. IF P2OHPGender= 2: 6 units of alcohol is: 3 pints or cans of regular beer; 2 pints of 'strong' or 'premium' beer, lager or cider; 1.5 cans of 'super strength' lager'; 4 alcopops or bottles of regular lager; 2 large (250ml) glasses of wine; two-thirds of a bottle of wine; 6 single spirit measures; or 3 double spirit measures.}

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit4

How often during the last year have you found that you were not able to stop drinking once you had started?

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit5

How often during the last year have you failed to do what was normally expected from you because of your drinking?

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit6

How often during the last year have you needed an alcoholic drink in the morning to get yourself going after a heavy drinking session?

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit7

How often during the last year have you had a feeling of guilt or remorse after drinking?

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit8

How often during the last year have you been unable to remember what happened the night before because you had been drinking?

- 1 Never
- 2 Less than once a month
- 3 Once a month
- 4 Once a week
- 5 Every day or almost every day

{ASK if Audit1=1..4}

Audit9

Have you or somebody else been injured as a result of your drinking?

- 1 No
- 2 Yes, but not in the last year
- 3 Yes, during the last year

{ASK if Audit1=1..4}

Audit10

Has a relative or friend, doctor or other health worker been concerned about your drinking or suggested that you cut down?

- 1 No
- 2 Yes, but not in the last year
- 3 -Yes, during the last year

Admin

TS18: [SET TIME STAMP HERE]

Contact details

{ASK ALL}

P2FName

The next few questions are about your name and contact details. What is your first name?

[STRING]

{ASK ALL}

P2SName

What is your surname?

[STRING]

{ASK ALL}

P2Title

What is your title?

- 7 Mr
- 8 Mrs
- 9 Ms
- 10 Miss
- 11 Dr
- 12 Other (please specify)

{ASK IF P2Title=6}

P2TitleO

PLEASE ENTER OTHER ANSWER

[STRING]

P2Email

It is really important that we have your up-to-date contact details, so that we can keep in touch and let you know about any future Five to Twelve surveys.

Please be assured that your details will only be used for the purpose of contacting you in relation to our research, and will not be shared with anybody outside of our research team and authorised staff members at the Department for Education.

What is your email address?

[STRING]

HARDCHECK: If answer provided does not include @ or full-stop: "Please check and amend. E-mail addresses should contain an @ character and a full stop." However, respondent is allowed to leave this field empty.

P2Mobile

Some of the surveys that we do are conducted over the phone, so it is really important that we have your up-to-date phone details to contact you on.

Please enter your mobile phone number.

Signal if doesn't start 07

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

P2HasOPhone

Do you have another phone number we could contact you on?

1 – Yes

2 - No

{ASK IF PBHasOPhone=1}

P2OthPhone

Please enter your other phone number.

HARDCHECK: If contains characters other than numbers "Please only use numbers without any additional characters or spaces."

HARDCHECK: If does not contain 10 or 11 digits or does not start with a 0. "Your answer is not a valid telephone number. UK phone numbers start with 0 and are 10 or 11 digits. Please check and amend."

{ASK IF Respondent=Parent O, i.e. Own Household Parent}

PAGE START

TS19: [SET TIME STAMP HERE]

POAddr1

Please enter your address details so that we could write to you about future surveys in the Five to Twelve study and invite you to take part.

DISPLAY

"First line:"

OPEN

DK/REF NOT ALLOWED

POAddr2

"Second line:"

OPEN

ALLOW NA

POAddr3

"Third line:"

OPEN

ALLOW NA

POAddr4

"Town:"

OPEN

DK/REF NOT ALLOWED

POAddr5

"County"

OPEN

ALLOW NA

POAddrPO

“Post Code:”

OPEN

PAGE END

Consents

{ASK IF Respondent = Parent B or O}

LnkNPD

The next few questions are about our plans to add information from administrative records to your survey answers.

The Department for Education may already hold information about your educational background, such as exam results and participation in further education. If so, they will combine this information with data collected in this study to build a fuller picture of families' lives. Individual families will never be identified in this work. Adding this information is really useful, as it helps researchers build a fuller picture of families' circumstances, without taking up any more of your time.

You can find more information about adding data from your records and how to tell us to stop doing this on the study website: <https://fivetotwelve.org.uk/linking-your-data>.

Click 'Next' to continue.

{ASK IF Respondent = Parent B or O}

LinkHealthEcon

In addition to education records already held by the Department for Education, we would also like to link your data to your health and economic records. As these records are held outside the Department for Education we need to ask your permission to add this information. Adding this information will help researchers understand more about families' circumstances without asking you lots of extra questions. **You do not have to agree to this, and if you choose not to, you can still stay in the study.**

If you give your permission, the research team will pass your personal information, such as your name, address, sex, date of birth, to a government department or the Office for National Statistics that will carry out linking of your data. **The organisation that carries out the linkage will not be able to see your survey answers alongside your personal information and the information will only be used for research purposes.**

You can find more information, including an outline of how the process will work here:
<https://fivetotwelve.org.uk/linking-your-data>

Because this study is trying to understand how children get on in the long term, we would like to add these records from other sources on an ongoing basis. You can tell us to stop doing this at any point without giving us a reason, by contacting us using the contact details on the study website. If you do want us to stop adding information from your records, any data already added will continue to be used unless you ask us to delete it. This information will remain confidential, and will only ever be used for research purposes.

It will be made available securely to suitably qualified researchers. Any information that identifies you will be removed **before** the information is shared with researchers outside the study team.

The following questions will ask for your permission to link to each type of information separately.

Press 'Next' to continue.

{ASK IF Respondent = Parent B or O}

LinkNHSp

The NHS collects information about all of us to help them provide the services we need. We would like to add information from your NHS health records, such as admissions or attendances at hospital, visits to a GP, specific conditions and prescriptions given. This information can be very valuable in maximising what we can learn about families' circumstances, without asking you lots of extra questions. The information will remain confidential and will be used for research purposes only.

Do you give permission for information held by NHS Digital about you to be added to your survey answers?

- 1 Yes
- 2 No

{ASK IF Respondent = Parent B or O}

LinkHMRC

Understanding how families get on financially is an important part of understanding children's experiences. To collect more complete information about economic circumstances, we would like to find out more about your employment, Income Tax, Tax Credits, Child Benefits, pensions, and National Insurance contributions from data held by

His Majesty's Revenue and Customs (HMRC). The information will remain confidential and will be used for research purposes only. HMRC **will not ever** see your survey answers.

Do you give permission for information held about you by HMRC to be added to your survey answers?

- 1 Yes
- 2 No

{ASK IF Respondent = Parent B or O}

LinkDWP

Department for Work and Pensions (DWP) records also hold information about participation in employment programs, benefit receipts, and pension schemes. Linking these data records to the study would help researchers understand, and account for, the various situations that our participating families are in. As with any other information you provide, the information will remain confidential, and will be used for research purposes only. DWP **will not ever** see your survey answers.

Do you give permission for information held about you by DWP to be added to your survey answers?

- 1 Yes
- 2 No

{ASK ALL}

Thank

Many thanks for your help with our research. We really appreciate your time and your contribution.

If you've been affected by any of the topics discussed in this survey or would like more information, you can find a list of organisations that offer advice and support on our website <https://fivetotwelve.org.uk/support-and-advice>

Best wishes,

National Centre for Social Research

15. Appendix: Teacher questionnaire

School name: <SchoolName>
School reference: <SchSerial_W1> <CKLS>
Teacher: <TeacherName>
Teacher reference: <TSerial> <CKLT>
Please answer this questionnaire about: <Cur_CM_Firstname> <Cur_CM_Surname>
Their reference is: <Serial> <CKL>

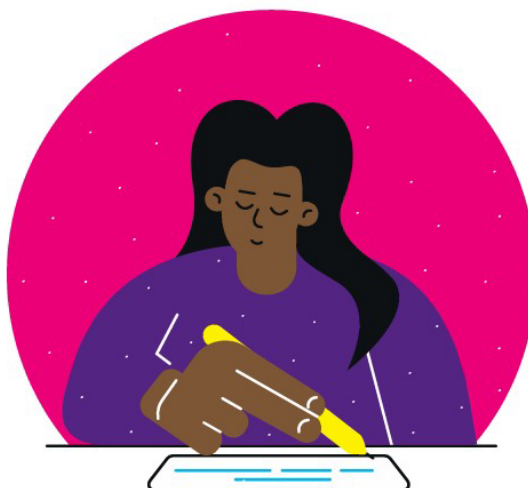


Teacher Questionnaire

Instructions

1. Please complete this questionnaire about the child who is named in the box above.
2. Please complete the questionnaire using BLACK or BLUE INK. The questionnaire will be read by a scanner, so please mark your answers by putting a cross ☐ in the appropriate box.
3. Tear off this sheet before returning it in the envelope provided (please include all questionnaires you were sent in the envelope(s) provided).
4. Please ensure all questionnaires are returned as soon as possible.

If you need any help,
please call **0800 652 4568**
or email **FiveToTwelve@natcen.ac.uk**



Department
for Education



National Centre
for Social Research



NATIONAL
CHILDREN'S
BUREAU



NFER
National Foundation for
Educational Research

43_P17183_Teacher questionnaire_v1

Five to Twelve Teacher Questionnaire 2024

Please give your answers on the basis of your knowledge of the child. If they are no longer at your school or in your class, please answer on the basis of your knowledge of the child when they last attended your class or school.

- 1.** The following questions are about the child's behaviour. Please complete them about how the child has been since the beginning of term. There are no right or wrong answers, just go with the answer that seems closest to the child's behaviour. How often is this child...

Please cross ☒ **one** box on each line

	Never	Rarely	Sometimes	Often	Always	
a. Talking out of turn (e.g. by making remarks, calling out, chattering)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	51
b. Interrupting other pupils (e.g. by distracting them from work)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	52
c. Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	53
d. Verbally abusive towards other pupils (e.g. offensive or insulting remarks)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	54
e. Physically aggressive towards other pupils (e.g. by pushing, punching, striking)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	55
f. Making cheeky or rude remarks to the teacher	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	56

- 2.** Some schools group children by ability for certain subjects, and they may be taught in different ability groups for different subjects. We refer to this as setting. Which set is this child in for...

Please cross ☒ **one** box on each line

	Highest	Middle	Lowest	We do not group children by ability for this subject	
a. English	☐ 1	☐ 2	☐ 3	☐ 4	57
a. Maths	☐ 1	☐ 2	☐ 3	☐ 4	58

Spare: 59-70

PLEASE TURN OVER

3. The next questions are about the child's physical development. How developed is this child in these areas?

Please cross ☒ **one** box on each line

	Much less than average	Somewhat less than average	Average	Somewhat more than average	Much more than average	
a. Gross motor skills (e.g. catches and throws balls, shows good balance, successfully negotiates space when playing running and chasing games)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	71
b. Fine motor skills (e.g. successfully uses their hands to perform tasks, uses writing and drawing tools effectively, is able to use scissors to cut around a shape)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	72

4. During this school year how often, if at all...

Please cross ☒ **one** box on each line

	Most days	About once a week	About once a month	Less often	Never	
a. ...have other children at school hurt or picked on this child on purpose?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	73
b. ...has this child hurt or picked on other children at school on purpose?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	74

5. To your knowledge, which of the following types of additional support or services, if any, has this child received at school?

Please cross ☒ **one** box on each line

	Yes	No	
a. Speech and language therapy/support	☐ 1	☐ 2	75
b. Physiotherapy or occupational therapy/support (e.g. support with fine-motor or gross-motor skills)	☐ 1	☐ 2	76
c. Psychological support (e.g. Educational psychologist or Behavioural management programme)	☐ 1	☐ 2	77
d. 1:1 Learning support (e.g. support with reading or maths)	☐ 1	☐ 2	78
e. Small group learning support (e.g. support with reading or maths)	☐ 1	☐ 2	79
f. English language or bilingual programme	☐ 1	☐ 2	80
g. Targeted wellbeing support	☐ 1	☐ 2	81

Spare: 82-100

PLEASE TURN OVER

6. The following questions are about the child's self-regulation. Please select the answer that best fits what the child is like.

Please cross ☐ one box on each line

	Never true	Rarely true	Occasionally true	Often true	Always true	
a. Is calm and easy going	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	101
b. Persists with difficult tasks	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	102
c. Chooses activities on their own	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	103
d. Often stares into space	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	104
e. Does not need much help with tasks	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	105
f. Gets over being upset quickly	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	106
g. Is easily upset over small events	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	107
h. Persists with tasks until completed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	108
i. Waits their turn in activities	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	109
j. Gets over-excited	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	110
k. Is good at following instructions	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	111
l. Likes to work things out for self	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	112
m. Most days will lose temper	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	113
n. Shows wide mood swings	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	114
o. Is not able to sit still when necessary	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	115
p. Is co-operative	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	116
q. Is impulsive	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	117

7. In your opinion, how interested would you say this child's parents/carers appear to be in the child's education? (Examples of interest include attending parents' evenings, parental information meetings and school events and having conversations with you or other teachers about their child's progress.)

a. Very interested	☐ 1
b. Fairly interested	☐ 2
c. Neither interested nor uninterested	☐ 3
d. Fairly uninterested	☐ 4
e. Very uninterested	☐ 5

118

Spare: 119-130

PLEASE TURN OVER

8. Please indicate the extent to which each of the following statements apply to your relationship with this child. It would help us if you answered all items as honestly as you can.

Please cross **X** one box on each line

	Definitely does not apply	Doesn't really apply	Neutral/ not sure	Applies somewhat	Definitely applies	
a. If upset, this child will seek comfort from me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	131
b. This child values his/her relationship with me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	132
c. When I praise this child, he/she beams with pride	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	133
d. This child spontaneously shares information about him/herself with me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	134
e. This child openly shares his/her feelings and experiences with me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	135

9. Thinking about the end of primary school, how well do you think this child will do in their Key Stage 2 maths and reading assessments?

Please cross **X** one box on each line

	Achieving below the expected standard	Achieving the expected standard	Achieving the higher standard	Can't say	
a. Maths	☐ 1	☐ 2	☐ 3	☐ 4	136
b. Reading	☐ 1	☐ 2	☐ 3	☐ 4	137

Thank you very much for your help.

Study reference: P17183

Child reference: <Serial> <CKL>

Teacher reference: <TSerial> <CKLT>

School reference: <SchSerial_W1> <CKLS>

<Barcode>

Child reference: 1-8

Child reference CKL: 9

Batch number: 10-14

Card number: 15-16

Teacher reference: 17-25

Teacher reference CKL: 26

School reference: 27-32

School reference CKL: 33

Outcome code: 34-36

Spare: 37-50

43_P17183_Teacher questionnaire_v1

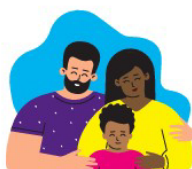
16. Appendix: Materials

16.1 Advance letter



Mother/Father/Carer of
<CM_Firstname> <CM_Surname>
<Cur_AddressLine1>
<Cur_AddressLine2>
<Cur_AddressLine3>
<Cur_AddressLine4>
<Cur_AddressLine5>
<Cur_Postcode>

Reference No:
<serial><CKL>



You are invited to take part in the Five to Twelve study

Dear Mother/Father/Carer of <CM_Firstname> <CM_Surname>,

We would like you and your family to take part in **Five to Twelve** – an important new study commissioned by the Department for Education (DfE).

You can help to make a difference

Your family has been selected to take part because <CM_Firstname> is just at the start of their education. By taking part, you will be joining 8,500 other families in helping researchers and policymakers to understand children's lives in the 2020s as they go through primary school.

As a thank you for taking part, **we've included a £10 Love2Shop gift card**. We provide this as it's very important that we hear directly from mothers, fathers and other parental carers, to make sure that <CM_Firstname>'s experiences and families like yours are represented. **This will help to support children and families like yours by improving services in the future.**

What happens next?

A friendly and professional interviewer from the National Centre for Social Research is visiting families in your area and will call at your address in the next few weeks. They will explain more about the study, answer any questions you have and arrange a convenient time for you to take part. Your interviewer will show you a photo ID card, so you know who they are. You and <CM_Firstname> won't have to answer any questions you don't want to.

Thank you for your help with this important study. If you have any questions or do not want to take part, you can let your interviewer know when they call, or you can contact us by emailing FiveToTwelve@natcen.ac.uk or calling Freephone **0800 652 4568**.

Yours sincerely,

Lead at DfE

Department for Education

Lead at NatCen

National Centre for Social Research

1|P17183|advance letter.v1

16.2 Advance leaflet



Department
for Education

**Five
to Twelve**

We need your help!

Information for participants

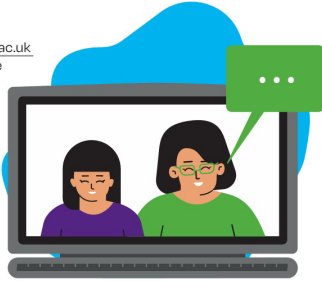


Who has approved this research?

The study has been reviewed by the Department for Education and an independent group of people called a Research Ethics Committee, to protect your safety, rights, wellbeing and dignity. This study has been given ethical approval by the NatCen Research Ethics Committee (Reference no. P17183).

If you'd like more information

You can visit our website at fivetotwelve.org.uk.
You can contact us at FiveToTwelve@natcen.ac.uk or call us on Freephone **0800 652 4568**.



What is the study about?

Five to Twelve is a national study of around 8,500 children and their families attending primary school in the 2020s. It is part of an exciting new series of studies about different stages of childhood, from birth through to young adulthood. By following children and their families over time, the study aims to understand how children's early years, school, home life and relationships shape their education and development. We will be interviewing mothers, fathers and/or other parental carers once each year throughout primary school. We can only run this study with the participation of families like yours.





Who is carrying out the study?

This study is being carried out by the National Centre for Social Research, the largest independent social research organisation in Britain, in collaboration with the National Children's Bureau (NCB) and the National Foundation for Educational Research (NFER). The study is funded by the Department for Education (DfE).

What does taking part involve?

1. We will ask one mother/father/parental carer to take part in an interview about your child and your family life.
2. We would like to ask your child to do a few simple activities, such as naming vocabulary, a memory exercise, and matching pictures. These help us to understand your child's development.
3. The study involves combining information you give in the survey with information already collected about you and your child by the Department for Education, to build a much rounder picture of families' lives. We will also ask your permission to add information held outside DfE by NHS Digital. This will help us better understand the factors that can impact on children's development over time, for instance identifying links between a child's health and their educational outcomes. This information is vital for helping inform policies to support children throughout their lives. You can find more information about this at fivetotwelve.org.uk.

What will happen to the information I give?

All information you provide will be treated in the strictest confidence in accordance with UK data protection legislation. The data is collected and used for research purposes only. The answers you provide as part of the study will be anonymised and made available securely by DfE to researchers conducting legitimate research on children's education and wellbeing. You can read the study's Privacy Notice here fivetotwelve.org.uk/privacy-notice.

How long will it take?

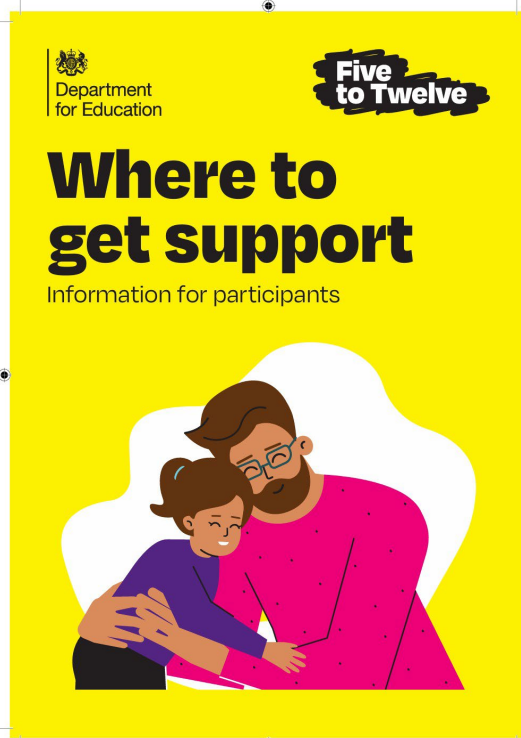
This varies from family to family. We expect that the main interview will take around 45 minutes and the activities to measure how your child thinks will take around 15 minutes.
If another parent completes the online survey, that will take around 15 minutes.

Do I have to take part?

You do not have to take part. Taking part is voluntary and you can change your mind at any time. If you do agree to an interview, you can choose not to answer questions you do not want to talk about.

226

16.3 Helplines leaflet



National Domestic Abuse Helpline

Support victims of domestic abuse and violence

Website: www.nationaldahelpline.org.uk
Helpline: 0808 2000 247

Relate

Provides relationship support

Website: www.relate.org.uk/relationship-help/talk-someone

Shelter

Free housing advice

Website: www.shelter.org.uk
Emergency helpline: 0808 800 4444

Stepchange

Provides free expert debt advice

Website: www.stepchange.org/contact-us.aspx
Helpline: 0800 138 1111

Working Families

Advice for working parents and carers

Website: workingfamilies.org.uk
Helpline: 0300 012 0312

Young Minds

Provide confidential advice if you are concerned about the mental health of your child

Website: youngminds.org.uk/contact-us

13/P17183/Helplines Leaflet.v1

Thank you for your help with this study. The interview may have raised issues that you would like further advice or help about. This information sheet provides you with some useful telephone numbers and services.

If you would like to find out more information about Five to Twelve you can visit our website fivetotwelve.org.uk. If you have any further questions about the research study please email FiveToTwelve@natcen.ac.uk.



Childline

Free and confidential support for anyone under 19 in the UK about any issue you're going through

Website: www.childline.org.uk
Helpline: 0800 1111

Citizen's Advice

Provides confidential advice online about a range of issues

Website: www.citizensadvice.org.uk
Helpline: 0800 144 8848

Family Lives

Support people with all aspects of family life

Website: www.familylives.org.uk/how-we-can-help
Helpline: 0808 800 2222
email: askus@familylives.org.uk

Men's Advice Line

Provides advice and support for all men experiencing domestic violence.

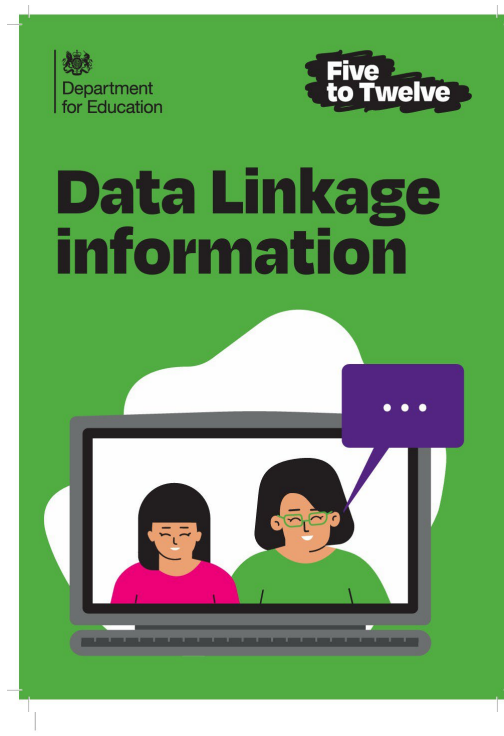
Website: www.mensadviceline.org.uk
Helpline: 0808 801 0327
Email: info@mensadviceline.org.uk
(open Mon–Fri, 9am–8pm).

Mind

Support anyone with a mental health problem

Website: www.mind.org.uk/information-support/
Helpline: 0300 123 3393
email: info@mind.org.uk

16.4 Data linkage leaflet

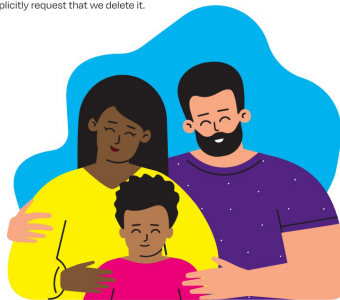


What if you change your mind?

You can change your mind about adding information from these records and withdraw any of your permissions at any time, without giving us a reason, for the duration of the study. If you change your mind about adding information, any data already collected will continue to be processed unless you explicitly request that we delete it.

Contact details

For more information about linking your data, visit fivetotwelve.org.uk/linking-your-data. If you have further questions about Five to Twelve data linkage, or to withdraw your permissions, contact the team by emailing FiveToTwelve@natcen.ac.uk or calling Freephone 0800 652 4568.



National Centre for Social Research

NATIONAL CHILDREN'S BUREAU

NFER
National Foundation for Educational Research

13P/17183(Data Linkage Leaflet)v1

Government departments and agencies collect information about all of us to help them provide the services we need. This information is stored in administrative records.

Why is data linkage helpful?

Adding information from administrative data to your survey answers helps the Department for Education and researchers build a more complete picture of family life, so we can understand the most important factors that affect children's development during their early education. **Importantly, linked data is always anonymised and only ever used by researchers.**

Education records (DfE)

The Department for Education (DfE) already holds details about what children's services are being used and how children are progressing at school. They also hold information about parents' educational background, such as exam results and participation in further education. As Five to Twelve is commissioned by the DfE, education records for the child and their parents/carers will be added to your survey answers as a standard part of the study. **If you do not want this to happen, you can let us know using the contact details at the end of this leaflet.**

Health records (NHS)

Children's health is also important for understanding what affects their wellbeing and how they get on in school. We will ask permission to add information from NHS records of the child and their parents or carers. These records include information about admissions or attendances at hospital, visits to a GP or other health professionals, specific conditions and prescriptions or treatment given. **You do not have to agree to this, and if you choose not to, you can still stay in the study.**



Employment and tax information (HMRC)

Understanding how families get on financially is an important part of understanding children's experiences. We will therefore ask permission to link your records held by His Majesty's Revenue and Customs (HMRC) to the study. HMRC records include information on employment, income tax, tax credits, and Child Benefits. The records also hold information on pensions and National Insurance contributions. **You do not have to agree to this, and if you choose not to, you can still stay in the study.**

Employment programmes, benefits and pension schemes records (DWP)

Department for Work and Pensions (DWP) records hold information about participation in employment programmes, benefit receipts, and pension schemes. Linking these data records to the study would help researchers understand, and account for, the various situations of our participating children and families. During the survey, we will ask permission to link your DWP records but, again, **you do not have to agree to this. If you choose not to, you can still stay in the study.**

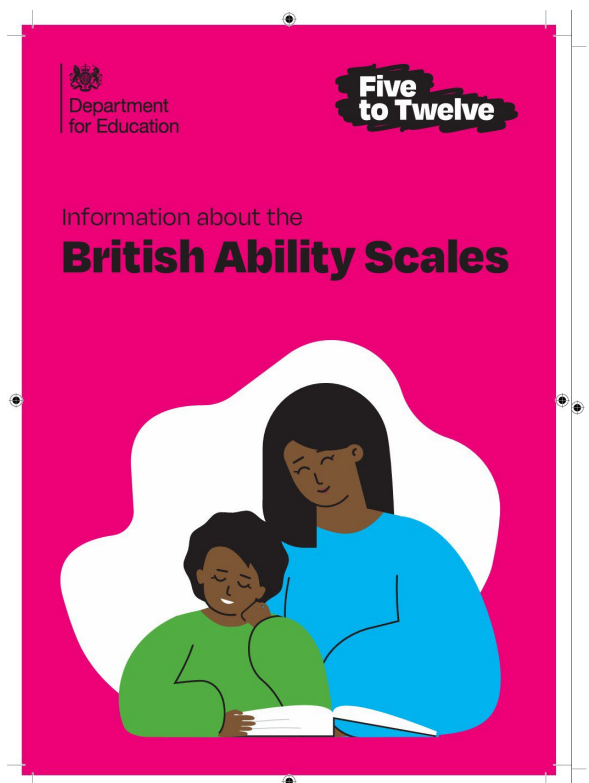
Who will use the information?

The combined survey and administrative information will be used for research purposes only and will only be accessed by researchers. Like your study responses, this information will be anonymised and made available securely by DfE to researchers for non-commercial research and statistics. Personal data identifying you or your child are never given to these researchers. **Data linkage will not affect your access to services or benefits in any way.**

The anonymised information will be made available securely by DfE to researchers via the UK Data Service (UKDS), Office for National Statistics Secure Research Service (ONS SRS) or a similar trusted research repository. Access to the data will only be granted after a detailed and rigorous application is made to the Department for Education. This is to make sure this information is used responsibly.

All information is treated in the strictest confidence in accordance with the Data Protection Act and the General Data Protection Regulation (GDPR). The privacy notice explains how we keep your information safe and can be found here: fivetotwelve.org.uk/privacy-notice.

16.5 Cognitive assessments leaflet



Feedback

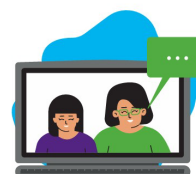
Our interviewers cannot give specific feedback about how your child is doing. This is because these exercises are designed to measure the range of skills that all children at around age 5-6 have, rather than the ability of each individual child. No-one will have access to data on an individual child's performance.

Does my child have to take part?

Your child does not have to take part. The interviewer will ask you and your child whether you are happy they take part. Doing the activities is voluntary and your child can change their mind at any time. If they start the exercises, they can choose to stop at any point. Each one is relatively short, and if your child finds it too difficult, the interviewer will stop the exercise.

Contact

If you have any questions please ask your interviewer. If you have questions after they have left, you can get in touch with the research team on Freephone **0800 652 4568** or email Fivetotwelve@natcen.ac.uk. You can also visit our website fivetotwelve.org.uk.



 **National Centre
for Social Research**

14(P17)183(Cognitive exercises Leaflet.v1)

 **NATIONAL
CHILDREN'S
BUREAU**

 **NFER**
National Foundation for
Educational Research

The **Five to Twelve Study** aims to understand children's early education and wellbeing as they go through primary school. As part of this we would like to use three exercises to measure your child's progress. These tasks should take around 15 minutes to complete in total. These exercises have been taken from the **British Ability Scales**, which are well respected and widely used educational tools. They are used to understand children's development.

Your child's participation in the exercises is really valuable for the study. It will help researchers understand more about how development at this early stage interacts with experiences and support at school and elsewhere, and lead to different educational outcomes and levels of wellbeing. Our interviewers have been given special training to carry out these exercises.

This leaflet explains more about the exercises and you can also ask the interviewer for more information.

Your child cannot take part in these exercises if:

- They are deaf or blind
- They cannot speak English

What are the exercises?

1. Naming vocabulary

This activity concerns the names of things – that is, what we call different objects or materials. Your child will be shown some pictures and will be asked to say the name of each in turn. The pictures get harder as the activity goes on.

2. Memory task

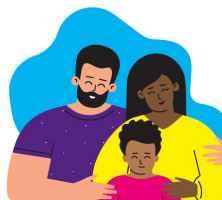
This activity looks at your child's memory. The interviewer will read out a list of numbers and then ask your child to repeat the numbers, but backwards. The length of the number sequence gets longer as the activity goes on.

3. Picture similarities

This activity looks at the way your child analyses visual information and solves problems. They will be shown a row of four pictures and will be given a card with a fifth picture. Your child will be asked to place the card under the picture which shares an element or concept with the card. For example, the row of pictures may contain a picture of a tree and the picture on the card may be of a leaf. The item would be correct if the leaf is correctly matched with the tree. The task gets harder as it goes on.

How the exercises will be done

These exercises will take about 15 minutes. Ideally, they should be carried out in a quiet and well-lit room, away from distractions and disruptions. If possible, the interviewer would like to sit at a table with your child to carry out the exercises. However, in order to get a true reflection of your child's ability, we would ask you to avoid interrupting the exercise or prompting your child for an answer, so that the response we record is their own. It is important that the exercises are carried out in a standard way so we can compare results across all the children in the study.



16.6 Reminder letter (Parent B)



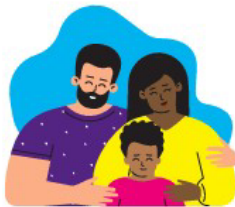
Department
for Education



<PBNameAdd>
<Cur_Addressline1>
<Cur_Addressline2>
<Cur_Addressline3>
<Cur_Addressline4>
<Cur_Postcode>

Reference No:

<PBserial> <CKLPB>



We need your help – there is still time to take part in Five to Twelve!

Dear <PBNameSal>,

We recently invited you to take part in a short online survey for the Five to Twelve study, of which <Cur_CM_Firstname> is a member. Your family has already participated, but we need your experiences to get the full picture.

There is still time to take part! If you have already completed the survey, please ignore this letter and thank you for your help.

How do I take part?

1. Go to the survey website **survey.natcen.ac.uk/fivetotwelve** or scan the QR code with your mobile phone
2. Enter the access code <AccessCodePB>
3. Complete the survey



It should take about 15 minutes to complete. **You can help to make a difference!**

We really hope you will be able to take part in this survey. Your participation will help the Department for Education understand what matters when it comes to children's education and wellbeing throughout their primary years. This will help to support children and families like yours by improving services in the future.

If you have any questions, contact us by emailing FiveToTwelve@natcen.ac.uk or calling Freephone **0800 652 4568**.

Yours sincerely,

16.7 Parent B postcard



Dear _____

Your partner has just taken part in the **Five to Twelve study**.
Your own survey is ready for you to complete online.

Five to Twelve will help the Department for Education understand more about children's early education and wellbeing as they go through primary school.

To build a complete picture, it's very important that we collect information from mothers, fathers and other parental carers who spend time with the children in the study. **We can only meet the study's goals with your help.**

How do I take part?

1. Go to the survey website **survey.natcen.ac.uk/fivetotwelve** or scan the QR code with your mobile phone
2. Enter the access code _____
3. Complete the survey



Taking part is entirely voluntary and will only take around 15 minutes of your time. Thank you!

15\P17183\Parent B Postcard.v1

16.8 Parent O invite letter



Department
for Education



<PONameAdd>
<Cur_PO_Addressline1>
<Cur_PO_Addressline2>
<Cur_PO_Addressline3>
<Cur_PO_Addressline4>
<Cur_PO_Postcode>

Reference No:

<POSerial> <CKLPO>



You are invited to take part in the Five to Twelve study

Dear <PONameSal>,

We are getting in touch to invite you to complete a short online survey about you and your child, <Cur_CM_Firstname>, as part of the Five to Twelve study. Five to Twelve is an exciting and important study which aims to understand children's early education and wellbeing as they go through primary school. The study is funded by the Department for Education.

In order to build a complete picture, it's crucial that we collect information from mothers, fathers and other parental carers who spend time with children. Each person will take part separately and will never see the responses given by anyone else. We can only meet the study's goals with the participation of parents and children like you and <Cur_CM_Firstname>.

As a thank you for taking part, we've included a **£5 Love2Shop giftcard**.

How do I take part?

1. Go to the survey website survey.natcen.ac.uk/fivetotwelve or scan the QR code with your mobile phone
2. Enter the access code <AccessCodePO>
3. Complete the survey



Taking part is entirely voluntary and will only take around 15 minutes of your time. Your participation in the survey will not affect the contact you have with your child and no information about whether or not you participate will be passed to them or their household.

You can help to make a difference

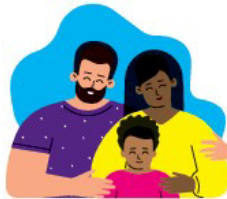
We really hope you will be able to take part in this survey. Your participation will help us understand what matters when it comes to children's education and wellbeing throughout primary years. This knowledge will help to support children and families like yours, now and in the future.

Yours sincerely,

16.9 Schools reassurance letter



Department
for Education



Notification: New DfE study taking place with families at your school

Dear Teacher/school staff member,

This letter is from the National Centre for Social Research (NatCen), a research organisation working on behalf of the Department for Education (DfE). Together we are managing a major new study of children and their families called Five to Twelve, for which one or more pupils in your school has been selected.

We are writing to make you aware that **this is an official DfE study**, and to provide a brief overview of our research activities, as well as details of contact you can expect from us in the future. See below for full contact information in case you or any parents have any questions.

What does this study involve?

Five to Twelve is a new national study of around 8,000 children and their families attending primary school in the 2020s. By following children and their families over time, the study aims to provide a contemporary understanding of how children's environments and experiences impact on their future education and wellbeing outcomes. The study is framed against a post-pandemic background which has significantly influenced the lives of primary-school aged children.



We need your help!

To conduct the survey, NatCen has recently sent letters to the parents or guardians of the selected children at their home address. Our interviewers are now calling at addresses **and aiming to interview the parents of children selected for the study**.

We would be very grateful if you could inform your teaching and support staff, in particular those working with year 1 pupils and their families, that **Five to Twelve** is a **legitimate DfE study**. In addition, we would be grateful if you could communicate the same to any parents who enquire as to the credibility of the study.

How will schools and teachers be involved in the study?

It is vital for the study's aims that we include teachers' views on the child's development and behaviours in the classroom. With permission from the child's parent or carer, we will ask their teacher to complete a short questionnaire to understand how selected pupils are getting on at school. This will take place from early spring until late summer 2024.

Where can I find out more?

Please find answers to **Frequently Asked Questions** overleaf. You can also visit the study website at fivetotwelve.org.uk. If you have further queries, you can contact NatCen at FiveToTwelve@natcen.ac.uk or on Freephone 0800 652 4568. If you have questions for DfE please contact Michael Dale (Five to Twelve project manager) who will be more than happy to discuss them with you: team.longitudinal@education.gov.uk

Yours sincerely,

17. Example emails and texts

17.1 Parent A to forward to Parent O invitation

Dear <Cur_PA_Firstname>,

Thank you for agreeing to forward the below email to <Cur_CM_Firstname>'s other parent. We really appreciate your assistance with the Five to Twelve study. The message for <Cur_CM_Firstname>'s other parent is below and includes all the details they need. Please forward it to them.

If you have any problem sending the email to <Cur_CM_Firstname>'s other parent, please get in touch by emailing us at FiveToTwelve@natcen.ac.uk or calling us on Freephone 0800 652 4568.

Thank you!

=====

Reference No:<POserial><CKLPO>

You are invited to take part in the Five to Twelve study!

We are getting in touch to invite you to complete a short online survey about you and your child, <Cur_CM_Firstname>, as part of the Five to Twelve study. Five to Twelve is an exciting and important study which aims to understand children's early education and wellbeing as they go through primary school. The study is funded by the Department for Education.

<Cur_CM_Firstname>'s other parent has already completed a survey as part of the study. It's really important that we collect information from mothers, fathers and other parental carers, in order to build a complete picture of <Cur_CM_Firstname>'s life. So, we are now asking if you would also like to take part. We can only meet the study's goals with the participation of parents and children like you and <Cur_CM_Firstname>. Each person will take part separately and will never see the responses given by anyone else.

How do I take part?

Provide your contact details at the secure online form <here>

Receive email (or letter) with a link to the secure online questionnaire

Complete the survey online

Receive a £5 voucher to thank you for your time

If you have any problems or do not receive the questionnaire invitation email or letter, please contact us at FiveToTwelve@natcen.ac.uk or call us on Freephone 0800 652 4568.

Taking part is entirely voluntary and will only take around 15 minutes of your time. Your participation in the survey will not affect the contact you have with your child and no information about whether or not you participate will be passed to them or their household.

If you would like to know more about the study, you can visit our website at <https://www.natcen.ac.uk/taking-part/studies-in-field/fivetotwelve> and read the Frequently Asked Questions at <https://www.natcen.ac.uk/taking-part/studies-in-field/fivetotwelve/faqs>. You can also contact us at FiveToTwelve@natcen.ac.uk or call us on Freephone 0800 652 4568.

You can help to make a difference

We really hope you will be able to take part in this survey. Your participation will help us understand what matters when it comes to children's education and wellbeing throughout primary years. This knowledge will help to support children and families like yours, now and in the future.

Yours sincerely,

Signature

Department for Education

Signature

National Centre for Social Research

17.2 Parent B invitation

Reference No:<PBserial><CKLPB>

Dear <Cur_PB_Firstname>,

You are invited to take part in the Five to Twelve study!

We are getting in touch to invite you to complete a short online survey about you and your child, <Cur_CM_Firstname>, as part of the Five to Twelve study. Five to Twelve is an exciting and important new study which aims to understand children's early education and wellbeing as they go through primary school. The study is funded by the Department for Education.

<Cur_CM_Firstname>'s other parent has already completed a survey as part of the study. It's really important that we collect information from mothers, fathers and other parental carers, in order to build a complete picture of <Cur_CM_Firstname>'s life. So, we are now asking if you will also take part. We can only meet the study's goals with the participation of parents and children like you and <Cur_CM_Firstname>. Each person will take part separately and will never see the responses given by anyone else.

How do I take part?

Go to the survey website **survey.natcen.ac.uk/fivetotwelve**

Enter the access code <AccessCodePB>

Complete the survey

Taking part is entirely voluntary and will only take around 15 minutes of your time. If you would like to know more about the study, you can visit our website at <https://www.natcen.ac.uk/taking-part/studies-in-field/fivetotwelve> and read the Frequently Asked Questions at <https://www.natcen.ac.uk/taking-part/studies-in-field/fivetotwelve/faqs>. You can also contact us at FiveToTwelve@natcen.ac.uk or call us on Freephone 0800 652 4568.

You can help to make a difference

We really hope you will be able to take part in this survey. Your participation will help us understand what matters when it comes to children's education and wellbeing throughout primary years. This knowledge will help to support children and families like yours, now and in the future.

Yours sincerely,

Signature

Department for Education

Signature

National Centre for Social Research

17.3 Reminder email 1

We Need Your Help!

There is still time to take part in Five to Twelve!

[Start Survey](#)

Your Five to Twelve reference number is <PBSerial><CKLPB>

Dear <PBNameSal>,

We recently invited you to take part in a short online survey for the Five to Twelve study, of which <Cur_CM_Firstname> is a member. Your family has already participated, and it's really important that we hear from all parents and carers involved in each child's life.

There is still time to take part! If you have already completed the survey, please ignore this email and thank you for your help.

How to take part

To take part simply click the button in this email or:

Go to the survey website: survey.natcen.ac.uk/fivetotwelve

Enter your access code: <AccessCodePB>

Complete the survey

It's easy to take part, and it matters

The survey should take about 15 minutes to complete. You can help to make a difference! We really hope you will be able to take part in this survey.

Your participation will help the Department for Education understand what matters when it comes to children's education and wellbeing throughout their primary years. This will help to support children and families like yours by improving services in the future.

If you have any questions, contact us by emailing FiveToTwelve@natcen.ac.uk or calling Freephone 0800 652 4568.

Department for Education

The National Centre for Social Research

[[Start Survey](#)]

Frequently asked questions

Privacy notice

[DfE – NatCen -- Five to Twelve Logos]

E: FiveToTwelve@natcen.ac.uk

T: 0800 652 4568

W:

<https://natcen.ac.uk/participant-content/five-twelve>

NatCen Social Research, 35 Northampton Square, London EC1V 0AX

ScotCen Social Research, 6 Scotiabank House, South Charlotte Street, Edinburgh EH2 4AW

A Company Limited by Guarantee. Registered in England No. 4392418.

A Charity registered in England and Wales (1091768) and Scotland (SC038454).

[Click here to unsubscribe](#)

17.4 Reminder email 2

Parent O Reminder email

We Need Your Input!

Please help us by taking part in Five to Twelve!

[Start Survey](#)

Your Five to Twelve reference number is **<POSerial><CKLPO>**

Dear **<PONameSal>**,

We recently invited you to take part in a short online survey about you and **<Cur_CM_Firstname>** for Five to Twelve, an exciting and important new study of primary education.

One of the aims of this study is to understand how all dads, mums, parents and carers in each child's life make a difference. So, we are really keen to hear about you and your child.

It's not too late to take part! If you have already completed the survey, please ignore this email and thank you for your help.

How do I take part?

To take part simply click the button in this email or:

1. Go to the survey website: survey.natcen.ac.uk/fivetotwelve
2. Enter your access code: **<AccessCodePO>**
3. Complete the survey

You can help to make a difference! Taking part is easy – the survey should take approximately 15 minutes to complete.

We really hope you will be able to take part in the survey.

Your participation will help the Department for Education understand what matters when it comes to children's education and wellbeing throughout their primary years. This will help to support children and families like yours by improving services in the future.

If you have any questions, visit our website at <https://natcen.ac.uk/participant-contents/five-twelve>. You can also contact us by emailing FiveToTwelve@natcen.ac.uk or calling Freephone 0800 652 4568.

The National Centre for Social Research

[[Start Survey](#)]

Frequently asked questions
Privacy notice

[DfE – NatCen -- Five to Twelve Logos]

E: FiveToTwelve@natcen.ac.uk T: 0800 652 4568

W: <https://natcen.ac.uk/participant-contents/five-twelve>

NatCen Social Research, 35 Northampton Square, London EC1V 0AX

ScotCen Social Research, 6 Scotiabank House, South Charlotte Street, Edinburgh EH2 4AW

A Company Limited by Guarantee. Registered in England No. 4392418.

A Charity registered in England and Wales (1091768) and Scotland (SC038454).

[Click here to unsubscribe](#)

17.5 Reminder text 1

Hi <PBNameSal>, We recently invited you to take part in the Five to Twelve study for the Department for Education. It's really important that we hear from all dads, mums, and carers involved in each child's life. Just go to https://survey.natcen.ac.uk/fivetotwelve?AccessCode=<CustomField_2> or email FiveToTwelve@natcen.ac.uk or call 0800 652 4568 if you need help. Thank you! National Centre for Social Research.

17.6 Reminder text 2

Hi <PBNameSal>, This is a friendly reminder about the Five to Twelve survey, which will close soon on Wednesday 12th July We really hope you will be able to take part in the survey and tell us about you and your child! Just go to https://survey.natcen.ac.uk/fivetotwelve?AccessCode=<CustomField_2> or email FiveToTwelve@natcen.ac.uk or call 0800 652 4568 if you need help. Thank you! National Centre for Social Research.

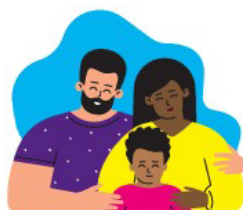
18. Teacher materials

18.1 Headteacher notification letter



<SchHeadNameLet>, Headteacher
<SchoolName>
<SchoolAdd1>
<SchoolAdd2>
<SchoolAdd3>
<SchoolAdd4>
<SchoolAdd5>
<SchoolPostcode>

Reference number:
P17183/<SchSerial><CKLS>



RE: The Five to Twelve Study

Dear <SchHeadSal>,

We are writing to tell you that we are asking the Year 1 teacher/s in your school for help with Five to Twelve, a major new national education study. Some of your Year 1 pupils and their families have been selected and have already taken part. It is vital for the study's aims that we include teachers as we really need their professional view on each child's educational progress, development and wellbeing.

Five to Twelve is being carried out on behalf of the Department for Education (DfE) by the National Centre for Social Research. Find out more at fivetotwelve.org.uk/faqs-teachers-and-school-staff

Your teacher/s can really help

We have already visited pupils' homes to talk to their parents about family life and have spoken to the children themselves. Parents/carers passed on the contact details of the appropriate Year 1 teacher/s and gave us permission to contact them directly about the study. We will be contacting your teachers in relation to the following children: <ChildNames>. It is important that we hear from the child's current class teacher. If a teacher has received a questionnaire for a child they do not teach, please ask them to pass it on to their Year 1 teacher.

We will be writing to the teacher/s separately to invite them to fill in a short questionnaire about the child. In some instances, they may be filling out a questionnaire for more than one child. This letter is for information only and you do not need to do anything.

We are very grateful for yours and your teachers' support. If you have any questions, please contact the research team at FiveToTwelve@natcen.ac.uk or on **0800 652 4568**. You can also contact DfE at Team.LONGITUDINAL@education.gov.uk.

Yours sincerely,

Frequently Asked Questions

Who is carrying out the research?

This study is being carried out by the National Centre for Social Research, the largest independent social research organisation in Britain, in collaboration with the National Children's Bureau (NCB) and the National Foundation for Educational Research (NFER). The study is funded by the Department for Education.

Who can fill out the questionnaire?

We would like the year 1 teacher/s who was/were nominated by the child's/ children's family to complete the questionnaire/s. If a teacher has received a questionnaire for a child they do not teach, please ask them to pass it on to their Year 1 teacher.

How did you gain consent from parents?

During the study, we carried out face-to-face interviews with one parent or carer of each child. We asked the parent/carer if they would be willing to provide contact details of their child's teacher, and if they would give us permission to contact their teacher to ask some additional questions about their child.

How will the information be used?

The results will help the government make decisions about education policy and services in the UK. Anything teachers tell us is confidential. Any information collected about children who are at your school will be stored securely without names or addresses attached. The results of the study are for statistical purposes only: your school and the children at your school will never be identified in any reports, publications or published datasets. We will be notifying participating schools about all study publications so you can read the findings.

Confidentiality

Teachers' personal details and questionnaire responses will remain strictly confidential and will be handled in accordance with the UK General Data Protection Regulation (GDPR). This information will only be available to the research team working on the study. You can read more about how data collected through the study are processed at fivetotwelve.org.uk/privacy-notice.

Where can I find out more?

You can visit our website at fivetotwelve.org.uk. You can contact us at FiveToTwelve@natcen.ac.uk or call us on freephone 0800 652 4568.

18.2 Headteacher invite letter



Department
for Education



<SchHeadNameLet>, Headteacher

<SchoolName>

<SchoolAdd1>

<SchoolAdd2>

<SchoolAdd3>

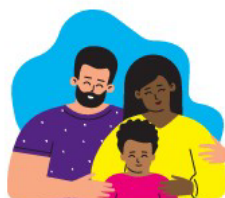
<SchoolAdd4>

<SchoolAdd5>

<SchoolPostcode>

Reference number:

P17183/<SchSerial><CKLS>



RE: The Five to Twelve Study

Dear <SchHeadSal>,

We are writing to ask for your teachers' help with Five to Twelve, a major new national education study. Some of last year's Year 1 pupils and their families have been selected and have already taken part. It is vital for the study's aims that we include teachers as we really need their professional view on each child's educational progress, development and wellbeing.

Five to Twelve is being carried out on behalf of the Department for Education (DfE) by the National Centre for Social Research. Find out more at fivetotwelve.org.uk/faqs-teachers-and-school-staff

Please pass these questionnaires to the appropriate teacher/s

While the pupils were in Year 1, we visited their homes to talk to their parents about family life. We also spoke to the children themselves. Parents/carers gave permission to contact your teachers. Questionnaires are enclosed about the following rising Year 2 children: <ChildNames>.

We hope that the teacher who taught each of the pupils last year will be able to complete their survey. This should take around 10 minutes each. Each questionnaire has the name of the participating child on the front sheet. Teachers should remove this on completion for confidentiality reasons and return the questionnaires in the pre-paid envelopes provided.

If the child's most recent class teacher no longer works at the school, then please securely destroy the questionnaire which has been sent for this pupil. If the pupil has moved to another school over the summer, please ask their most recent class teacher to complete based on their knowledge of this pupil last year.

We are very grateful for yours and your teachers' support. If you have any questions, please contact the research team at FiveToTwelve@natcen.ac.uk or on **0800 652 4568**. You can also contact DfE at Team.LONGITUDINAL@education.gov.uk.

Yours sincerely,

18.3 Headteacher invite email

Dear «title» «First_name» «Surname»,

One or more pupils in year one at «school_name» have been selected to take part in the Department for Education (DfE) Five to Twelve study

Five to Twelve is a national study of around 8,500 children and their families attending primary school in the 2020s. By following children and their families over time, the study aims to understand how children's early years, school, home life and relationships shape their education and development.

For the first stage of the study, the research contractor (NatCen) will be sending letters to the parents or guardians of the selected children at their home address in October 2023.

If parents or carers contact your school to query the research, we ask that you provide reassurance that this is an official DfE study. The information posted to families will list the various ways families can get in touch with the study team should they have questions about participating or opting out. However, families may also contact your school to verify the legitimacy of the research.

Later, we will approach some schools to ask teachers to complete questionnaires relating to the selected children. Information about the children will only be collected with both their parent's or carer's and teachers' informed consent. More information about this is provided in the attachment.

I have attached a letter containing more information about the study, including an FAQs section. For further information, please visit the study website at fivetotwelve.org.uk. You can also find the study listed on the [DfE research page](#).

You may also wish to forward this communication to staff members at your school who interact with year one pupils.

If you have further queries, I'd be more than happy to discuss them with you. You can contact me at team.longitudinal@education.gov.uk

Yours sincerely

Department for Education

18.4 Headteacher email to remind teachers

Re: your teachers and their DfE Five to Twelve questionnaire

Dear [HeadteacherName],

Thank you for your school's continued co-operation with the DfE Five to Twelve study, a major six-year educational study being carried out by the National Centre for Social Research (NatCen).

In the last academic year, we visited some Year 1 (now in Year 2) pupils' homes to talk to their parents about family life and have spoken to the children themselves. Families have enjoyed the experience and given consent for their child's teacher to also complete a questionnaire about their child.

Some teachers who taught in Year 1 last year should have received their questionnaire(s) in the last week or so. We would be grateful if you could ask them if they have received the 10-minute questionnaire(s), and to remind them to complete and return them using the pre-paid return envelope. We hope that these questionnaires can be completed as soon as possible. The questionnaires will help us to improve knowledge of what influences children's development.

Teachers' perspectives have been missing in prior studies, so it is vital that their unique, professional views on the child's educational progress and wellbeing are included. This will ensure that the study shows what influences child's development from a number of perspectives, as well as accounting for family and home circumstances.

If there are any questions, please call NatCen on 0800 652 4568 or email FiveToTwelve@natcen.ac.uk. You are also welcome to contact DfE at Team.LONGITUDINAL@education.gov.uk and we will be happy to advise you.

We appreciate that schools are very busy and thank you once again for your continued assistance with the study.

Yours sincerely,

Department for Education

18.5 Teacher invite letter

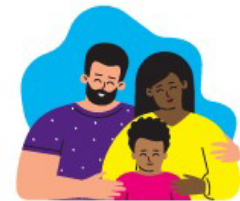


Department
for Education



<TeacherName>, Year 1 teacher
<SchoolName>
<SchoolAdd1>
<SchoolAdd2>
<SchoolAdd3>
<SchoolAdd4>
<SchoolAdd5>
<SchoolPostcode>

Reference number:
P17183/<TSerial><CKLT>



RE: Five to Twelve Study

Dear <TeacherSal>,

We are writing to ask for your help with an exciting new national education research project called Five to Twelve. You have been selected because at least one of the pupils you teach is taking part. It is vital for the study's aims that we include teachers as we really need their professional view on each child's educational progress, development and wellbeing.

The study is being carried out on behalf of the Department for Education (DfE) by the National Centre for Social Research. This study will support children and families by helping DfE understand more about children's early education and wellbeing. You can find out more at fivetotwelve.org.uk/faqs-teachers-and-school-staff.

This study is following around 8,200 children attending primary school in the 2020s and their families. We have asked parents about family life and their child's development. We have also spoken to the children themselves. **Now we need your help to complete the picture**, and get the best possible information on children's lives both in and out of school.

Family consent

When we last spoke to the family of the child/children taking part, they gave us permission to contact you about the study.

Please complete the enclosed questionnaire/s about children who have been selected for the study. This should take no more than around 10 minutes each. Questionnaires are enclosed about the following Year 1 children: <ChildNames>. It is important that we hear from the child's current class teacher. If you do not teach one of these children, please pass the questionnaire on to the child's current teacher.

Return the completed questionnaire/s in the pre-paid envelope

Please use the pre-paid envelope provided to return the completed questionnaire/s to us as soon as possible. Please remember to rip off the top sheet which contains the child's name. This is for confidentiality and data protection purposes when it is posted back.

Thank you!

If you have any questions, contact the National Centre for Social Research at **FiveToTwelve@natcen.ac.uk** or on **0800 652 4568**. If you would like any further information from DfE please contact **Team.LONGITUDINAL@education.gov.uk**.

Yours sincerely,

18.6 Teacher reminder letter 1



Department
for Education



<TeacherName>, Class Teacher

<SchoolName>

<SchoolAdd1>

<SchoolAdd2>

<SchoolAdd3>

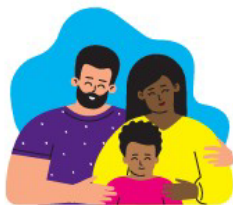
<SchoolAdd4>

<SchoolAdd5>

<SchoolPostcode>

Reference number:

P17183/<TSerial><CKLT>



RE: The Five to Twelve study

Dear <TeacherSal>,

We recently wrote to ask for your help with the Five to Twelve study. If you have already completed the questionnaire/s, please ignore this letter, and thank you for your help. If not, there is still time for you to complete them to help us build the full picture of the lives of the pupils you taught in Year 1.

Schools around the country are taking part, and it is crucial we hear from as many teachers as possible. The study will help to support children, schools, and families by contributing to improving education policy and services.

Five to Twelve is being carried out on behalf of the Department for Education (DfE) by the National Centre for Social Research. Find out more at fivetotwelve.org.uk/faqs-teachers-and-school-staff.

Taking part matters

While the pupils were in Year 1, we visited their homes to talk to their parents about family life and their child's development. Parents/carers gave us permission to contact you as the child's teacher. We recently sent you the questionnaire/s for <ChildNames>.

We hope that you will complete the questionnaire for the named pupil/s that have taken part in Five to Twelve. This should take 10 minutes for each pupil. Each questionnaire names the participating child on the front. You should remove this on completion and return the completed questionnaire/s using the pre-paid envelope we have already provided to you.

If you have any questions, or have misplaced the questionnaire/s or pre-paid envelope, contact us at FiveToTwelve@natcen.ac.uk or on Freephone **0800 652 4568**. If you would like further information from DfE please contact **Team.LONGITUDINAL@education.gov.uk**.

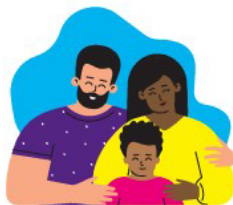
Yours sincerely,

18.7 Teacher reminder letter 2



<TeacherName>, Class Teacher
<SchoolName>
<SchoolAdd1>
<SchoolAdd2>
<SchoolAdd3>
<SchoolAdd4>
<SchoolAdd5>
<SchoolPostcode>

Reference number:
P17183/<TSerial><CKLT>



RE: Last chance to take part in the Five To Twelve study

Dear <TeacherSal>,

We recently wrote to ask for your help with the Five to Twelve study. If you have already completed the questionnaire/s, please ignore this letter, and thank you for your help. If not, there is still time for you to complete them to help us build the full picture of the lives of the pupils you taught in Year 1.

Schools around the country are taking part, and it is crucial we hear from as many teachers as possible. The study will help to support children, schools, and families by contributing to improving education policy and services.

Five to Twelve is being carried out on behalf of the Department for Education (DfE) by the National Centre for Social Research. Find out more at fivetotwelve.org.uk/faqs-teachers-and-school-staff.

Please complete the questionnaire/s and return

While the pupils were in Year 1, we visited their homes to talk to their parents about family life and their child's development. Parents/carers gave us permission to contact you as the child's teacher. We recently sent you the questionnaire/s for <ChildNames>. We are aware that these pupils will have moved up to their new Year 2 teacher, but we would appreciate it if you could complete the questionnaire based on your knowledge of the child last year.

If the child no longer attends this school, please ask the teacher who taught the child last year to complete the questionnaire. If their teacher no longer works at the school, you can destroy the questionnaire.

We hope that you will complete the questionnaire for the named pupil/s that have taken part in Five to Twelve. This should take 10 minutes for each pupil. Each questionnaire names the participating child on the front. You should remove this on completion and return the completed questionnaire/s using the enclosed pre-paid envelope/s. **You can return multiple questionnaires in one envelope.**

If you have any questions, or have misplaced the questionnaire/s or pre-paid envelope, contact us at FiveToTwelve@natcen.ac.uk or on Freephone **0800 652 4568**. If you would like further information from DfE please contact Team.LONGITUDINAL@education.gov.uk.

Yours sincerely,



Department
for Education

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