Document No. 24

David Game College
Literacy and Numeracy Policy

This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: August 2025
Next Review: August 2026

Signed

David Game
CEO and Founder

John Dalton
Principal

The Government are very keen to improve standards of literacy and numeracy in the UK and at David Game College, one of our key objectives is to drive up standards of literacy and numeracy throughout the curriculum. Therefore, this is an issue for all tutors and the purpose of this policy isto highlight what steps teachers at the College can take to improve pupils' literacy and numeracy. The Leadership Team and the staff at David Game are committed to developing literacy and numeracy skills in all our pupils in the belief that this will support their learning and raise standardsin the curriculum. Focusing on literacy and numeracy will help raise students' self-esteem and motivate them to make rapid progress and learn independently. The College has formed a literacy steering group who will oversee and ensure that teachers get the support and guidance that they require to make literacy an important issue across the curricula. It is important to point out that the College understands that literacy and numeracy are not mutuallyexclusive and are very much connected. While it is true that literacy difficulties are pervasive and impact on areas of learning and achievement, less is known about, or indeed fully recognised about the impact of numeracy issues on other subjects in the curriculum. The College is committed to tackling both with equal vigour and recognises the areas in which they overlap e.g. mathematical vocabulary and homonyms.

Roles and Responsibilities

- The Leadership Team will ensure that steps are taken to give literacy and numeracy a high profile within the College. For literacy, a specific steering group has been set up and will involve the Academic Co-ordinator, the Head of English and the

Head of GCSE. The Head of Academic SKills will act as the key driver between staff and students and report his findings back to the Principal if an intervention is required.

- Teachers across the curriculum should consolidate the work of the English and Mathematicsdepartment at GCSE level; A level teaching should also, where relevant, make literacy and numeracy integral to all lessons and ensure that students take responsibility for improvement
- Audits and some form of impact analysis should be made across the curriculum in order toidentify the strengths and weaknesses of teaching as well as the implementation of this policy
- Responsibility for numeracy will be co-ordinated through the Head of Science and Co- Principal, but emphasis will largely remain with individual subject teachers at both GCSE andA level. Given the pervasive nature of literacy and that literacy can impact on numeracy, a more formal structure is given to literacy monitoring and action.

LITERACY

Literacy is important because it supports learning, improves self-esteem, motivation and behaviourof students. It must be the responsibility of all teachers and embedded as a key concept across the whole college curriculum. Another important aspect of literacy is that it supports independent learning, which helps students explore beyond their immediate specification and enjoy reading around a subject.

Structure

All teachers will be provided with a copy of this policy and encouraged to make literacy and numeracy (where appropriate) part of every lesson. The Head of English and the Head of Academic SKills will help other teachers better understand how they can improve literacy skills in their respective subjects through guides and internal guidance. Teachers will also be encouraged to develop their CPD skills in either literacy or numeracy. The Head of Academic SKills will also ensure that marked homework highlights literacy issues (in accordance with our assessment policy) and willwork closely with the Head of GCSE and the Head of English to identify students of concern, and those students who may require specific help through an intervention, and what this may involve.

The Head of GCSE will engage with staff about students for whom teachers have concerns about literacy or numeracy and any concerns will then be checked against other information points for monitoring, such as the personal tutors, by the Academic Co-ordinator. His role will be to co- ordinate different sources of monitoring/feedback about those students who need extra help andthen initiate a programme of activities and evaluate outcomes. The Head of Academic SKills will report all his findings to the Principal. Written evidence of specific actions and concerns shouldbe kept and parental involvement is also deemed critical. The Head of English will also provide staff with a concise guide on what to look out for in terms of literacy issues and what resources they can access to assist them. The Head of English will also provide teachers and students with assistance in constructing essays, following the format of thesis,antithesis and synthesis. The library will be stocked with a range of texts (fiction and non- fiction) that will encourage students to read, irrespective of their level. The College policy is to encourage students to read a range of texts, including some classic fiction, as well quality modern fiction and non-fiction books.The role of the library and librarian are being reviewed in order to make the library a centre for learning, in which the librarian plays a more active role in guiding students in their choice of readingmaterial.

SPECIFICS:

All teachers will:

- Highlight to students spelling errors and problems with syntax and provide constructive comments that indicate the correct way to spell or structure a sentence and general grammar: the SSGS– spelling, syntax, grammar and structure - approach is considered auseful base of any framework.
- Highlight the importance of being concise, cogent and accurate when answering keyexamination questions
- Provide students with an opportunity to express themselves to use their vocabulary
- Encourage students, where appropriate, to make presentations or get involved with debatesand exercise their skills of self-expression
- Highlight the correct spelling of complex words or those of a foreign nature e.g. those withGreek and Latin roots e.g. meiosis or acetylcholine

- Encourage students to have access to a physical dictionary, and where appropriate athesaurus
- Promote the use and importance of being grammatically correct and accurate
- Encourage GCSE and A levels students to check up all words that they are unfamiliar with inorder to broaden their vocabulary
- Encourage GCSE and A level students to read around and outside of set books and discoverthe joy of books, blogs, websites and the various online, web-based learning platforms
- Encourage students to contribute to the College blog with articles, poems or otherannouncements
- Highlight specific terminology and accuracy in answering and responding to questions e.g. “Evaluate”, “Discuss”, “Compare” or “Describe” etc. Understanding command questions andtheir implications is fundamental for examination success.
- Where appropriate, Identify and test key vocabulary
- Highlight students who are struggling with their English, and depending on the context, produce some form of action plan or in more serious cases, a special intervention plan inaccordance with SEN policy
- Place emphasis on the correct use of commas, semi-colons, colons, and general grammarand punctuation
- Highlight the correct use of paragraphs and logical relations when constructing an essay
- For EAL students, special attention must be given to spelling and syntax and in theunderstanding of command examination instructions
- When assessing students’ work, it is the responsibility of teachers to highlight grammatical, spelling and syntactical errors, so that students can learn from their mistakes. Teachers should, however, assess and mark in a constructive and instructive manner, so that studentscan clearly see the errors of their ways and what is the correct or more correct approach.

Teachers will be made aware of those students who have been identified as having dyslexia or otherforms of learning difficulties, such dyspraxia or dysgraphia, by the SENCO. If, however, a teacher has concern about one of their student’s literacy, then this should be highlighted to the SENCO. It is important to distinguish those students whose first language is English and those who are EAL.

It is also important for teachers to understand the “lived experience” of their students and gain and insight and context to their previous learning environment, which may provide important background information as to their abilities, in terms of English as either a first or second language or their mathematical abilities.

Numeracy

As with literacy, numeracy is fundamental to academic success and the building of a student’s self-esteem and confidence. Numeracy is confidence and competence with number and measures.

Numerate students should:

- have a sense of size of a number and where it fits into a number system
- recall number and measurement facts quickly
- have a range of mental and written calculation strategies
- suggest and use suitable units for measuring
- be able to explain and make predictions from data in a table graph or chart
- have a repertoire of computational skills
- explain their method
- and know when their answer is sensible and within limits

Outside of mathematics teaching, teachers are asked to highlight and promote numeracy across thecurricula and go out of their way to ensure that pupils understand the methodology behind calculations and the appropriate units. This is particularly true in: Biology, Chemistry and Physics and to a lesser extent in: Geography, Psychology, Economics and Accounting. For example, teachingmole calculations in chemistry or statistics in biology experiments requires teachers to make sure that their pupils are comfortable with the concepts and understand what they are doing rather thanjust following a formula.

Mathematical learning difficulties (MLDs) can affect a child across the curriculum, and if they are mathematically weak it may influence their outcomes in those subjects that have logical reasoning and quantitative assessments and calculations, e.g. Chemistry and Physics. Outside of mathematics,it can affect pupils’ ability to estimate and make calculations in everyday life

and throughout adulthood.

At GCSE, the issue of dyscalculia is an important one, which relates to impairment in number processing. If a teacher has any concern about a student's core mathematical skills at GCSE, thenthey should consult the SENCO who will liaise with the mathematics teacher. It is important for the mathematics teacher to highlight any students for whom they have significant concerns overthe core ability in the subject. The School does not have a calculator policy, but it is important for teachers to make studentsaware of which papers they can use a calculator for, and which they cannot. Equally it is important to instruct students in terms of sensible choices of scales when plotting a graph, with axes correctly labelled (showing units and multiples of powers of 10 where appropriate).It is also important for students to understand how to:

- Calculate simple percentage changes
- Calculate rates of change
- manipulate numbers/transpose basic equations
- Correctly use SI units
- Use exponents and logs
- Calculate probabilities and work through basic statistics
- Understand the difference between regression and correlation

Use of EdTech in teaching Numeracy

The College is keen to explore the use of edtech platforms to helps students augment their class learning. As part of its AI initiative, the College through its technology committee will provide teachers with approved options of platforms that help students gain mastery in Mathematics over time through exposure to personalised, adaptive systems that enable students to learn at their own pace.

What teachers must do:

It is the responsibility of all teachers to actively promote numeracy within their subjects, emphasizing its relevance not only for academic success and examinations but also for its broader application in real-world contexts. Numeracy is a foundational skill in disciplines such as science, computing, economics, engineering, and architecture.

Teachers should identify common quantitative challenges students face and provide clear demonstrations of effective methods for solving these problems. By doing so, they can help students understand not just the correct answers, but the logical processes involved in arriving at them, reinforcing numeracy as a critical skill across various fields.

Pay close attention to the accuracy of answers in relation to numerical questions or questions that rely on logical reasoning. If a student consistently fails in such questions, but is otherwise seeminglyknowledgeable in the subject, then this is very likely to be a case of mathematical weakness and should be addressed. The tutor must try to spend time with the student to identify what specifically they find difficult and explore their reasoning when trying to attempt the question.
Practice questions can be given to see if it a matter of practice or a deeper cognitive issue. Identifying the remedial learning needs of their student is fundamental, especially for overseas students.

If a student clearly has deeper mathematical issues that may hinder or lessen their chance of examination success, then the SENCO should be informed and an individual learning plan can bedeveloped for that pupil.

If a student is failing and has difficulty in the subject knowledge, then this may indicate that they aredoing a subject that they are not cognitively suitable for and it may lead to long-term failure in related subjects. For example, if a student is trying Physics, Chemistry and Biology and is failing in quantitative and logical reasoning questions across all three subjects, then this must be urgently addressed through an intervention and reassessment of the pupil's choice of subjects.

Science specifications

The science specifications have a greater mathematical content than on legacy boards. Biology has 10%, Chemistry 20% and Physics 30-40% of mathematical skills as part of the syllabus, which meansthat the teaching of mathematical skills for these subjects is critical, even if students are doing A-level Mathematics. The College has established working groups in Biology and Chemistry fordeveloping specific mathematical skills and has dedicated certain classes to this end. Similarstructures are being organised for Geography and Psychology. Given that the new 9-1 GCSEs also contain a higher level of mathematical content, and because theCollege teaches largely IGCSEs, then it also understood that teachers at GCSE in sciences are encouraging students to understand key concepts, such as:

- Standard form
- Ratios
- Calculating percentages and fractions
- Significant figures
- Making estimates
- Averages: mean, mode and median
- Probability
- Basic algebra
- Linear graphs and tangents

John Dalton
Principal 2025