



THE LATIN PROGRAMME: VIA FACILIS

IMPACT REPORT

2022/23

REGISTERED CHARITY 1126564

TLP: A YEAR IN REVIEW

Over the academic year 2022-23, our tight-knit team continued to deliver our programme of imaginative and high-quality Latin teaching in schools across London and beyond. Having expanded our offering to include lunch-time and after-school clubs, we were able to reach a wider range of pupils than in previous years, challenging ourselves to inspire a fascination for Latin and the ancient world even within short periods and classes of varied age and ability.



9

partner schools
across London



1000+

pupils reached across
our partner schools



40

classes across partner
schools

Having successfully trialled a new, topic-based iteration of our curriculum in 2021-22, this year saw our teachers embed these enhanced lesson plans across all of our schools. While retaining a strong focus on both Latin and English grammar, syntax, and vocabulary, our new curriculum is organised around a different topic each term, allowing our pupils to improve their language skills and awareness of Roman history simultaneously. We have been delighted by our pupils' response to these new topics, which include rhetoric, horticulture, medicine and the body, Romans in Britain, Roman food and much more.



625+

free worksheet
downloads



500+

new pupils reached
via the Roadshow

In addition to our work in our partner schools, we also made a concerted effort to continue our outreach efforts, delivering The Latin Programme Roadshow to 6 schools across the year, as well as a hybrid version of our popular Summer School, both made possible by the generosity of The Classical Association.

OUR MISSION

The Latin Programme delivers high-quality, creative Latin lessons to KS2-4 pupils in London state schools and beyond. Across nine primary schools and a large, free online offering, our team of expert Latin teachers brought our transformative programme to over 1000 pupils in the year 2022-23, providing them with the tools they needed to begin to unlock a rich and fascinating ancient language.

But our lessons are about more than just Latin.

The programme is also designed to measurably improve English literacy skills, provide a strong basis for learning Romance languages, and encourage the use of critical thinking and problem solving strategies.



WHAT SETS OUR PROGRAMME APART?

CREATIVE LESSONS RUN BY CREATIVE TEACHERS

In 2009, the National Literacy Trust reported that the teaching of literacy was not engaging students in a way which is relevant to the twenty-first century lived experience', and urged teachers to 'tap into the interests and passions of their pupils'. This is something we have been heavily invested in since the birth of The Latin Programme, and which we believe bears real fruit. We encourage our teachers to bring their own creativity to their lessons; our current team includes a rapper, a songwriter, an arts journalist, and a horticulturalist.

A KINAESTHETIC METHOD

Learning Latin from scratch is not easy. Some believe that Latin should be taught piecemeal, hoping pupils pick up bits of grammar as they go. Our method is more grammatically challenging than a piecemeal approach, but over the last

decade we have found that even our youngest pupils respond well to our grammar-focused model of Latin learning when we teach through music, performance, games, and other kinaesthetic methods.

73%
of pupils

...enjoy the creative tasks we do in class

89%
of pupils

...look forward to playing Latin games in class

63%
of pupils

...believe movement games aid learning

"We make the deep links between multiple cultures - African, Balkan, Ottoman, Asian - because the stories we tell originate from wherever the Greeks and Romans travelled. The pride and pleasure on the faces of children who find that their inheritance is being shared with the class is a joy to see." - Alys Torrance, Latin Programme Storyteller

CULTURAL CONTEXT

Latin may not be spoken widely any more, but the impact of the language and the culture still reverberates today. Our lessons explore the extraordinary geographical, social and philosophical reach of the Ancient Greek and Roman world from then to now.

WHY LATIN?



LEARNING LATIN IMPROVES ENGLISH LITERACY

The evidence: In 2013, The Shine Foundation undertook a data analysis of our work. That year, we aimed to bring at least 50-60% of classes up to a pass in literacy based on the English National Curriculum for KS2 and to bring the class average up to or beyond the national average in literacy after two years of Latin.

The results far surpassed our targets: by the end of 2013/14, 92% of students (who had studied for three years) were at the expected level for reading, and 83% were at the expected level for writing.

Latin, unlike English, is an inflected language. Since the endings of verbs and nouns change their meaning, Latin sentence construction and translation requires logic and accuracy, which in turn leads to greater accuracy when speaking and writing in English. From the very first lesson, we work to ensure that our pupils have the strongest possible foundation of English grammar, beginning with nouns and verbs.

Since over 65% of English words have Latin roots, our lessons also measurably improve English vocabulary.

75%
of pupils

agree that Latin aids understanding of the roots of English words



LATIN LESSONS PROVIDE A *TABULA RASA* FOR EAL PUPILS

Latin acts as a healthy leveller for pupils learning English as an additional language. Where those pupils might be marked out as 'behind' in English lessons, they are able to gain confidence in Latin lessons in which everybody is learning as a beginner. Additionally, because Latin is a root language of English, all pupils are able to make connections between Latin and English vocabulary, giving them the tools to work out the meanings of difficult English words.

The evidence: "Pupils like using previous knowledge to decode new words in Latin and English. For example, pupils in Year 6 easily worked out the meaning of words such as 'pugnacious' and 'necromancy' in a text and could explain their origin."
- Ofsted Subject Inspection letter, St Peter's Eaton Square, 2019



LATIN IS A GATEWAY TO OTHER ROMANCE LANGUAGES

Latin forms the basis of 75–80% of all Spanish, French, Italian, Portuguese and Romanian words. Therefore, speakers of Romance languages have an edge in studying Latin and vice versa. Latin students also have a huge advantage in learning other inflected languages such as Russian or German.

Many primary schools find that modern foreign language provision can be inconsistent at Key Stage 2. By learning Latin with The Latin Programme, pupils receive consistent teaching throughout all four years of KS2, and leave primary school with a solid foundation on which to build knowledge of many other languages.

60% of pupils

...feel more confident about tackling other languages after learning Latin

OUR IMPACT: IN THE CLASSROOM

CASE STUDY: ST MARY'S CE PRIMARY, BRENT

We have taught The Latin Programme at St Mary's Primary since 2014. In the academic year 2021-2022, we taught across five classes from Year 3 to Year 6.

At St Mary's, where a great many pupils are eligible for Free School Meals and speak English as an additional language, **70% of year 6 pupils achieved 60% or above in the end of year tests, while 47% of pupils scored 70% or above.**

79%

of all pupils are learning English as an additional language (EAL)

36%

of all pupils have been eligible for Free School Meals in the last 6 years

St Mary's Headteacher, Susan Lawrence:

“ Our journey has been a remarkable one in terms of outcomes for our children. This has been evident not only in their Latin lessons but has crossed over into other subjects. We have seen GPAS results at 90% with GD at 45% in 2022 and Writing results at 86.2% with GD at 10% and we believe that having Latin has also supported our high Maths results for 2022 which stand at 90% with GD at 38% which are a direct result of the grammatical structure Latin affords which has much in common with the structure of mathematical logic supporting problem solving.

CASE STUDY: ARGYLE PRIMARY SCHOOL, CAMDEN

The Latin Programme has been embedded in the Argyle curriculum since 2013. In the academic year 2021-2022, we taught across four classes from Year 3 to Year 6.

At Argyle, where the majority of pupils are eligible for Free School Meals and speak English as an additional language, **74% of year 6 pupils achieved 60% or above in the end of year Latin tests, while 49% scored 70% or above.**

90%

of all Argyle pupils are learning English as an additional language (EAL)

61%

of all Argyle pupils have been eligible for Free School Meals in the last 6 years

TLP Head of Teaching and Learning, Jonathan Goddard:

“ Working for the Latin Programme has been a joy for me over many years. When I started in 2008, it soon became clear that my experience of teaching Latin in London primary schools would be markedly different from my experience of learning Latin. We didn't use the Cambridge course but were more focused on grammar. Teachers were encouraged to innovate and develop engaging games and activities to create interactive learning that was effective in the settings we serve.

I have worked in a wide range of schools and am constantly amazed by the intelligence, resilience, ambition and skills that the children display. My work is varied and collaborative, working with artists and authors, academics and other partners to make a rounded, challenging and engaging educational experience for hundreds of children each year.

BEYOND THE CLASSROOM: SUMMER SCHOOL '23

IN PARTNERSHIP WITH THE CLASSICAL ASSOCIATION

This year, following three wonderful editions of our online-only Summer School, we were delighted to offer a hybrid version for Key Stage 2 and 3, combining in-person morning sessions with online afternoon sessions, delivered over the course of a week in July.

Our decision to launch a hybrid offering came as a result of much deliberation. While we believe that the face-to-course enables us to connect more deeply with our pupils, engaging them in more a more interactive, kinetic way of learning, we remain committed to keeping the Summer School as accessible as possible. Our experience over the previous three years taught us that the appetite for introductory Latin and Classics sessions goes far beyond London, and thanks to our end-of-course survey, we were certain that many participants who live outside the city would join another online course.



85%

'likely' or 'very likely' to take part in another Latin Programme course after taking part in this year's edition

100%

interested in continuing to learn about Ancient Greece and Rome

100%

found the sessions interesting and felt the sessions were at the correct level for them

10

tablets offered free of charge for those without access



Keep being so inspiring and educational please. No improvement to suggest! - **Summer School participant**


The children had an amazing time. The lesson from Caroline was a real hit! - **parent of Summer School participant**

It was wonderful and so brilliant that it's cost free. Thank you - **parent of Summer School participant**



BEYOND THE CLASSROOM: THE ROADSHOW

IN PARTNERSHIP WITH THE CLASSICAL ASSOCIATION



After a successful run of The Latin Programme Roadshow in 2021-22, this year saw the continuation of our outreach initiative across six additional London-based state primary schools. Over the course of a morning, each school received an assembly delivered by Jonathan Goddard, our Director of Teaching and Learning, followed by two sessions covering an introduction to Latin language and a creative workshop. This year, we were joined by writer and horticulturalist Michael Holland, and YA author Alexandra Sheppard, whose creative sessions were a huge hit with pupils and teachers alike.

6 primary state schools received a full morning of Classics sessions for free

400+ pupils from across London took part in our Roadshow


BEYOND THE CLASSROOM: THE PAULINE CAULFIELD COMPETITION

In the summer term, we ran a very exciting competition with renowned textile artist, Pauline Caulfield.

Pauline is a textile artist whose practice has seen her design and print bespoke window and wall hangings, combining fine art with functional design.

Across the year, we encouraged pupils from our partner schools to write haikus, illustrating them with their own designs, inspired by Latin names for plants.

Our pupils produced some beautiful work, and four winning students were selected to attend an exclusive screen-printing workshop at Pauline's studio in Primrose Hill, where they turned their designs into prints.



“I enjoyed their attentive and lively energy. They were interested and inquisitive.” - Pauline Caulfield

FUNDRAISING: THE LATIN PROGRAMME GALA

On 4th November 2022, we gathered at Leighton House Museum to celebrate a generation of inner-city London Classicists and The Latin Programme's influence on the literacy landscape. With speakers including Dr Rosanna Omitowoju, children's author Caroline Lawrence, storyteller Alys Torrance, and an original performance piece by Jonathan Goddard, we looked back over twelve years of The Latin Programme, sharing stories, drinks, and canapés.

The evening was also an opportunity to see the newly-renovated museum, the beautiful former home and studio of the Victorian artist Frederic, Lord Leighton, along with its collection of fine art, sculpture, and decorative objects, and to bid in our silent auction for generously donated prizes, which included a stay in a 17th century French farmhouse, singing lessons with opera singer Charmian Bedford, a bespoke garden visit from horticulturalist Michael Holland, and a signed copy of Ian McEwan's latest novel.

FUNDRAISING: THE LATIN PROGRAMME POETRY PRIZE

In September 2022, we launched the third edition of The Latin Programme Poetry Prize. The prompt for this year's prize was *ars longa, vita brevis* ('art/craft is long, life is short'). Entrants were asked to produce a poem in English, taking inspiration from the Latin phrase. Our shortlist was judged by Seán Street, Brighde Mullins, and Jonathan Goddard.

The following spring, we gathered at a poetry reading event at the Broadway Bookshop in Hackney to celebrate the conclusion of the competition. The evening featured readings from our shortlisted poets, the announcement of the competition winner, and provided an opportunity for supporters of The Latin Programme and the Broadway Bookshop to come together.

“ I loved reading these poems, and I especially loved the winning poem DAOIST PAINTING. This poem takes us into the artistic process through the senses and gives us the experience that the painter has: the prayerful act of paying attention to one flower. Paying attention means slowing down time which allows the making of something out of paint (or words) that may or may not last. That's the pleasurable risk of painting, or of writing poetry - **poetry prize judge Brighde Mullins**

WITH SPECIAL THANKS TO...

OUR PARTICIPATING SCHOOLS

Argyle Primary School, Camden
Emmanuel C of E Primary School, Camden
Holy Trinity C of E Primary School, Camden
St Barnabas' C of E Primary School & Nursery, Westminster
St Bartholomew's Primary School, Lewisham
St Joseph's Catholic Primary School, Wandsworth
St Mary's C of E Primary, Brent
St Mary's C of E Primary, Walthamstow
St Peter's Eaton Square, Westminster

OUR PARTNERS

The Broadway Bookshop, Camden Council, Camden Collective, The Foyle Foundation, Garfield Weston Foundation, Good Food, The John Coates Charitable Trust, Ruttle & Rowe, Scratchworks Theatre, Story Jam, The Classical Association

OUR SUPPORTERS

Anna Richmond, Alex Massouras, Alys Torrance, Caroline Lawrence, Charmian Bedford, Frances Illingworth, Hannah Lindsay-Kirk, Ian McEwan, Jack Ashton, Jonathan Goddard, Katharine Swire, Lucy Lill, Maharani, Michael Holland, Olugbenga Adelekan, Rebecca Lawes, Richard Gilder III, Simon Carr, Sarah Rundle, Sophie Hawkins, Tim Smith-Laing, Tomasso Petrolo, Vicky Price, Virginia James, Zanna Wing-Davey, Zippy Woolfson