



# **IMPACT REPORT**

## **2016-17**

Registered Charity 11126564

The Latin Programme's mission is to teach an innovative programme of literacy through Latin in state schools. We strive for Latin to be embedded in both the curriculum and culture of the schools we work in. We teach Latin because it is the most orderly, logical, disciplined, structured, systematic, and consistent grammar in existence. Latin is also the base of over half of the English language. Thus learning Latin dramatically broadens pupils' vocabulary while deepening their understanding of language. 2016-17 marked a significant year for the Programme and our pupils. On average, **18%** of our pupils came from very low-income families. Despite facing disadvantage, **86%** achieved their expected levels in literacy in the end of KS2, compared to the national average of **75%**.



My Latin class is a lot funner than other classes because you play games but still learn new things

**Holy Trinity and St Silas**  
**Year 6**

Latin is a really interesting language. When you learn it you see all the links with English.

**St Peter's Eaton Square**  
**Year 6**



**"The Programme is great for engaging EAL pupils because it is good to understand root words and the structure of language." Teacher at Argyle Primary School, Camden 2017**

## The Literacy Challenge

Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. "Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing." (Education Endowment Foundation 2017 Improving Literacy in Key Stage Two, London: Education Endowment Foundation).

Despite great efforts to tackle literacy, by the end of primary school the educational prospects for disadvantaged children are bleak (Sutton Trust 2015).

Lacking vital literacy skills holds a person back at every stage of their life beyond primary school. "As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult" (National Literacy Trust, 2017).

The Latin Programme embraces a non-traditional approach to literacy in which songs, games and raps encourage students to understand complex grammatical material in both Latin and English.



"What our Programme is keen to impart to students is a mechanism for investigating and understanding linguistic structures, for getting used to analysing and questioning how language works, how and why patterns matter, and to get students used to the idea that there are patterns in their own language that are related to meaning".

**Zanna Wing-Davey, Executive Director**

### The Benefits of Latin

According to independent research carried out at Swansea University by Dr Eveleine Bracke reviewing existing evidence and testing pupils before and after Latin learning, the benefits of learning Latin are even stronger at Primary than at Secondary level, though only when taught in an age-appropriate manner with language inextricably linked to ancient culture.

### The Importance of Etymology

Both Dr Bracke's research and the National Literacy Trust's Research Guide 2016-17 outlined the benefits of an approach to literacy that engaged with the roots of the English language in a playful and fun way. The Education Endowment Foundation's report into Key Stage Two literacy also highlighted the benefits of etymology to explore the relationship between meaning and spelling (EEF Improving Literacy in Key Stage Two 2017, p.16)

### An Elitist Subject?

Whilst it is true that only 16% of UK State schools offer Latin, Research from America in 1971 carried out by Nancy Mavrogenes found that of the 4000 pupils in her study, those that received 20min of Latin per day scored one full school year higher than those in her control group on their National vocabulary tests. Furthermore she found that children from less advantaged backgrounds benefited the most from the Latin since ancient mythology opened up "new symbolic worlds to students" enabling them to "live a richer life".

### Latin for the Digital Age

2016-17 has seen a lot of discussion of the benefits of learning Latin in the 21st Century including one Financial Times journalist calling it "the essential language for our digital age" (Benjamin Auslin 2018). Others have argued that learning Latin at a young age familiarises pupils with an information system and at the same time teaches systematic thinking, skills that, among other things, are essential to coding (Byrne, The Huffington Post, 2017). Facebook founder Mark Zuckerberg is the exemplary 21st Century Classicist, known to cite the great work of Roman literature the *Aeneid* as key to his success.



# The Programme at a Glance

Pupils always begin with Level 1 if they are starting Latin for the first time and progress from Level 1A in Year 3 to Level 3 in Year 6. During the 2017-18 year we will also be awarding certificates to reward pupils for their hard work and perseverance with Latin. We will also be introducing more project-based work for Year 6s. We will be continuing to offer a storytelling session led by a professional storyteller at the end of every term based on ancient mythology and writers from antiquity. Below is the outline of Level 1A of The Latin Programme.



**September - Meet your Latin Teacher**



**Autumn Term: Verbs in English and Latin**

**Storytelling**



**Spring Term: Nouns**

**Storytelling**



**Summer Term: Nouns and Verbs  
Together at Last**

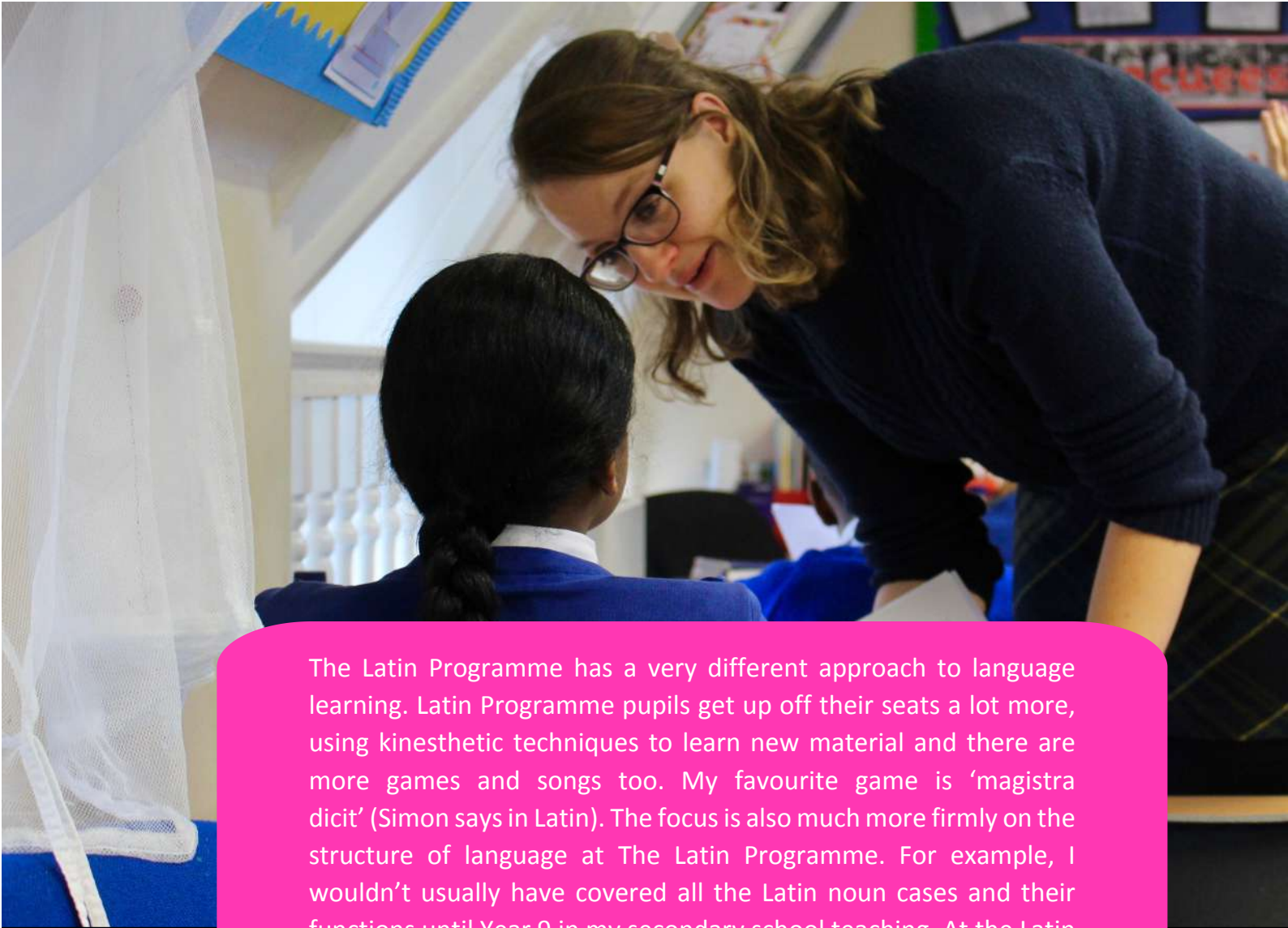
**Storytelling**

**Certification Ceremony**



The Latin programme uses an interactive and dynamic approach to language learning. Pupils are motivated by the content of lessons and by the teachers' innovative pedagogical approaches. Feedback is consistently excellent.

**Dr Arlene Holmes-Henderson,  
University of Oxford 2018**



The Latin Programme has a very different approach to language learning. Latin Programme pupils get up off their seats a lot more, using kinesthetic techniques to learn new material and there are more games and songs too. My favourite game is 'magistra dicit' (Simon says in Latin). The focus is also much more firmly on the structure of language at The Latin Programme. For example, I wouldn't usually have covered all the Latin noun cases and their functions until Year 9 in my secondary school teaching. At the Latin Programme we are introducing this in Year 4!

**Sharon van Dijk, Latin Programme Teacher, 2017**

The Latin Programme's philosophy means that we teach mixed-ability, whole-class groups. We have never offered sessions for the more 'high-achieving' students because we believe that Latin is for all and should not be a privilege reserved for the elite. These were the terms that we offered to schools when we were founded in 2008 and we have not shifted from them since.

**Since the government's inclusion of Latin as a foreign language at key stage 2 in 2014, we act as the foreign-language provision for many of our schools enabling us to expand our provision significantly.**

# Our Proven Track Record

In 2011 The Latin Programme received a three year grant from Shine to expand significantly and show through quantitative data and analysis that our Programme really does make a difference to children's lives. In this period we quadrupled the number of participating students and began collecting literacy data from schools. By examining it, Shine were able to show that The Latin Programme was making a significant difference to pupils' literacy results. After three years of the Latin Programme **98%** of pupils were reaching the expected level for reading and **91%** for writing.

## 2016-17 in Numbers

In 2016-17 we delivered Latin to **1470** of the Capital's children across **49** classes and 9 Boroughs from Camden to Hackney; from Brent to Southwark. In total 5 Latin Programme teachers delivered **9,310** hours of Latin instruction over the course of the year. The results of pupil feedback survey continued to show Latin making a real impact with results summarized below. Pupils often specifically commented on the usefulness of Latin for their learning in other subjects and their enjoyment of lessons. There was also remarkable consistency in our test results across the Programme and across teachers, with **75%** exceeding our expectations.



1 out of 5 pupils enrolled on our Programme were eligible for Free School Meals.

**94%**

of our Year 5s surveyed felt that knowing Latin supported their learning in other subjects, esp. MfL, English and history.

**92%**

was the average number of Latin Programme Year 6s achieving the expected level on the SPAG test. Compared to the national average of **77%**

For 2017-18 we have hired a Data Officer and researcher from the University of Essex. This reflects our continued focus on measurable pupil outcomes and ensuring that the Latin Programme is having a remarkable effect on every pupil's progress in literacy according to the new expected standards at KS2.

All children are able to and encouraged to participate so their confidence is bound to improve [...] The Latin Programme is a good equalizer for the EAL pupils as all the pupils are learning a new language.

**Class Teacher, St Peter's  
Eaton Square Primary School**



When you learn Latin you go home and impress your parents!

**Year 6 pupil, Argyle**

## Our Vision for 2017-18

September 2018 marks ten years of us delivering Latin to state Primary Schools across London and as our first annual Impact Report as a charity, this report itself tells a story of change. Since September 2017 we have hired 4 additional Latin Programme teachers and increased the number of classes we are delivering by 18%. This is an exciting time for the Programme.

Despite the good news, many of our schools are facing substantial cuts to their funding which means that we will also need to look at ways to increase the support for the Programme with external fundraising. A substantial grant from the Transform Foundation will help us to do this by allowing us to fundraise directly through our new website, rather than relying on external platforms. Our new website will provide capacity to create different strands of fundraising and will also have a moderated pupil blog showcasing their work.

But that is not all. We have developed a partnership with The Brilliant Club charity, and aim to produce an 8-week Key Stage 3 Programme to be delivered by their team of tutors nationally during the 2018-19 academic year. We have developed a new recruitment strategy to standardise the way we assess potential teachers. We have also opened up the role to those without a Classics degree but who score highly on our Latin grammar assessment task. This is to continue to build on our team of diverse and creative teachers and ensures that we can continue to recruit excellent teachers above all else.

Finally, all staff are now involved with schools directly so that our leadership remains strongly connected to the classroom. This is just a taster of our general drive to maintain the high quality of our Programme and make sure that no child is left behind.



## Focus on Developing Confidence, Independence and Resilience in our Pupils

Every year a small percentage of our pupils report that they find Latin "too hard" and teachers question the Programme's relevance to low-ability pupils. According to the latest research "challenging pupils with academically advanced material is way of demonstrating high expectations which can be a boost to children's self esteem" (Lloyd Rose 2017). During 2017-18 we want to focus on ways to support pupils to develop these qualities through the way we deliver Latin instruction so that pupils at every level can make excellent progress.

**Dr Lucia Yandoli, Programme Officer**

## Case Study School

### St Monica's Roman Catholic (Hackney)

**86%** achieved the expected level on the SPAG test in 2017 compared to **71%** in 2013 before the Latin Programme was delivered at St Monica's.

**74%** EAL pupils achieved the expected level or above on Latin Programme Assessments in 2017.

**37%** of FSM pupils achieved the highest Latin level in our end of year assessments, meaning they scored 90% or more in Latin Programme assessments.

**4 out of 5** pupils at St Monica's rated their Latin teacher as "excellent" in our annual pupil survey.

Our biannual Latin Programme assessments are designed to measure pupil's progress over the course of the year and encompass both questions related to English grammar and comprehension as well as questions assessing pupils' understanding of Latin.

**80%**

of pupils felt Latin supported them in other subjects

**82%**

Average exceeding expectations in Latin (compared to av. 76%)

### Teacher's Report

#### Teaching and Learning Director, Jonathan Goddard

During 2016-17 St. Monica's pupils took the three year version of the Latin Programme, which both supports their current and future learning of languages and English grammar. We're excited about St Monica's expanding to the full four-year Programme next year. Our results have consistently shown that pupils with four years of Latin achieve the highest rates of progress. Since the last report, pupils at St. Monica's have engaged with the curriculum on a weekly basis and completed a number of activities to supplement their Latin learning in innovative and engaging ways. In Ofsted's report from January 2017 they mentioned the role that Latin played in stretching high ability pupils, commenting that Latin encouraged pupils to 'think hard about the structure of sentences'. Ofsted also noted the school's high attainment for all groups of pupils in the Year 6 assessment of English Spelling, Grammar, and Punctuation. Overall the evidence from 2016-17 suggests that pupils at St Monica's Roman Catholic Primary School are enjoying the Programme more than ever and continuing to make substantial progress as well.

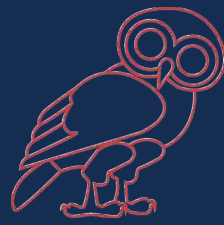
#### During 2016-17, St Monica's Pupils:

- Developed apps showcasing their Latin.
- Participated in podcast Latin debates with Year 6s from other schools
- Creatively engaged with the history of Rome and examined its legacy through games, written tasks, drama activities, and songs.

"Latin is epic - you learn everything!"

**Year 4 Pupil - St Monica's**





## **With Thanks to our Business Partners and Schools:**

Argyle Primary School, Camden  
Camden Council  
Camden Collective  
Classics for All  
Holy Trinity and St Silas, Camden  
Holy Trinity Primary School, Camden  
Kenmont Primary School, Hammersmith  
St Barnabas, Westminster  
St Edwards Primary School, Westminster  
St Joseph's, Wandsworth  
St Mary's C of E Primary, Brent  
St Mary's Priory, Brent  
St Monica's, Hackney  
St Peter's, Southwark  
St Peter's Eaton Square, Westminster  
The Brilliant Club  
The Kallos Gallery  
The Transform Foundation  
The University of Cambridge  
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