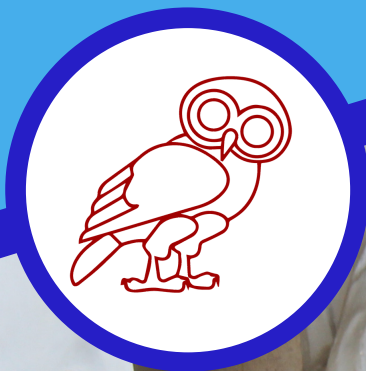


# THE LATIN PROGRAMME: VIA FACILIS



2017/18

IMPACT REPORT



REGISTERED CHARITY  
11126564

# OUR MISSION

Our mission is to improve pupils' English literacy and broaden their cultural and historical horizons by delivering a dynamic, rigorous and engaging Latin programme to London state schools. This year, across **9 boroughs** and **49 classes**, we continued to challenge preconceptions of Latin as an 'elitist' subject and make it as relevant as possible to the communities and children we work with.

## IMPROVING LITERACY

Research undertaken by the Educational Endowment Fund on improving literacy reports that comprehension requires an understanding of the form of the language, which is composed of morphology and syntax, the meaning of relevant vocabulary, and the context to the text.

## A MULTIMEDIA APPROACH

The report also states that children need a wide range of language and literacy experiences to develop their understanding of written text in all its forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

## VIA FACILIS (THE EASY WAY)

Although our academic approach is rigorous, we understand that a learning-by-written approach to language is not always the best path for our pupils. That's why we interweave games, pictures, film-making, music-making and storytelling into our lessons to create a well-rounded scheme of work that stretches our most able students and supports those who need a little extra help.

## THE POWER OF PICTURES

A study undertaken by the Literacy in Primary Education in 2017 reported that, when discussing pictures, children showed skills of inference and deduction using the pictures to hypothesise about character, plot and emotion. In particular, teachers spoke of the benefit of using these texts with EAL pupils, who were then more able to read inferentially.



# HOW IT WORKS

## TEACHING TIME

Each Latin lesson lasts between 40–60min and is delivered to the whole class. The timing depends on the age of pupils and the school timetable. Our teachers can teach up to 4 Latin classes in one morning and 2 in the afternoon. Teachers teach across the whole academic year.

## OUR TEACHERS

All of our teachers must pass a competitive assessment process, including an enhanced disclosure DBS check. All teachers complete two days of in-school training and observations, teacher training workshops, safeguarding training and Latin and resources training. All of our training is delivered by experienced classroom teachers and Classics graduates. The training is designed to make the most of the teachers' unique qualities and their own creativity and academic knowledge, and helps them to deliver a robust and engaging programme for pupils.

## TRIPS AND PROJECTS

All of our Year 6s enrolled in the Programme are offered the opportunity to attend a 'Come, See, Be Inspired Day' at the University of Cambridge. These trips are provided on a first-come-first-serve basis by our Partner University and are designed to encourage pupils to consider Classics or any other subject at University in the future. The days typically include a tour of a Cambridge College, a trip to a museum or the celebrated Caste Gallery in the Department of Classics and a chance to meet current students.

## VALUE FOR MONEY

Our teachers are all interviewed, trained and paid. To support this, partner schools make a financial contribution to the programme of on average £140 per pupil per year, although discounts are available for schools with multiple classes and we always endeavour to accommodate your school's budget. This contribution will remain subsidised thanks to support from our generous donors who also contribute to the costs of the programme.

# 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. Below is the outline of the Level 1A Programme.

**SEPTEMBER: meet your Latin teacher**



**AUTUMN TERM: verbs in English and Latin**

Storytelling session 1



**SPRING TERM: nouns**

Storytelling session 2



**SUMMER TERM: nouns and verbs - together at last!**

Storytelling session 3



**Certification Ceremony!**



# THE AENEAS PROJECT

In the Summer Term of 2018, The Latin Programme launched The Aeneas Project, a scheme designed to introduce our pupils to Virgil's epic 1st century BC poem the Aeneid. Over 400 of our pupils contributed to a 15-minute film rap-retelling of the story of Aeneas' travels from war-torn Troy to a new land. The film premiered at the BFI IMAX with many of its stars in attendance.

## 1st Half Term

**LO 1: introduce pupils to the Aeneid and study key sections of the story through the Aeneid rap.**

**LO 2: explore characters in the Aeneid and create theatrical masks for the gods in the story**

**LO 3: map out Aeneas' journey and imagine the setting of the underworld**

**LO 4: explore the journey narratives and storyboard a journey of our own**

## 2nd Half Term

**Group 1 Schools: drama workshops and filming**

**Group 2 Schools: animation workshops with a professional artist**

**Group 3 Schools: sound and music workshops to produce recorded soundtrack**

**"di immortales! This is a beautiful, moving, fun and thoughtful film - a retelling of the Aeneid (like no other) by The @LatinProgramme" - Anthony Gibbins at Legionium**

**"What a superb way to make such a great story available to more people." - @UoL (University of Lincoln)**



# STORYTELLING

In 2017/18 we continued to offer a storytelling session based on ancient mythology and writers from antiquity led by a professional storyteller at the end of every term. Here's what one of our fantastic storytellers, Alys Torrence, had to say about her experience this year...



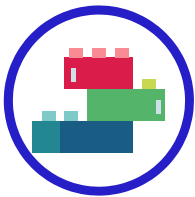
## INSPIRING STUDENTS WHO STRUGGLE

Teachers often comment with surprise on specific children who struggle to engage and focus during day-to-day school lessons. These children can be the most absorbed and engaged in a storytelling session – their imaginations set on fire.



## MAKING CROSS-CULTURAL LINKS

We make deep links between multiple cultures – African, Balkan, Ottoman, Asian – because the stories we tell, although they are Roman and Greek myths, 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. We also get to represent feisty women, black princesses, disabled warriors, men who struggle to contain their anger (we love Hercules) – all just by telling a story.



## BUILDING ON WHAT WE ALREADY KNOW

The old stories work for any age – it's just about using the right language to meet the children in their world. If an inner city Londoner sees a fleece as a jacket with a zip and maybe a school badge, then that is the starting point for the Golden Fleece and that has to be enjoyed and folded into the story. And hey presto! We're learning about wool and shearing and sheep and what clothes are made of...



## CREATING OUR OWN STORIES

There is no 'right' or 'wrong' way to tell stories. The children can make a comment and later hear their comment in the story. They have ownership of the story that doesn't rely on them remembering the 'correct' words to tell it. I can go back into a school and a class will be able to tell me a story that I told them even years earlier. The stories have become theirs.

# CASE STUDY SCHOOL: ST JOSEPH'S, WANDSWORTH

## A NOTE FROM EMMA CASHIER, HEADTEACHER AT ST JOSEPH'S

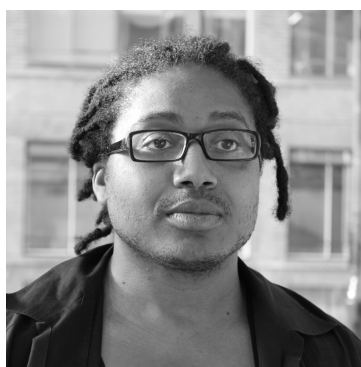
We have been working with The Latin Programme for over 10 years. We chose Latin to support our pupils with their English grammar in addition to it being extremely helpful when learning other languages in their futures. The Latin Programme makes lessons fun, exciting and engaging for the pupils. They are cleverly designed through a wide range of innovative strategies to immerse the children deep into their learning from debating to rapping! I was delighted when a Year 6 pupil stated recently, "I really like the games at the beginning, and the translation is really helpful. Its explained really well so that we can understand it'.

**74% of Year 6s scored 70% or above in the end of year tests, and 57% of the same cohort score 80% or above.**

**50% of Year 6 pupils receiving Free School Meals achieved 70% or above in the TLP end of year tests.**

**73% of EAL pupils scored 70% or above in the end of year tests.**

**53% of EAL pupils scored 80% or above in the end of year tests.**



## TEACHER'S REPORT: JONATHAN GODDARD TEACHING AND LEARNING DIRECTOR

During 2017-18 we delivered the three year version of The Latin Programme to St. Joseph's, laying a solid foundation for continued growth in literacy, future learning of languages, and a greater understanding of culture and identity. In addition to the core of the programme, our focus was to successfully integrate a number

of EAL late arrivals into the course, and to work out strategies to establish strong linguistic links for our Portuguese and Spanish speaking pupils. It was wonderful to see the St Joseph's pupils engage with the Aeneas Project and to host them at the film's premiere at the BFI IMAX. The Latin Programme is serving to stretch the high ability pupils while supporting those who require extra attention, and it is great to note the positive correlation between the taking of Latin lessons and high attainment for all groups of pupils in the Year 6 assessment of English Spelling, Grammar, and Punctuation. The Latin Programme is hugely looking forward to another year of work and progress alongside the pupils of St Joseph's.

# OUR VISION FOR 2018/19

After a decade of honing our innovative and dynamic academic programme, we at TLP are in a strong position to broaden our reach across new boroughs of London. In 2018/19 we will put into action a rigorous outreach strategy, rejuvenating our social media output and taking full advantage of the rise of the podcast to create vibrant content that reflects our enthusiasm for Latin and the Classical world.

Furthermore, buoyed by the enormous success of The Aeneas Project, we are devising a series of new initiatives which will allow our students to make links between cultures as well as explore the impact of Latin and the classical world on art and culture.

Finally, spurred on by the success of the Cambridge Come See Be visits, we are busy forging relationships with a number of Russell Group universities to facilitate a greater number outreach events for our TLP pupils. Although university is just one of many great options down the line, we believe it's important to show our pupils that these academic spaces are open to them to explore!

## SUMMER SCHOOL 2019

TLP Summer School will explore the links between the ancient world and our own through music, animation, podcast production, theatre, dance, and a tour of Roman London.

## TRANS CURRICULUM

This 5-session programme will take place over the course of one academic year, encouraging pupils to explore the links between Greek, Latin and the wider curriculum, culminating in the creation of 10 music videos.

## TLP PODCAST

The new The Latin Programme podcast will feature interviews with people we admire about the ways Classics and Latin has influenced their lives. We will pitch the podcast to pupils, teachers and the general public alike.

## LONDON-WIDE WRITING COMPETITION

We will encourage pupils from current and prospective schools across London to build their confidence in creative writing by inviting them to take part in a writing competition.



**With thanks to our business  
partners and schools:**

Argyle Primary School, Camden  
Camden Council  
Camden Collective  
Classics for All  
Creative Schools  
Holy Trinity and St Silas, Camden  
Holy Trinity Primary School, Camden  
St Barnabas, Westminster  
St Joseph's, Wandsworth  
Mayville, Waltham Forest  
St Mary's C of E Primary, Brent  
St Monica's, Hackney  
St Peter's, Southwark  
St Peter's Eaton Square, Westminster  
Strange Day Films  
The Brilliant Club  
The Kallos Gallery  
The Transform Foundation  
The University of Cambridge  
William Tyndale

**With additional thanks  
to our supporters:**

Alex MacKeith  
Alys Torrance  
Charmian Bedford  
Dr Arlene Holmes-Henderson  
Dr Richard Gilder III  
Jonathan Goddard  
Paul O'Mahony  
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Lucia Yandoli  
Lucy Lill  
Matt Booth  
Matthew John  
Rebecca Lawes  
Sarah Rundle  
Simon Carr  
Sophie Fox  
Sophie Liggins  
Tim Smith-Laing  
Virginia James  
Zanna Wing-Davey

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