



# Latin Policy for Elm C of E Primary School

## Introduction

This policy sets out the intent, implementation, and expectations for Latin education at Elm C of E Primary School, in line with the 2014 National Curriculum for England and the requirements of the Ofsted Education Inspection Framework (EIF). Latin is taught as the statutory language from Year 3 upwards, using the Maximus Classics curriculum. The policy ensures a coherent, inclusive, and ambitious approach that supports all pupils' academic and personal development, fosters cultural capital, and meets all statutory and inspectorate requirements.

## Aims

- Enable all pupils to read, understand, and enjoy simple Latin stories and texts.
- Broaden vocabulary and develop the ability to understand and use new words, including etymological links to English and other languages.
- Develop knowledge of basic Latin grammar and sentence structure.
- Foster an appreciation of Roman civilisation, its culture, and its influence on the modern world.
- Support analytical and metalinguistic skills that underpin wider literacy and cognitive development.
- Promote positive attitudes, resilience, and a love of learning through engaging and inclusive Latin lessons.
- Ensure equal access and high expectations for all pupils, including those with SEND and from disadvantaged backgrounds.

## Statutory Requirements

- Deliver the Programme of Study for Ancient Languages (Latin) as set out in the 2014 National Curriculum for Key Stage 2.
- Ensure compliance with the Equality Act 2010 by providing equal access and making reasonable adjustments for SEND and disadvantaged pupils.
- Adhere to the SEND Code of Practice (2015) through inclusive teaching and appropriate differentiation.
- Meet all safeguarding requirements in line with Keeping Children Safe in Education (2023).
- Observe health and safety legislation in all Latin activities.



- Report pupil progress in Latin to parents at least annually, as required by the Education (Pupil Information) (England) Regulations 2005.
- Follow the National Curriculum statutory framework for ancient languages where Latin is the chosen language.

## Curriculum Coverage

The Latin curriculum at [School Name] Primary provides a broad and balanced programme that includes:

- Systematic acquisition of Latin vocabulary and understanding of word meanings.
- Explicit teaching of grammatical structures, including nouns, verbs, adjectives, and simple sentence construction.
- Reading and comprehension of simple Latin texts, progressing in complexity across Key Stage 2.
- Translation of words and sentences between Latin and English.
- Exploration of Roman culture, daily life, mythology, and the legacy of the ancient world.
- Development of analytical skills, etymology, and links to English and other languages.
- Engagement with stories, drama, and creative activities to reinforce learning and cultural appreciation.

## Curriculum Implementation

- Latin is taught weekly from Year 3 upwards, using the Maximus Classics curriculum to ensure coherence, progression, and high-quality resources.
- Lessons are planned to build cumulatively on prior knowledge and skills, with clear progression mapped across year groups.
- Teaching approaches include:
  - Communicative and reading-focused methods, emphasising understanding through stories and context.
  - Explicit grammar instruction, supported by visual aids, scaffolding, and practice activities.
  - Integration of spoken Latin for reinforcement and engagement.
  - Active learning strategies such as games, group work, and drama.
  - Cultural contextualisation, linking language learning to Roman history, daily life, and mythology.
- Teachers adapt materials and tasks to meet the needs of all learners, ensuring accessibility and challenge.
- High expectations and ambitious content underpin all lessons, with a focus on fostering engagement and achievement.



## Assessment

- Assessment is ongoing and formative, with teachers regularly checking understanding of vocabulary, grammar, and reading comprehension through questioning, observation, and low-stakes quizzes.
- Summative assessments are used at key points to review progress and inform reporting to parents.
- Pupils are given regular feedback and opportunities for self- and peer-assessment to support reflection and improvement.
- Assessment information is used to inform planning, identify gaps, and provide targeted support or challenge.
- Progress in Latin is tracked for all pupils and reported to parents annually.

## Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for Latin provision, statutory compliance, and resource allocation.
Latin Subject Leader	Curriculum planning, monitoring quality of teaching, supporting staff, and leading self-evaluation.
Class Teachers	Deliver high-quality Latin lessons, assess progress, differentiate for all learners, and ensure inclusion.
SENDCo	Advise on adaptations and support for SEND pupils in Latin lessons.
Support Staff	Assist in delivering differentiated activities and supporting individual pupils as required.



Pupils Engage positively, participate actively, and reflect on their learning in Latin.

## Inclusion

- All pupils, regardless of background or ability, have access to Latin lessons.
- Lessons are differentiated to ensure appropriate support and challenge for SEND, EAL, and disadvantaged pupils.
- Reasonable adjustments are made in line with the Equality Act 2010 and SEND Code of Practice.
- Resources are adapted and additional support provided where necessary, including visual aids, scaffolding, and alternative tasks.
- High expectations are maintained for all, with a focus on removing barriers and promoting success.

## Professional Development

- Staff have access to ongoing professional development in Latin subject knowledge and pedagogy, including training from Classics for All and other relevant providers.
- The Latin Subject Leader coordinates CPD opportunities, shares best practice, and supports colleagues in curriculum delivery.
- Teachers are encouraged to engage with subject networks, resources, and research to enhance their expertise.

## Inspectorate Expectations

- The Latin curriculum is coherently planned, sequenced, and ambitious, building knowledge and skills from Year 3 upwards.
- Teaching is underpinned by strong subject knowledge, effective pedagogy, and inclusive practice.
- Assessment is used formatively to inform teaching and support progress.
- All pupils, including SEND and disadvantaged, access and achieve well in Latin.
- Latin contributes to pupils' spiritual, moral, social, and cultural development, and enhances cultural capital.
- Leadership ensures high-quality provision, regular self-evaluation, and a culture of continuous improvement.

## Monitoring and Review



- The Latin Subject Leader monitors curriculum delivery, pupil outcomes, and the quality of teaching through lesson observations, work scrutiny, and pupil voice.
- Regular reviews of curriculum planning and assessment data inform ongoing improvement.
- The effectiveness of Latin provision is evaluated annually, with findings reported to the Headteacher and Governors.
- The policy is reviewed every two years, or sooner if required by changes in statutory guidance or school priorities.

## Links to Other Policies

- Curriculum Policy
- Equality and Diversity Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Assessment and Reporting Policy
- Behaviour Policy
- Health and Safety Policy