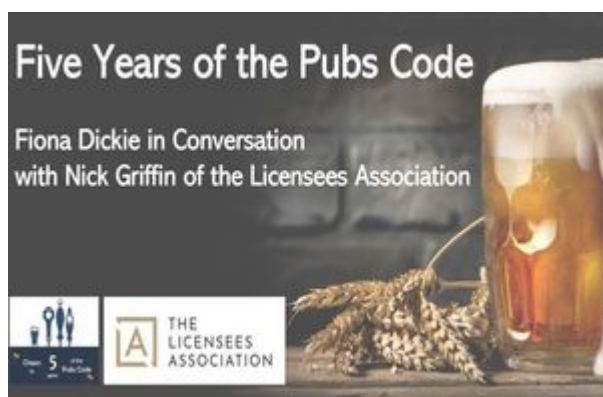


[Fiona Dickie, PCA, answers questions about the Pubs Code and her work, as we reach the 5th year anniversary of the Pubs Code](#)

News story

The Pubs Code Adjudicator (PCA) talks to the Licensees Association about tenants' Code rights and her priorities.



Fiona Dickie, PCA, recently had a virtual meet with Nick Griffin, CEO of the Licensees Association to discuss areas of the Pubs Code and the PCA.

[Part 1](#)

Part 1 covers Fiona Dickie's reflections of working with the sector and the impact of Covid, the importance of raising awareness among tied pub tenants about Pubs Code rights and the need for tenants to take professional advice.

[Part 2](#)

In Part 2, Fiona Dickie responds to questions about the pub company's Code Compliance Officer, information and advice for new tenants and the future of the Pubs Code.

Published 21 July 2021

Windrush compensation scheme end date removed

Home Secretary Priti Patel has today announced that the end date for the Windrush Compensation Scheme has been removed.

This means no one who is eligible will be prevented from making a claim because the deadline has passed.

The announcement comes as new statistics show that the Windrush Compensation Scheme has now offered more than £34 million, of which almost £27 million has been paid.

Today's changes will give reassurance that anyone seeking compensation for the losses and impacts they suffered, because they were unable to demonstrate their lawful status, will still be able to apply if they come forward after April 2023, the scheme's previous end date.

Further improvements to simplify the application process have also been made, including changes to the primary claim form, designed in consultation with stakeholders, to make it easier to complete and easier for caseworkers to process.

The Home Office has also published refreshed caseworker guidance, which sets out clearly how caseworkers should make decisions on claims and ensure they only ask applicants to provide the minimum information necessary to award the maximum compensation.

Home Secretary Priti Patel said:

I have always been clear that I will listen and act to put right the wrongs suffered by the Windrush generation.

Today I am removing the end date of the Windrush compensation scheme and announcing a new package of support to help bereaved families claim compensation more easily.

The additional changes I am making will ensure everyone can claim the compensation they deserve and I am pleased that we have now paid or offered more than £34 million to victims so far.

In addition, the Home Office is also launching a package of support to make it easier for those making claims on behalf of a relative who has passed away.

This includes reimbursing up to £1,500 towards legal advice that has been sought to apply for probate, which is the legal right to deal with someone's estate when they die. We Are Digital, who provide independent advice for

those claiming compensation, will also be able to provide free help and support to those applying for probate, including how to complete the different application forms.

The Home Office will be writing to all those who have already made claims on behalf of a relative who has passed away without evidence of probate, and publishing information about the support available on gov.uk in the coming weeks.

The figures published today show that, to the end of June 2021, the Home Office had paid £26.9 million to 776 people, and had offered a further £7.3 million.

This rapid increase in payments has been driven by an overhaul of the scheme announced by the Home Secretary last December, following consultation with community representatives including the Cross-Government Windrush Working Group.

Those changes included increasing the minimum payment to £10,000, which is 40 times greater than the previous minimum award available.

The Home Office's work to further raise awareness of the Windrush Compensation Scheme and encourage those affected to apply is ongoing. Last December, the Home Secretary launched the £500,000 Windrush Community Fund, for grassroots organisations and community groups to promote the Windrush Schemes.

Since 2018, the department has held approximately 180 engagement events, in person and virtually, reaching over 3,000 people, and last year's national communications campaign is estimated to have reached over 12 million people across community channels.

Whilst the Home Office initially estimated it would receive around 15,000 eligible claims, it has received 2,631 since the compensation scheme launched. The compensation scheme planning assumption – the number of eligible claims the Home Office estimates it is likely to receive – is therefore being adjusted to a range of 4,000 – 6,000. It is not a cap and any eligible individual who applies will be considered for compensation. It remains the case that there is no cap on the total amount of compensation the Home Office will pay out.

The Home Secretary has this week written to the Home Affairs Select Committee to announce the removal of the Windrush Compensation Scheme deadline and the reduction of the planning assumption. The decision was taken in consultation with stakeholders, including the Windrush Cross Government Working Group.

FCDO issues top tips for travel this summer

- advice stresses that travel is different and travellers need to take action before they go abroad
- more than 100 countries and territories have restrictions or requirements on travellers from the UK
- travellers should check the FCDO's travel advice for entry requirements and sign up to get updates

As schools break up for summer and people across the country consider taking well-earned holidays, travellers should follow Foreign, Commonwealth & Development Office (FCDO) advice to make sure any international travel is as safe and disruption-free as possible.

Since 19 July, people fully vaccinated with an NHS-administered vaccine will not need to self-isolate on return from amber list countries to the UK except for those returning from France.

But with 100 countries and territories placing restrictions or requirements on travellers from the UK, travel this year will be more challenging than ever before and anyone going abroad should make extra preparations.

The FCDO has issued 8 travel tips that people should follow if they plan to travel abroad this summer:

- check [FCDO Travel Advice](#) for your destination's entry and quarantine requirements before you book
- know and follow the local COVID-19 rules and restrictions for your destination – there may be limits on group numbers and curfews
- your destination might ask you to prove you have been fully vaccinated – check [FCDO Travel Advice](#) for how you can show your COVID-19 vaccination status
- check what new [actions you need to take before visiting Europe](#). There are new rules for UK travellers, including passport validity, access to healthcare, taking a vehicle or pet, and travelling with food and drink products
- be prepared for change – coronavirus is still a threat. Travel disruption is still possible. To protect public health in the UK, countries can be added to the red list. Foreign countries can also close borders or change their entry rules for travellers from the UK at short notice

- sign up for [travel advice email alerts](#), so you automatically receive the latest travel advice updates for the destinations you want to know about
- get a [travel insurance policy](#) and make sure you know what the exemptions are. If you are visiting the EU, make sure you also have a valid European Health Insurance Card (EHIC), or replace it with a [Global Health Insurance Card \(GHIC\)](#)
- check what proof of vaccination status your destination accepts. In England and Wales remember to download the NHS app and follow instructions to validate your NHS COVID Pass. In Scotland you can get a record of coronavirus vaccination status. In Northern Ireland you can apply for a vaccine certificate

Jennifer Anderson, Director of Consular, FCDO, said:

The success of our vaccine roll out means people who have been fully vaccinated in the UK can now travel to amber list countries, without the need for quarantine on their return, with the exception of those returning from France.

But travel this summer is still different from before. It is essential that travellers plan ahead and familiarise themselves with the rules and requirements of the country they plan to visit to minimise disruption and avoid disappointment.

The first step for anybody thinking of going abroad is to check the FCDO's Travel Advice and subscribe to updates. We keep it under constant review so it reflects the most up to date information.

Traffic light system

Inbound international travel will continue to be governed by the traffic light system. Residents in [England](#), [Scotland](#), [Wales](#) and [Northern Ireland](#) must adhere to the appropriate testing and quarantine requirements that apply to them.

Coming back to the UK

Before returning home, travellers to [England](#), [Scotland](#), [Wales](#) and [Northern Ireland](#) must provide proof of a negative coronavirus test – they must take this even if they have been fully vaccinated.

Travellers will need to take a pre-departure COVID-19 test within 72 hours prior to their return journey. Anyone testing positive prior to travel will not be permitted to travel back and will be required to follow local rules for isolation – you could incur additional costs during this period.

Before travelling to the UK, everyone needs to complete a [passenger locator form](#) regardless of where they are coming from. If arriving from a green list destination you will also be required to take a day 2 PCR test. Arrivals from amber list countries and territories who are not fully vaccinated will need a day 2 and day 8 test, and to quarantine for 10 days.

In England, the [Test to Release scheme](#) remains an option for non-fully vaccinated travellers returning from amber countries and territories to shorten their quarantine period. You should not travel to red list countries or territories.

Travellers are encouraged to check the booking terms and conditions on flexibility and refunds because the situation remains fluid. Many travel firms have changed their terms to be fully flexible.

Notes to editors

Since the start of 2021, the FCDO has provided tailored consular assistance to almost 1,000 people who have been either diagnosed with COVID-19 whilst overseas or have been affected by it in a way that required assistance from the government.

[Have your say on new plans for cycle route to link Chichester and Emsworth](#)

The six-mile long off-road route will link Chichester with Emsworth, along the A259.

The route which is currently part of the National Cycle Network route 2 will link into the Centurion Way (former railway conversion) and other local routes on the Manhood peninsula towards Chichester.

The improvement will also link several schools, and St. Richard's hospital and will enable more people to leave their cars at home and cycle or walk safely to work or school, helping to improve air quality in the area.

The consultation will run from Thursday 22 July until Thursday 9 September and will provide full details of the route, planned work and timelines. A virtual exhibition will be available where people can learn more about the changes, study plans and drawings, and submit comments.

Highways England project manager Adriana Chirovici said:

We care about everyone who uses the road network and improved cycling opportunities have obvious benefits for health, safety and

the wider environment. I urge anyone who cycles in the area or is interested in the scheme to visit our virtual exhibition to find out more about the proposals and feedback their thoughts to us. There are also various ways they can engage the team directly to ask questions or just find out more.

The Chichester to Emsworth scheme is being developed by Highways England in partnership with West Sussex County Council.

Joy Dennis, West Sussex County Council's Cabinet Member for Highways and Transport, said:

Improving provision for pedestrians and cyclists is a priority for this council. We know this route is well used by cycle commuters and expect that usage to increase with local developments, so it's vital to gauge opinion on these proposals. I want to encourage people to have their say through Highways England's consultation.

As well as the virtual exhibition, there will also be two online webinars held on Microsoft Teams where a presentation will be given followed by questions from attendees. Places will be limited to ensure everyone attending can ask any questions they may have. Places will be issued on a first come, first served basis.

The online webinars will take place as follows:

- Monday 16 August 6-7pm
- Friday 3 September 6-7pm

Anyone interested in attending can book a place by emailing: A27DesignatedFunds@highwaysengland.co.uk or call 0300 123 5000. Printed questionnaires will be available at the following locations to collect throughout the consultation: Southbourne Library, Southbourne Parish Council, Chidham and Hambrook Parish Council, Bosham Parish Council, Fishbourne Parish Council, Chichester Library and Chichester District Council.

For full details of the engagement and how to get involved please go to the [West Sussex County Council website](#):

General enquiries

Members of the public should contact the Highways England customer contact centre on 0300 123 5000.

Media enquiries

Journalists should contact the Highways England press office on 0844 693 1448 and use the menu to speak to the most appropriate press officer.

The importance of a knowledge-rich curriculum

School reform has been central to the Conservative agenda since 2010. We have made good progress but there is still more to do, and the challenge has become still more urgent by the days of lost education that have resulted from the pandemic.

My belief, and my argument today, is that we will only deliver on the promises that all politicians make, of ensuring that every child receives a first-class education, if we ensure that all our children are taught in schools with an extensive knowledge-rich curriculum by well-trained and supported teachers;

In schools where strong discipline means pupils are taught in a safe and caring environment, with high expectations and where success is rewarded and celebrated;

In schools that develop character and resilience;

In schools that encompass the arts, languages, music and the humanities as well as science and maths;

In schools that give every child the knowledge they are entitled to as part of their cultural inheritance.

If every school delivers these key objectives, only then will we succeed in reducing the gap between children who come from backgrounds where the importance of education can sometimes take a back seat to the trials of day-to-day living and those whose families have the time and ability to add to the education that their children receive at school.

This approach is central to our plan to spread opportunity and to Level Up, and an important way in which we can rise to the challenge of creating a more inclusive and cohesive society, a society in which argument and debate is based on evidence rather than emotion.

And yet, some have been using the pandemic to argue for a different approach, for a reheated so-called progressive agenda – to abolish GCSEs for example – which would take our education system back decades and, once again, fail the most disadvantaged children.

Since 2010, the reforms that we put in place have been driven by the idea that the transmission of rich subject knowledge should be the priority for schools.

We replaced the 2007 National Curriculum because it was based on a series of

general aptitudes with insufficient subject-based content. In its place we introduced a National Curriculum which gives pupils a grounding in the 'best that has been thought and said'.

And we gave schools freedom over how to teach it, trusting teachers to do the best for their pupils.

But the thinking behind this approach goes back decades. In the late 1970s, an American literary analyst and professor, E. D. Hirsch, made a discovery.

He ran tests that found that community college students performed worse than university students when it came to understanding how different styles of writing influenced comprehension.

He was dismayed because it was poorer students who were doing worse.

And he found something enlightening: that while community colleges students could read and write as well as their university contemporaries, they failed whenever background knowledge was involved.

Despite the Civil War being a central event in American history, they could not understand passages of text about the subject – because they had not been taught elementary facts that many Americans take for granted.

It was a lack of knowledge that was the problem. And it is by no means just an American problem. In 'The Strange Death of History Teaching' published in 2009, Derek Matthews, an economics lecturer at Cardiff University, reported results of a short history test that he gave to 280 undergraduates over a three year period.

60% did not know Brunel's profession; 65% did not know who the reigning monarch was at the time of the Armada; 83% did not know that Wellington led the British army at Waterloo and 88% couldn't name a single nineteenth century prime minister.

He blamed the drive to teach 'historical skills' rather than historical knowledge as a key cause of the problem.

And as Hirsch writes, knowledge should be thought of as mental Velcro.

People who have lots of subject-specific knowledge find that new knowledge 'sticks' to it, helping them commit the new information to long-term memory.

In the same vein, a lack of subject-specific knowledge can mean that new concepts slip past you or that you make mistakes.

The outcome of this is completely predictable: those with more prior knowledge learn more than those with limited prior knowledge, and therefore the gap between these two groups widens.

In 'The Schools We Need And Why We Don't Have Them', Hirsch describes this as the 'Matthew Effect', drawing on Matthew Chapter 25:

“For to everyone who has, more shall be given, and he will have an abundance; but from the one who does not have, even what he does have shall be taken away”.

And this gap can widen drastically if we are not careful, because there is an accumulative advantage that pupils with large vocabularies experience once they start school.

Put simply, because they know more, they learn more, and the gap between them and their less advantaged peers grows ever wider.

I believe that it is the job of schools to close this gap by making sure that every child is taught the same knowledge – what Hirsch describes as ‘communal knowledge’.

We cannot anymore ignore the evidence that shows that pupils from less advantaged backgrounds are less likely than their peers to access this ‘communal knowledge’ at home, who by contrast enjoy frequent guided reading with parents from a young age, as well as rich conversations at the family dinner table as they grow older.

So, teaching a knowledge-rich curriculum is essential to the task of spreading opportunity and Levelling Up.

Of course, we can never make sure that every child has exactly the same opportunities in their family life.

But it is because of this that our schools must be bastions of knowledge so children can, as Newton said, ‘stand on the shoulders of giants’.

I am inspired by the passion so many young people show for changing the world. I have been privileged to meet Malala whose determined bravery is doing so much to promote female education around the world. I share the admiration for England’s young football team who are standing up against the hate encountered everyday by so many on social media because of their race, gender, their beliefs or simply for who they are. I have been impressed by the insistence of children that we take action to address climate change which has helped shape the Government’s approach to preparing for COP26 in Glasgow this autumn.

I believe that together we can achieve great things. We can ensure that this generation leaves a better and fairer world for the next.

But we will not do this by turning our back on the past. It is knowledge of what came before us – of the battles that led to victory or to defeat, the experiments that led to discovery or to failure, the actions of leaders that led to change or to untold inhumanity.

Without knowledge of all that came before we will fail to create that better world.

A common trope in the Western world today is that the rise of the internet has made the memorisation of knowledge redundant, akin to those in an earlier

generation saying that the invention of calculators meant we did not need to teach children arithmetic.

In recent years, many academics in university schools of education, leaders of tech businesses and politicians of all stripes have argued that, with the world's information at our fingertips, the focus of school should be less about teaching maths formulae or historical dates.

Instead, they suggest schools should focus on teaching pupils so called '21st century skills', such as how to be more creative, to work in teams and to be problem-solvers.

This notion of 'generic skills' is one of the most damaging myths in education today.

Skills exist within subject disciplines – they aren't generic. This means they rely on the acquisition of underpinning knowledge.

It is fanciful to believe that a thinking skill in one domain can be readily and reliably transferred to other domains.

It is ignorant of the evidence of how people learn.

The ability to 'just Google it' is highly dependent on what a person has stored in their long-term memory.

And this focus on competency over knowledge is actually a tepid vision for education.

In her landmark book, '7 Myths About Education', Daisy Christodoulou deconstructs the myth that the way to develop pupil expertise in subjects like science or history is to teach them to think like expert scientists or expert historians.

She writes, and I quote:

"The difference between experts and novices is that experts have a huge body of background knowledge and processes stored in long-term memory, and that they have spent a huge amount of time practising using that knowledge and those processes. In most fields, it takes several years and thousands of hours to become an expert."

She adds: "There is no short-cut strategy or tactic that can bridge that gap."

So, every lesson a teacher spends trying to make experts out of children through teaching them to 'think like an expert', rather focusing on the essential building blocks of knowledge required on the path from novice to expert, is a lesson wasted.

Accumulated over weeks, terms and academic years, pupils taught in this way are having the opportunities that rich subject knowledge brings taken away from them.

Rather than setting pupils' hearts alight with the beauty of great music and art or giving them the gift of fluency in reading, and arithmetic, and maths, they would be subjected to a mundane, content-light curriculum tilted towards the world of work.

Far from being innovative and new, it is a rehash of the failed child-led approaches which view the teaching of knowledge as Gradgrindian rather than the cultural inheritance of every child.

As Pritesh Raichura, a teacher from Michaela Community School, writes in their book 'The Power of Culture':

"An excellent curriculum in any discipline ought to be a curated tour of the most influential creators of the knowledge that contributes to that particular discipline."

And he adds: in literature, this must include Shakespeare; in physics, Newton; in music, Mozart.

Why?

Because these thinkers' works have endured for centuries. Time and time again, they have been hailed as being remarkable contributions to our civilisation.

There are some who say that such knowledge is outdated. How, they say, can a child today relate to the work of an early 17th century playwright or an 18th century composer?

I believe the job of the teacher – and our best teachers indeed do this – is to teach a curriculum which opens up a world of wonder and beauty from people of all creeds and colours, far beyond the narrow experience of an individual child.

A curriculum based on relevance to pupils is to deny them an introduction to the 'best that has been thought and said'.

And of course, there is no reason why the work of a 'dead white man' is not appropriate for children from ethnic minorities to learn about. As Maya Angelou famously said, "Shakespeare must be a black girl," because his poetic words expressed so intensely what she, a victim of poverty, racism and childhood sexual abuse, felt inside.

We will not create a more harmonious, tolerant and equal society through promoting a curriculum based on relevance to or representativeness of any one group.

Nor will we do so by being ashamed of who we are and where we came from. One of the many hugely impressive things about Gareth Southgate is his ability to speak so clearly of the things that unite us as a country. At the beginning of Euro 2020, he wrote about how shared experiences, common memories and family history all come together to build a "collective consciousness" and how our collective experience builds a sense of pride.

His England team – drawn from right across England and including players not only of great skill but from very different backgrounds – demonstrated a sense of togetherness and pride, conscious of the achievements and failures of the past, determined to achieve success and live up to the expectations and hopes placed upon them which inspired the country.

Gareth Southgate has shown us how we can respect the past and build a different and better future.

We cannot rewrite our history or undo our past mistakes. We should tell the full and true story of who we are and what, as a country, we have done; right and wrong. And, by doing so, we can build a broad and accepted understanding of the country and create a common sense of belonging and shared history.

And the broader the knowledge is that is taught the more inclusive it can be.

E. D. Hirsch showed what is possible with his Core Knowledge Curriculum. In his book 'What Your Fifth Grader Needs to Know', he shows that 10-11-year-old pupils – equivalent to our last year of primary school – can learn an incredible amount.

In just a single academic year, they will cover the Maya, Aztecs and Incas; the discovery of the 'New World', including the transatlantic slave trade; the European Renaissance and Reformation, including the role played by Muslim scholars in contributing to discoveries in maths and science; 15th to 18th century England; Russia; Japanese history; Westward Expansion in North America; the US Civil War and Reconstruction; and Native Americans and the impact of settlers.

This is an incredible amount of subject content. We need to be ambitious for what our children and young people can achieve – because they can do it.

Throughout their time in school, all British pupils can learn about the arc of history, from the ancient kingdoms of Mesopotamia, Egypt, Greece and China, to a millennium of British history up to the two World Wars and the fall of the Berlin Wall.

Taught well, pupils exposed to this knowledge would learn about the struggles and achievements of peoples from all races.

Taught well, this curriculum is diverse and inclusive.

This is because it is 'powerful knowledge'; that which, as Professor Michael Young of the Institute of Education writes in a piece for the Cambridge Journal of Education, "is powerful because it provides the best understanding of the natural and social worlds that we have and helps us go beyond our individual experiences".

The more shared knowledge we have as a society, the more integrated and inclusive that society. And the vehicle for delivering that shared knowledge is our school system, but only if schools teach a knowledge-based rather than competence-based curriculum.

A broad and rich knowledge-based curriculum, as well as being a vehicle for inclusion, can also help to bring civility, nuance and evidence to some of the heated debates that dominate public discourse.

Our schools should be unashamed champions of knowledge; citadels of civilized debate where pupils are encouraged to express views and discuss ideas.

Young people have always felt the urge to question and challenge the world they are brought up in. I did. I'm sure that you did too. Indeed, it is a key role of our education system to equip young people to test arguments and assumptions. Not to tell children what to think but to give them the knowledge they need to ensure that their passion is grounded in fact.

Over the last few months, I have been worried by video clips on Twitter, and by reports from schools around the country, of violent and angry protests sparked by the recent unrests in Gaza. The violence and the terrible loss of life was yet another turn in a conflict with deep and complicated roots which cannot be understood without an understanding of the past.

To understand the situation in Israel and Palestine, we need to give young people important facts about the world.

We need to teach them about the Balfour Declaration and the Six Day War. We need to teach them about the religious significance of Jerusalem to both Jews and Muslims. We need to teach them about the expansion of Jewish settlements.

The aim is not to prejudice children; it is to give them the facts so that they can then make informed analysis themselves. It is to provide them with the knowledge they need to understand and to challenge and to form their own views.

We must be on our guard to ensure that schools do not become centres of one-sided propaganda or a hostile environment for young people of any faith or religion. And as we have seen over the last few years, anti-Israeli sentiment can too easily and too quickly turn to anti-Semitic prejudice.

Ensuring young people are equipped with knowledge is ever more important with the rise of social media, where false narratives, based on fake news, are drawing people in – especially the young – with the starkness of their message and the simplicity of their solutions.

The old, misguided, argument of progressives, that we could downplay knowledge because children could look up facts in encyclopaedias, has been blown away in the internet age.

Online there is no simple reservoir of facts that children can access and know to be true. So much is nuanced around creating a narrative argument that suits an agenda.

A 2012 PISA study found that “the majority of students consider [material they encounter on the internet] first in terms of relevance or interest, rather than looking at the reliability of its source”.

This is a real problem with dangerous impacts. It means students may believe what they read purely because it is interesting to them.

We have a responsibility to make sure that young people are able to tell the difference between truths and falsehoods, and that the driving force of the Enlightenment – the commitment to reason and the pursuit of truth in the face of religious dogma and political bigotry – remains central to human progress in the 21st century.

It is our moral duty to teach them important facts and truths, delivered through a well-sequenced, knowledge-rich curriculum.

A 21st century curriculum must have the transfer of knowledge at its core – to “pass the parcel”, as Hector said in Alan Bennett’s play, ‘The History Boys’.

That is why I believe that we are the true romantics – believing in education for education’s sake.

We want to make sure that every child is taught a broad, ambitious and knowledge-rich curriculum until at least the age of 16.

The teaching of a broad and balanced academic curriculum is central to Levelling Up. It is central to pupil wellbeing. It is central to preparing pupils for the 21st century.

This is why our reforms to the National Curriculum were so important.

And that is why the EBacc, the English Baccalaureate, performance measure – introduced to ensure that all children have the opportunity to be taught the type of academic curriculum too often restricted to pupils from more privileged backgrounds – is so vital.

Our ambition is for 75% of year 10 pupils in mainstream state-funded schools to study these GCSEs by September 2022 and 90% by 2025.

We are ahead of target in four of the five EBacc subject ‘pillars’, where uptake has exceeded our ambition for 2022, with the exception being languages (which is at approximately 46%). And between 2011 and 2020, there was a 19.3 percentage point rise in the proportion of disadvantaged pupils in state-funded schools entering the EBacc.

We have taken huge strides, I believe, over the past decade.

Many schools across the nation have risen to the challenge of putting a knowledge-rich curriculum at the core of what they do.

From Michaela Community School in London, to Dixons Trinity Academy in Bradford, and all those involved with the Midland Knowledge Schools Hub based at Saint Martin’s Catholic Academy in Stoke Golding, committed teachers and head teachers are showing that children flourish when given the gift of knowledge.

But there is more to do.

This Government is energetic and focused in its mission to break the link between background and destiny.

And our schools have a crucial role to play by making sure that every child is taught the knowledge they need to grasp the opportunities the failed approaches of the past were denying them.

We are undeterred by the pandemic that we are living through, and by working together and through the teaching of a knowledge-rich curriculum, we can truly Level Up across the country and give children the education they deserve.