

Nuneaton Academy Curriculum Intent 26/27

Our Vision

At Nuneaton Academy, our curriculum is shaped by a powerful belief: "Who can know the limits of any child's potential?"

We are guided by United Learning's vision of 'The Best in Everyone', and we strive to build a culture where every student belongs, excels, and is prepared to make a difference in the world. This culture is lived daily through the Nuneaton Spirit—our shared commitment to excellence, character, and ambition. It is the way we learn, lead and grow together.

The Nuneaton Spirit gives expression to our norms—Respectful, Resolute, and Responsive—and defines how we conduct ourselves, support one another, and strive for the highest standards in everything we do.

The curriculum at Nuneaton Academy is guided by our two core non-negotiables:

Excel: We are ambitious for all our learners and want them to excel. We take the National Curriculum as a starting point and aspire to educate beyond this for all our young people. As a school we have the highest ambitions for our young people and strive for them to achieve excellence daily.

Belong: A central part of our curriculum is inclusivity. All young people have a right to an excellent standard of education, and we aim to achieve this. Educators adapt their resources to support the needs of the learners in front of them to support all with achieving desired outcomes. SEN and disadvantaged students are known by their teachers and given extra support to help narrow the attainment gap.

The curriculum is further guided by our three core Nuneaton norms:

Respectful: Our curriculum teaches students to be respectful of other people's views through PSHE in form, vision and values, assemblies, celebration of events and exposure to a multitude of learning sources with a variety of representation across the curriculum. We educate our students on showing respect in the wider world through modelling this in every interaction at Nuneaton Academy.

Resolute: In our curriculum we are resolute through supporting students to develop their foundational and mastery knowledge. Foundational knowledge is revisited where necessary to ensure all learners are supported. We educate our students to be resolute when faced with challenges and to learn to overcome these.

Responsive: The curriculum is responsive to the needs of the learners around us and our ever-changing community. PSHE is adapted regularly to educate around the challenges in our local community and wider

setting. Subject leaders are responsive to changes (both local and national) and this is reflective in the curriculum.

We aim to provide an excellent standard of education to all young people and equip them with the necessary skills to succeed in their future aspirations. Our curriculum aims to boost aspirations, maximise cognitive development, challenge misconceptions and develop a love of learning. The curriculum therefore develops our young people into curious learners with a knowledge of the wider world and an ability to apply their understanding within their own community. Teachers at Nuneaton Academy use summative and formative assessment to identify gaps in knowledge and adapt the curriculum to address these. Our learners understand learning can be challenging however we aspire for students to understand the rationale behind what they are learning and the long-term positive impact it will have. When our students leave Nuneaton Academy, we aim for them to be well-rounded, educated and ambitious young people ready to take their next step.

A Key Stage 3 Nuneaton Academy student should be competent in Mathematics and Literacy to support them in accessing the Key Stage 4 curriculum. Our Key Stage 3 students will have been exposed to a broad and balanced curriculum through experiencing creativity, technology and a range of academic exposure. Through our respectful approach, students learn to value diverse perspectives in literature, history, and cultural studies, developing empathy and understanding for others' experiences. The resolute mindset is cultivated as students tackle increasingly complex mathematical concepts, scientific principles, and technological challenges, learning that persistence leads to mastery. We foster resilience by encouraging students to embrace the productive struggle in their learning journey, viewing mistakes as opportunities for growth rather than failures.

Through the focus we place on reading, our students will have been exposed to a range of reading materials expanding their understanding of the wider world and inspiring them as individuals. The students all should finish Key Stage 3 with an understanding of substances, sex and relationships, careers and citizenship, equipped with the knowledge to make respectful, resolute, and resilient choices in their personal and academic lives.

At the end of Key Stage 3 students will be supported to make informed choices around their GCSE options. The skills and knowledge built in Key Stage 3 will allow them to successfully transition to Key Stage 4.

A Key Stage 4 Nuneaton Academy student will be an independent and knowledgeable learner whilst demonstrating resolution and resilience in their studies. Our Key Stage 4 curriculum builds upon the foundations established in Key Stage 3, allowing students to pursue subjects aligned with their strengths and aspirations while maintaining academic breadth. Students will engage deeply with their chosen subjects, mastering complex concepts and developing sophisticated analytical skills. Our emphasis on resilience is particularly important at this stage, as students learn to balance increasing academic demands with personal development. Through structured support, students develop effective study habits and exam techniques. Reading remains a central focus in Key Stage 4, with students engaging with challenging subject-specific texts that develop their technical vocabulary, critical analysis skills, and broader understanding of the world. This textual engagement supports students in developing curiosity,

challenging misconceptions, and forming well-reasoned arguments. Through our PSHE program, students explore diverse pathways linked to their academic strengths and develop practical life skills including financial literacy, citizenship and personal wellbeing. Every student receives career guidance to ensure they make informed and ambitious choices for their post-16 journey.

Nuneaton Academy Taught Curriculum

KS3 and KS4 students timetable consists of 30 50-minute periods per week as well as daily tutor time (Year 11 have additional Period 7 three times a week).

The curriculum below is designed to provide a coherent curriculum across Key Stage 3 and 4. In Key Stage 3 the curriculum is broad and then narrows in Key Stage 4 with students taking 9 GCSE's. Pupil Character is developed and delivered through tutor time (along with Religious Education in Key Stage 4).

KS3 Bands A/B:

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|-------------|---------------------|
| • English | • Computing |
| • Maths | • Art |
| • Science | • Drama |
| • Geography | • Design Technology |
| • History | • PE |
| • French | • Music |
| • RE | |

KS4

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| • English | • Science |
| • Maths | • PE |

Students will also take four Option subjects (one of which must be Geography, History or French):

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|----------------------------|-----------------------------------|
| • Geography | • Photography |
| • History | • PE |
| • French | • Sports Studies (BTEC) |
| • RE | • Media Studies |
| • Computer Science | • Triple Science |
| • IT BTEC | • Music |
| • Child Development (BTEC) | • Hospitality and Catering (BTEC) |
| • Art | • Drama |
| • Business Studies | • Design Technology |