Karate & Dance Fed Ltd - 17150545

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KARATE & Dance FEDERATION

Curriculum, Teaching & Learning Policy

Kindness – Diversity - Friendship

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1. Policy Statement

Karate & Dance Federation Ltd (KDF) is committed to delivering a coherent, progressive and inclusive curriculum across KDF Karate and KDF Dance. Teaching should be purposeful, well planned, appropriately challenging and responsive to the age, ability, confidence and needs of students.

KDF does not view curriculum as simply a list of techniques, exercises or routines. Curriculum includes the knowledge, skills, behaviours, values and experiences that students should progressively develop through regular participation. Teaching must therefore combine technical development with confidence, independence, resilience, creativity, teamwork and safe participation.

KDF expects every lesson to demonstrate clear purpose and progression while allowing coaches sufficient professional flexibility to adapt teaching in response to the group. High-quality teaching should be recognisable through strong relationships, effective explanation, modelling, purposeful practice, appropriate challenge, meaningful feedback and inclusive adaptation.

KDF's curriculum and teaching approach is underpinned by Kindness, Diversity, Friendship and the KDF Promise: Every Student, Every Session, Every Time.

2. Purpose

The purpose of this policy is to establish KDF's expectations for curriculum design, lesson planning, teaching practice, assessment, grading, differentiation, feedback, inclusion and quality assurance.

It provides a shared framework for Lead Coaches, coaches, assistant coaches, junior coaches and volunteers so that students receive a consistent standard of learning across KDF Karate and KDF Dance.

The policy also explains how KDF adapts provision for Early Years students, SEND students and different levels of experience while retaining clear progression and high expectations.

3. Scope

This policy applies to all curriculum-based KDF activities, including routine karate and dance classes, Early Years provision, SEND-inclusive practice, grading preparation, technical workshops, performance preparation and relevant development sessions.

It applies to all staff and volunteers who plan, teach, support, observe or evaluate learning.

The policy should be read alongside KDF's Behaviour Management Policy, SEND & Inclusive Practice Policy, Early Years Policy, Sensory Regulation & Calm Spaces Policy and relevant grading or assessment documentation.

4. Curriculum Intent

The KDF curriculum should set out what students are expected to know, understand and be able to do over time.

It should provide a clear sequence from introductory learning through increasingly complex skills and should avoid relying solely on coaches teaching activities according to personal preference.

Curriculum intent should remain sufficiently clear that students receive a coherent learning journey even when different coaches contribute to delivery.

5. Curriculum Implementation

Implementation is the way the intended curriculum is actually taught.

Coaches are expected to translate curriculum documents into lessons that are active, purposeful, engaging and appropriate to the students present.

A curriculum document alone does not guarantee high-quality learning; strong implementation requires effective explanation, modelling, practice, adaptation and feedback.

6. Curriculum Impact

KDF should evaluate whether students are actually learning what the curriculum intends.

Impact may be seen through technical development, improved confidence, stronger independence, improved regulation, better understanding, progression through grading pathways and increased ability to apply skills without excessive prompting.

Quality assurance should therefore consider both what was taught and what students can demonstrate over time.

7. Curriculum Pathways

KDF should maintain clear curriculum pathways across its provision.

Pathways should explain the progression appropriate to different groups and ensure that Early Years, SEND-inclusive, junior and senior provision connect meaningfully rather than operating as unrelated programmes.

Where KDF introduces revised curriculum pathways, staff should receive sufficient training and implementation guidance before full rollout.

8. Progression

Curriculum progression should move from simpler to more complex knowledge and skill.

Students should first establish foundations before being expected to perform more advanced combinations, techniques, choreography or independent application.

Progression should be structured but flexible enough to recognise that students develop at different rates.

9. Sequencing

Teaching should be sequenced so that new learning builds on prior learning.

Coaches should consider what prerequisite knowledge or movement patterns students need before introducing more demanding content.

Poor sequencing can create frustration, unsafe technique and superficial learning, so curriculum order should be deliberate rather than random.

10. Retrieval and Recap

Previous learning should be revisited regularly.

Short recap, retrieval and repeated practice help students retain key skills and strengthen long-term learning.

KDF should avoid assuming that because content was taught once it has been fully learned.

11. Lesson Structure

Lessons should have a recognisable structure while allowing appropriate variation.

A typical session may include a Strong Start, warm-up, technical learning, application or practice, workshop or developmental phase, regulation or break points where appropriate, and a warm-down or reflective ending.

The structure should support learning rather than become a rigid formula that prevents professional responsiveness.

12. KDF Strong Start

The KDF Strong Start should provide a purposeful and sufficiently independent opening task at the beginning of relevant classes.

Its purpose is to settle students into learning while staff complete safe handover, attendance and arrival responsibilities.

The Strong Start should connect to learning wherever possible and should not involve higher-risk activities requiring close supervision.

13. Warm-Up

Warm-ups should prepare students physically and mentally for the demands of the session.

They should be appropriate to age, activity and ability and should not be used merely as a repetitive filler.

For Early Years and SEND-inclusive provision, warm-ups may incorporate sensory stimulation and regulation support where appropriate.

14. Main Teaching Phase

The main teaching phase should focus on clearly identified learning.

Coaches should explain and demonstrate what students are working toward and should avoid introducing too many unrelated objectives in the same lesson.

Activities should provide sufficient repetition and challenge for students to improve meaningfully.

15. Application and Practice

Students should have opportunities to apply learning beyond simple imitation.

In karate, this may include controlled partner work, pad work, combinations or technical application. In dance, this may include sequences, performance work, creative development or increasingly independent execution.

Application should remain proportionate to age, ability and safety.

16. Workshop and Development Time

Where KDF sessions include an additional workshop or development phase, this should extend the main learning rather than operate as disconnected filler.

The workshop may focus on application, performance, creativity, fitness, technical reinforcement or broader development.

The purpose of the final phase should be clear to both staff and students.

17. Warm-Down and Reflection

Warm-down should support physical recovery, regulation and an appropriate end to the session.

Depending on the group, this may include stretching, breathing, slower movement, sensory regulation or brief reflection on learning.

The end of the lesson should reinforce progress and prepare students for safe collection.

18. Teaching and Explanation

Coaches should communicate clearly and avoid unnecessarily long explanations that reduce active learning time.

Instructions should be concise, purposeful and adapted to the age and communication needs of the group.

Where possible, explanation should be reinforced through demonstration and active practice.

19. Modelling

Accurate modelling is an important teaching tool in both karate and dance.

Coaches should demonstrate skills at an appropriate pace and, where useful, break them into smaller components.

Students should be able to see what successful performance looks like before being expected to reproduce it.

20. Questioning

Questioning may be used to check understanding, encourage reflection and help students explain learning.

Questions should be appropriate to age and should not be used to embarrass students who are unsure.

Staff should allow sufficient thinking time and should recognise that some SEND students may require alternative ways to demonstrate understanding.

21. Practice and Repetition

Skill development requires repetition.

Coaches should provide enough practice for students to improve rather than moving rapidly from one activity to another without consolidation.

Repetition should remain purposeful and may be varied through challenge, pace, partner work or application.

22. Feedback

Feedback should help students understand what they are doing well and what they need to improve next.

It should be specific, constructive and proportionate rather than constant interruption.

Feedback should preserve confidence while maintaining high standards.

23. Praise

Praise should recognise genuine effort, improvement, application and positive contribution.

Descriptive praise is more useful than general approval because it helps students understand exactly what behaviour or learning was successful.

Praise should not be limited to the most technically able students.

24. Differentiation

Differentiation is an expected feature of KDF teaching.

Students may need different levels of challenge, simplified instructions, visual support, reduced task complexity, additional repetition, alternative equipment or different ways to demonstrate the same objective.

Differentiation should preserve the core learning intention wherever possible.

25. SEND and Inclusive Teaching

Students with SEND should access meaningful curriculum learning alongside peers wherever safe and appropriate.

Staff should adapt communication, transitions, sensory load, activity structure and expectations while retaining high aspirations.

SEND support should be embedded within ordinary teaching rather than treated as a separate curriculum wherever inclusion can be achieved.

26. Early Years Teaching

Early Years teaching should be developmentally appropriate and deliberately different from older-group provision.

Sessions may use play, imaginative themes, sensory warm-ups and warm-downs, simple repetition and age-appropriate recognition systems.

Early Years provision should still have clear curriculum purpose and progression even where learning is presented through play and movement.

27. Sensory Regulation Within Teaching

Some students learn more effectively where sensory regulation is proactively supported.

Coaches may use sensory warm-ups, warm-downs, movement breaks, reduced noise or access to the Tiger Retreat or Leopard Retreat where appropriate.

Regulation support should help students return to learning rather than unnecessarily remove them from the curriculum.

28. Behaviour and Learning

Good teaching and effective behaviour management are closely connected.

Unclear instructions, excessive waiting, inappropriate task difficulty or poorly paced lessons can contribute to disengagement and dysregulation.

Coaches should therefore consider whether lesson design may be contributing to behaviour before viewing every difficulty solely as a student issue.

29. Curriculum Challenge

Students should experience appropriate challenge.

Tasks that are too easy may reduce motivation, while tasks that are excessively difficult may undermine confidence and increase frustration.

Coaches should adjust challenge according to current learning rather than simply age or belt level.

30. Student Independence

KDF should progressively develop student independence.

As students gain experience, they should become increasingly able to recall sequences, prepare independently, make corrections, practise responsibly and reflect on their own learning.

Independence should be encouraged without removing necessary supervision.

31. Student Voice

Student feedback may inform curriculum development and lesson quality.

Students can provide useful insight into what helps them learn, which activities they find engaging and where they experience barriers.

Student voice should inform improvement while professional curriculum decisions remain with KDF leadership and coaching staff.

32. Reward Station and Values-Based Learning

The Reward Station should reinforce behaviours that support learning and community.

Three students may be selected within relevant sessions, with one recognised for Kindness, one for Diversity, and one for Friendship.

Recognition should focus on meaningful contribution and should complement, rather than replace, technical feedback and intrinsic motivation.

33. Sensei Spots and Dancing Dodo

Within Early Years provision, Sensei Spots in karate and Dancing Dodo in dance provide developmentally appropriate recognition.

These mascots may reward effort, confidence, participation, kindness, friendship or trying something new.

They should support belonging and engagement rather than create excessive competition.

34. Assessment

Assessment should help staff understand what students know, what they can do and what they need next.

Assessment may be informal through observation, questioning, practical performance and regular coaching feedback.

Formal grading or examination should sit within this wider assessment picture rather than being the only measure of learning.

35. Grading and Examination

Grading should assess whether students have reached the required standard for the relevant level.

Students should not automatically progress simply because a certain amount of time has passed.

Readiness should reflect curriculum knowledge, technical competence, application and any other requirements within the relevant grading framework.

36. Reasonable Adjustments in Assessment

Reasonable adjustments may be made where a student would otherwise be disadvantaged by disability or SEND.

This may include additional processing time, visual demonstration, reduced verbal load, adapted sequencing or other access changes.

Adjustments should support access without removing the essential purpose of the assessment.

37. Attendance and Curriculum Progress

Regular attendance supports curriculum continuity.

Where students miss learning through absence, they may require brief recap or adapted re-entry.

KDF does not guarantee individual tuition to replace every missed session, but coaches should support reasonable reintegration.

38. Curriculum Resources

Resources should support learning rather than distract from it.

Equipment, visual aids, sensory tools, props and music should be selected because they enhance the intended learning or engagement.

Resources should be safe, age-appropriate and maintained in good condition.

39. Staff Subject Knowledge

Coaches should maintain sufficient subject knowledge for the content they teach.

Where a coach is less experienced in a particular area, they should seek support, training or guidance rather than teaching beyond their competence.

Lead Coaches should support consistency of technical standards across their departments.

40. Staff Development

KDF expects staff to continue developing their teaching practice.

Professional development may include safeguarding, SEND, behaviour, Early Years, technical coaching, communication, lesson design, assessment and curriculum implementation.

Training should be informed by observation, student needs and organisational priorities.

41. Junior Coaches and Young Leaders

Junior coaches and young leaders may support demonstrations, group activities, warm-ups, Strong Starts and routine practice under adult supervision.

They should not independently determine curriculum, make formal grading decisions or take sole responsibility for complex behaviour, safeguarding or SEND decisions.

Their role should provide structured leadership development while maintaining adult accountability.

42. Observation and Quality Assurance

KDF will undertake lesson observations and other quality assurance activity to evaluate teaching and learning.

Observation should consider lesson purpose, engagement, explanation, modelling, differentiation, behaviour support, inclusion, safety, feedback and evidence of progression.

The aim is professional improvement and consistency rather than fault-finding.

43. Curriculum Review

Curriculum documents should be reviewed periodically to ensure that sequencing, progression and assessment remain effective.

Review may be informed by staff feedback, grading outcomes, student progression, safeguarding learning, SEND practice and changes to KDF provision.

Significant revisions should be communicated clearly before implementation.

44. Consistency Across Karate and Dance

KDF Karate and KDF Dance may have different technical content but should operate under the same broad quality expectations.

Both departments should demonstrate clear progression, inclusive teaching, safe practice, appropriate challenge and strong student relationships.

Differences in discipline should not result in different safeguarding, behaviour or lesson-quality standards.

45. Curriculum and Safeguarding

Curriculum planning should support safeguarding rather than operate separately from it.

Activities should be appropriate to age and ability, physical contact should remain professional, supervision should be sufficient and students should not be placed in avoidable risk for the sake of performance or progression.

Where a curriculum activity creates recurring safety concerns, the activity should be adapted or reviewed.

46. Curriculum and Equality

KDF will seek to ensure that curriculum access is not limited by disability, race, religion, sex or another protected characteristic.

Reasonable and proportionate adjustments should be considered where barriers arise.

Curriculum materials and language should avoid unnecessary stereotypes and should represent inclusion positively.

47. Learning Environment

The teaching environment should be organised to support concentration, safe movement and effective supervision.

Equipment, furniture, spectator activity and noise should not unnecessarily interfere with learning.

Where students require lower-stimulation support, the Tiger Retreat or Leopard Retreat may form part of the wider learning environment.

48. Parent and Guardian Communication

Parents and guardians should receive sufficient information to understand curriculum expectations, grading arrangements and significant changes.

Coaches should avoid creating unrealistic expectations about when a student will grade or progress.

Where learning concerns arise, communication should be honest, constructive and focused on next steps.

49. Kindness, Diversity and Friendship

Kindness means teaching with patience, respect and encouragement while helping students support one another. Diversity means recognising that students learn and progress differently and adapting teaching so that difference does not become exclusion. Friendship means creating a learning culture in which students cooperate, encourage peers and contribute positively to the group.

These values should be visible in curriculum delivery rather than confined to posters or reward systems.

50. The KDF Promise

This policy directly supports the KDF Promise: Every Student, Every Session, Every Time.

The Promise means every student should encounter purposeful learning, appropriate challenge, effective support and a coach who understands what they are trying to teach.

KDF will therefore expect every session to demonstrate clear curriculum intent, meaningful teaching, appropriate adaptation and a genuine opportunity for students to progress.

51. Related Policies

This policy should be read alongside KDF's Behaviour Management Policy, SEND & Inclusive Practice Policy, Early Years Policy, Sensory Regulation & Calm Spaces Policy, Physical Contact & Appropriate Touch Policy, Student Attendance & Absence Policy,

Student Arrival, Collection, Handover & Supervision Policy, Anti-Bullying & Peer-on-Peer Behaviour Policy, Safeguarding & Child Protection Policy, Disability & Reasonable Adjustments Policy and relevant grading, assessment and syllabus documents.

These policies should be applied together where teaching and learning overlap with safeguarding, behaviour, SEND, attendance, physical contact, equality or progression.

52. Policy Review

This policy will normally be reviewed annually, but earlier review may take place following curriculum redesign, grading review, significant quality assurance findings, safeguarding learning, changes to SEND or Early Years provision or evidence that curriculum implementation is inconsistent.

KDF will continue to develop a curriculum that is coherent, progressive, inclusive and clearly understood by staff and students.

Teaching and learning across KDF Karate and KDF Dance will remain centred on strong relationships, effective instruction, appropriate challenge and the consistent application of Kindness, Diversity, Friendship and the KDF Promise: Every Student, Every Session, Every Time.