Primary Design & Technology Subject Leader Network

Laurence Keel (Design Technology Consultant)

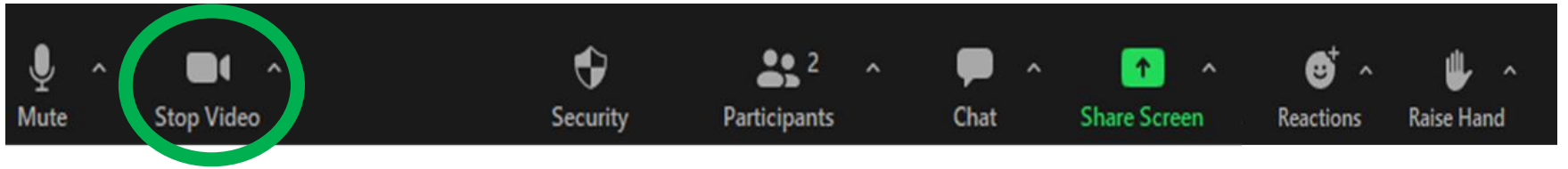
Thursday 15th January (4pm-5.30pm)

Havering School Improvement Services (HSIS)
HSIS@havering.gov.uk

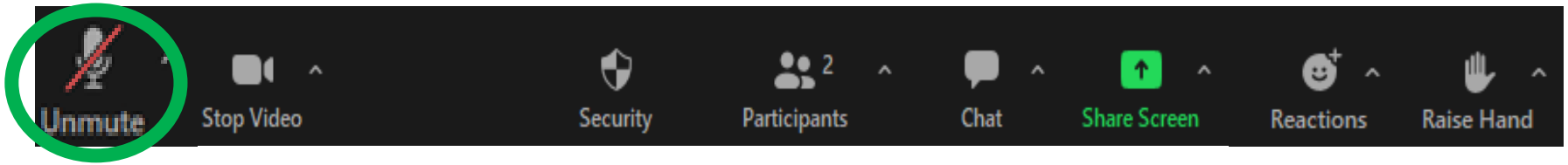
HES
Dedicated to education

Havering
LONDON BOROUGH

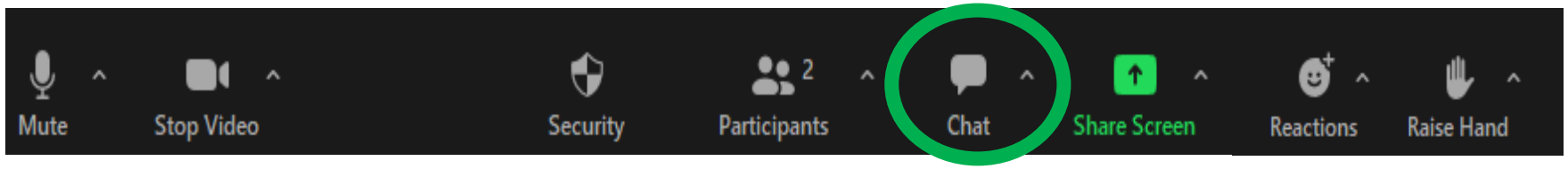
- ✓ Have your camera on.
  You can pick a background using the arrow, to make private any personal features in your location



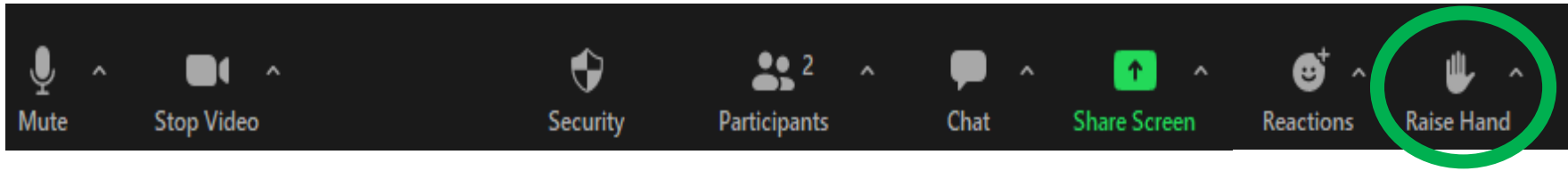
- ✓ Keep yourself on mute to minimise background noise unless you want to talk.



- ✓ Open your chat to share any questions or participate in discussions



- ✓ Use the raise hand button if you have a question you would like to ask

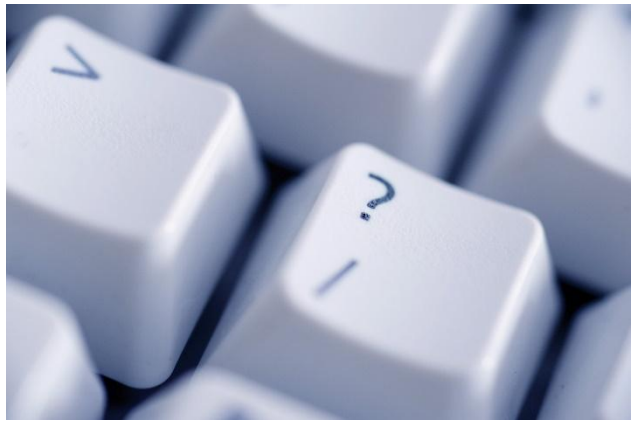


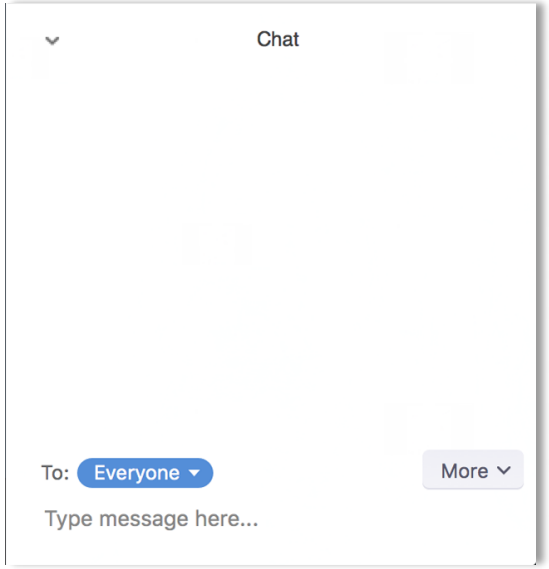
besa
BRITISH EDUCATIONAL SUPPLIERS ASSOCIATION

www.hes.org.uk

@hes.org.uk

Any questions/comments?





Please add comments in the chat window

Agenda

- Overview of support for DT Subject Leaders (2025-26)
- Curriculum Review Update
- Design Technology in the Early Years
- Lesson Types in Design Technology
- The Design Technology Curriculum
  - **The importance of Vocabulary**
  - **Creative Process: Designing**
  - **Designers and Designs in Design Technology**
  - **Creating a Unit of Work in Design Technology**
- Any other business

Support for Subject Leadership

Subject Leader Network Meetings

Autumn Term **Wednesday 1st October** **Online**	• **Overview of leading the subject – challenges & opportunities** • **Curriculum overview** • **Principles of Design Technology** • **Schemes of Work & Sources of Support**
Spring Term **Thursday 15th January** **Online**	• **Design Technology in the Early Years** • **Teaching & Learning: Lesson Types** • **The importance of technical vocabulary** • **The Creative Process: Designing** • **Tricky Bits: Designs and Designers**
Summer Term **Tuesday 14th April** **Online**	• **Ensuring children make progress in Design Technology** • **Assessment in Design Technology** • **The Creative Process: Evaluation** • **Quality assuring provision for Design Technology**

Support for Subject Leadership

Subject CPD

Autumn Term **Wednesday 19th November** **Online**	**Curriculum Focus: Cooking and Nutrition** • Overview of Cooking and Nutrition in Design Technology • Subject Knowledge: Healthy eating, seasonality and all that • Progression of skills and techniques (making skills) • Curriculum ideas
Spring Term **Tuesday 24th February** **Online**	**Curriculum Focus: Textiles** • Overview of Textiles in Design Technology • Subject Knowledge: Working with textiles • Progression of skills and techniques (making skills) • Curriculum ideas
Summer Term **Wednesday 10th June** **Online**	**Curriculum Focus: Structures** • Overview of Structures in Design Technology • Subject Knowledge: Stronger, stiffer and more stable structures • Progression of skills and techniques (making skills) • Working with wood • Cardboard Engineering • Curriculum ideas

Support for Subject Leadership

Subject Leader Development Day

Friday 6th March

Practical Workshops

- Photograph frame
- Apple Taste Testing
- Teddy Waistcoat
- RoboWars! (Program Systems using Crumble Kit)

Curriculum Content: Electrical & Program Systems

Support for Subject Leadership

Subject Leader Development Day

Friday 6th March: Practical Workshops

Free Units of Work

www.hes.org.uk

@hes.org.uk

Curriculum & Assessment Review

- **Primary DT is broadly working well and that content is relevant and 'deliverable with guidance' by non-specialist teachers.**
- **Most concern about KS3 – not building upon what has been taught in primary schools.**
- **More specificity over the content of what should be taught to support students to think like designers and engineers**
- **Greater focus on children working with a range of materials and making choice of materials based on their properties.**
- **When designing to consider social responsibilities and sustainability**
- **Realising designs remains integral to pupils' experiences in DT**

Curriculum & Assessment Review: Cooking & Nutrition

Rename: food and nutrition

More details about what is taught in terms of core knowledge and skills

- **Cooking skills**
- **Food hygiene**
- **Healthy eating**
- **Sustainability**

DESIGN TECHNOLOGY IN THE EARLY YEARS

Design Technology Subject Network Meeting – Spring 2026

www.hes.org.uk

@hes.org.uk

From birth children are involved in making choices and decisions, using their senses to explore the world around them.

- *Children making choices about which toys they like and those they discard.*
- *Beginning to make choices about food they will eat and food they will not.*

- **Children making choices about products – does it meet their needs? Do they want to engage with the product?**
- **As children progress through EYFS they are provided with the knowledge to make more informed choices about these products.**

As subject leaders it is important to know and understand what the subject looks like in the EYFS.

Design Technology in Early Years

An effective EYFS provision will be delivering a range of activities and experiences that lay the foundations for further learning in Key Stage 1 and beyond including:

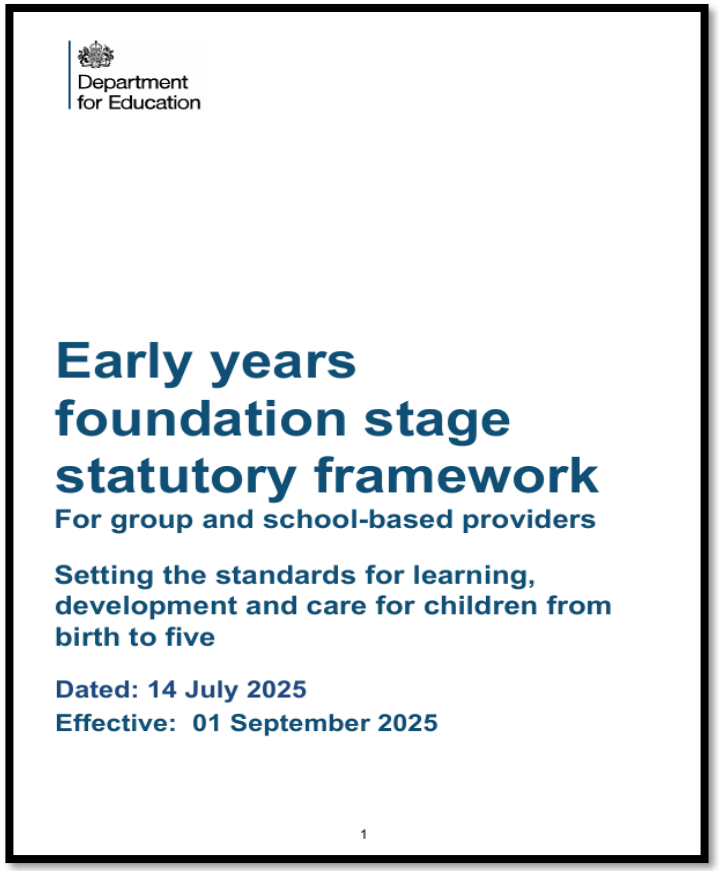
- *Imaginative play*
- *Designing and making junk models*
- *Practising key skills such as cutting, sticking*
- *Problem solving using construction kits*
- *Learning basic skills such as joining and folding*
- *Evaluating and improving what they have made*
- *Selecting and using appropriate tools*
- *Preparing food to eat*
- *Making and tasting simple foods and recipes*
- *Painting and finishing products*
- *Making choices about what they make*
- *Sewing and stitching things together*

These are provided on a day-today basis (but sometimes the practitioners don't realise that this is good Design Technology!) – subject knowledge

Teaching separate subjects, such as design technology, is not advocated in Early Years settings. There is no specific guidance for DT, instead there are three documents that are useful to plan for children's experiences in EYFS that lay the foundations for further learning in KS1 and beyond:

- **EYFS Early Years Framework**
- **Early Learning Goals**
- **Development Matters**

EYFS Framework


Department for Education

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 14 July 2025

Effective: 01 September 2025

1

3 Prime Areas:

- Communication and language
- Physical development
- Personal, social and emotional development

4 Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Dedicated to education

Havering LONDON BOROUGH

Design Technology in Early Years

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Early Learning Goals

The ELGs define the level of development children should have reached by the end of EYFS. They are not a set of curriculum goals

Communication and Language

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**
- Work and play cooperatively and take turns with others.

Physical Development

- **Use a range of small tools, including scissors, paint brushes and cutlery.**
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Share their creations, explaining the process they have used.**

Design Technology in Early Years

Development Matters

Three characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Learning Environment

Subject Knowledge of EYFS practitioners about the nature and scope of design technology can lead to missed opportunities for learning related to design technology. Often needs just a 'tweak'.

- *When exploring movement (forwards, backwards, up and down) – linking that to mechanical systems – how do objects move in the classroom and surrounding areas. (KS1 sliders, levers, wheels and axles)*
- *Growing gardens – plants for eating - food origins – where do we get our food?*
- *Small World – Healthy Café – Five a Day*
- *Outside environment – large structures – play equipment – strong, stiff and stable (doesn't wobble)*

Encourage children to take risks with their learning

- *Building a 'can do' attitude*
- *Trying things out and not worrying if they didn't work the first time.*
- *Gaining confidence and self-esteem when solutions are found.*

Promoting design technology through:

- Displays or a collection of objects for children to investigate, ask questions about
- Areas for investigations (materials, mechanisms and structures), tinker tables

Design Technology in Early Years

The Learning Environment

Why have you chosen to play with this toy?
How are you going to play with this toy?

Knowing the product (subject knowledge)

- What is this vehicle?
- What does it do?
- Why would you use it?
- Who would use it?
- What other vehicles use wheels and axles?

Technical Knowledge

- What materials has the truck been made from?
- How do the wheels turn?
- How does the bucket tip up?
- Why do you think the wheels are wide?

Further discussion:
Who would like this toy as a birthday present?
Why do you like/dislike it?

Vocabulary
Wheel, axle, plastic, chassis, lever, pivot, turn, rotate, tyres, metal

Design Technology in Early Years

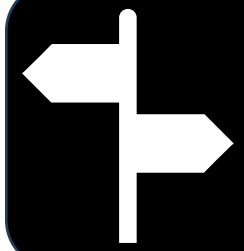
The Learning Environment

What you might see children doing	What you should see practitioners doing
• Being actively involved in creative projects linked to their interests. • Exploring/developing skills which have previously been taught by an adult. • Talking about what themselves and others have created. • Exploring a wide range of age-appropriate resources which they can select themselves. • Having opportunities to work alongside adults to learn new skills and consolidate learning. • Having time to return to unfinished projects. • Developing independence in preparing and clearing away resources. • Creating both permanent and temporary creations. • Requesting (or accepting) additional resources from an adult in order to develop their ideas. • Having opportunity to display their creations for others to see. • Making choices about which materials and techniques to use to achieve their end goal. • Having frequent opportunities to explore various construction kits.	• Considering prior learning when planning opportunities. • Thinking about a logical sequence of skills development (not expecting children to use a skill they haven't been taught). • Considering children's interests. • Supporting children to solve problems and think critically. • Modelling different ways of being expressive through DT but not expecting children to 'copy' what they have produced. • Providing opportunities for children to be inspired by and to respond to the work of others. • Instigating opportunities to consolidate and develop skills. • Valuing the process rather than just the product and not focusing on a pre-determined outcome. • Supporting children to develop their fine and gross motor skills to improve outcomes. Challenging children who show well-developed skills and interest. • Providing a wide range of high quality, well organised resources linked to children's levels of development and prior learning. • Providing space and time for children to experiment and create with self-chosen resources. • Valuing all children's creations and giving specific feedback.

Design Technology in Early Years

The Learning Environment

What you might see children doing	What you should see practitioners doing
• Dismantling things and learning about how everyday objects work. • Exploring existing products. • Having opportunities to use a range of tools. • Children talking about planning and adapting their ideas. • Being active outdoors, constructing with loose parts, crates, planks, cardboard boxes, large wooden blocks. • Exploring, designing and making at the woodwork bench. • Exploring different textures and fabrics. • Exploring and engaging with cooking and baking activities.	• Modelling observational skills and the language to describe what they see. • Creating alongside children, following their lead and engaging in age-appropriate conversations about the creative process. • Enhancing provision and providing provocation to stimulate interest in creative opportunities. • Teaching children how to prepare, transport and clear away resources. • Providing opportunities to discuss safety e.g. about hygiene or teaching how to use tools safely. • Using the language of designing and making e.g. join, build, heavier, lighter. • Looking for opportunities to notice and discuss materials around them – utensils in the kitchen, fabrics etc.



From: What does DT look like in Early Years? - Guidance for subject leaders (Cumberland Council)

Design Technology in Early Years

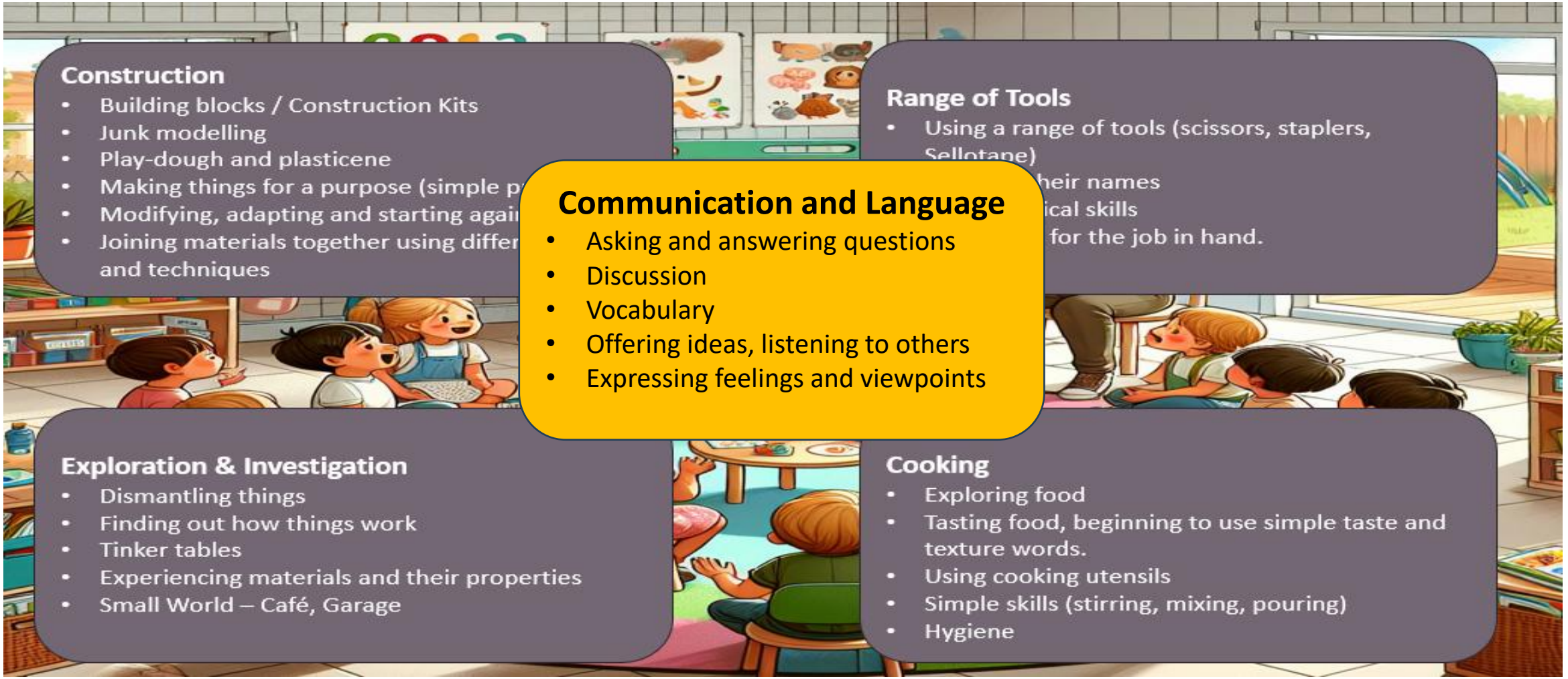
Construction
- Building blocks / Construction Kits
- Junk modelling
- Play-dough and plasticene
- Making things for a purpose (simple products)
- Modifying, adapting and starting again
- Joining materials together using different tools and techniques

Range of Tools
- Using a range of tools (scissors, staplers, Sellotape)
- Knowing their names
- Mathematical skills
- Right tools for the job in hand.

Exploration & Investigation
- Dismantling things
- Finding out how things work
- Tinker tables
- Experiencing materials and their properties
- Small World – Café, Garage

Cooking
- Exploring food
- Tasting food, beginning to use simple taste and texture words.
- Using cooking utensils
- Simple skills (stirring, mixing, pouring)
- Hygiene

Design Technology in Early Years



LESSON TYPES IN DESIGN TECHNOLOGY

Design Technology Subject Network Meeting – Spring 2026

Lesson Types in Design Technology

Teaching & Learning

- Acquiring knowledge
- Applying knowledge

Progression (Knowledge Building)

As children progress through the curriculum subject do they know more and can they remember more? (Ofsted Framework)

KNOWLEDGE

Assessment

Do children know the expected knowledge?
Do they remember it?
Are they applying it as they should?

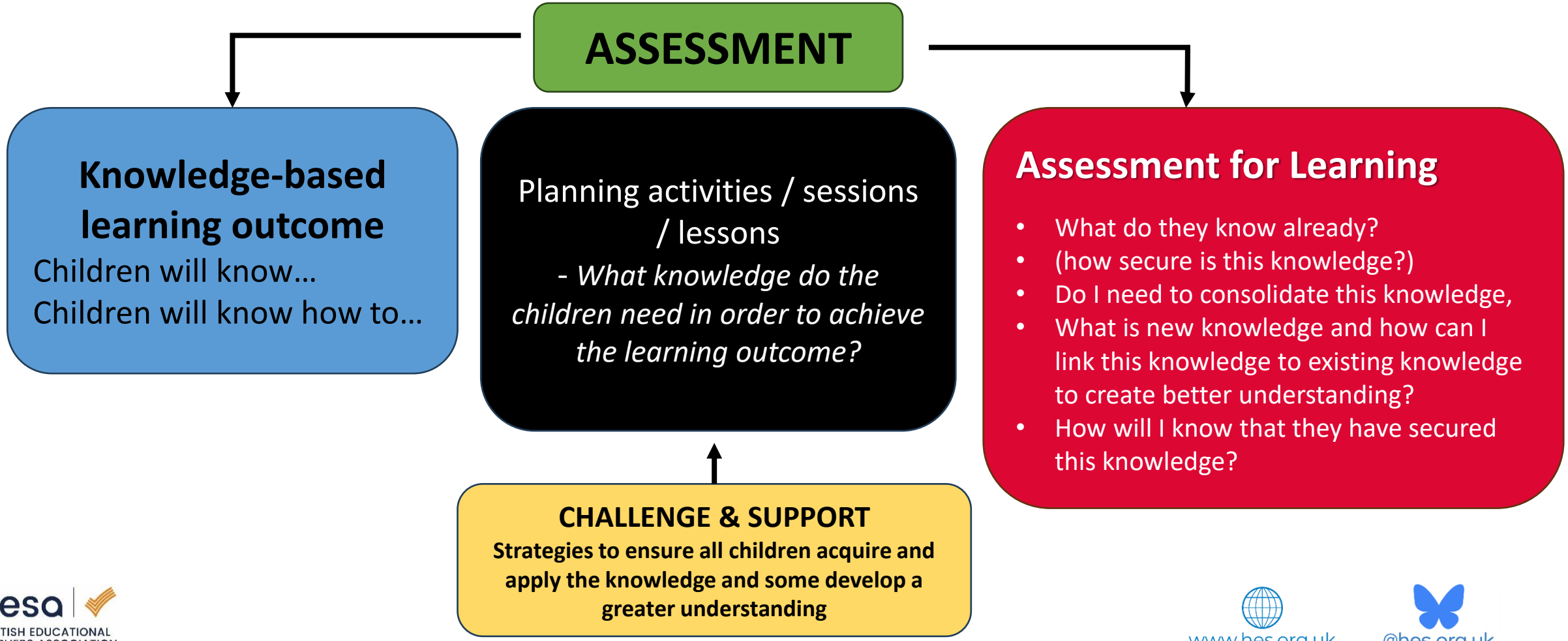
KNOWLEDGE DOMAINS

Knowledge Domains

- Know about the products they are designing and making (subject knowledge) and how these products work (technical knowledge)
- Know about techniques and processes need to design these products (disciplinary knowledge)
- Know about the skills, techniques, tools and materials needed to make these products (practical knowledge)
- Know how to evaluate the products they have made and know how to identify ways to improve them (disciplinary knowledge)

Through all this knowledge acquisition they will have a better understanding of the subject and know how the subject works and the iterative nature of design technology. (Disciplinary Knowledge)

Planning a Lesson



Lesson Types in Design Technology

4 Lesson Types

UNIT OF WORK

- Consolidate existing knowledge
- Acquire new knowledge
- Apply knowledge
- Link new and existing knowledge to create better understanding

INVESTIGATE

- Investigating existing & similar products.
- Linking real-life products to subject knowledge.
- Finding out how things work & how they are made
- Research about products and potential clients

FOCUS TASKS

- Teaching subject knowledge & disciplinary knowledge
- Teaching practical knowledge (skills & techniques).
- Linking practical knowledge with technical knowledge.

DESIGN & MAKE

- Applying knowledge to meet a challenge or create a product.
- Consolidating disciplinary knowledge of design technology.

EVALUATE

- Evaluating the product that has been designed and made.
- Evaluating the process.
- Reflecting (and evaluating) the project.

Lesson Types in Design Technology

Role of the Teacher

INVESTIGATE

FOCUS TASKS

Guide
Instructor

Teacher as guider
- Investigating
- Researching
- Playing / Testing
- Tasting (food)

Teacher as provider
- Subject
- Technical
- Practical (Skills and techniques)
- Disciplinary (Designing, making & evaluating)

Assessment for Learning

KNOWLEDGE ACQUISITION

DESIGN & MAKE

EVALUATE

Coach
Critical Friend

No new teaching of knowledge in these sessions - children should have all the knowledge needed

Knowledge more secure in some children – they will need support – use assessment information from the investigate sessions and focus tasks.

KNOWLEDGE APPLICATION

Investigate

- Effective first lesson in the unit of work, the ‘hook’, activate interest and spark curiosity.
- Teacher guides children through investigations / discussions to find out about a product, how much the children know about a product.
- Recall, activate, consolidate existing knowledge – how much previous learning can the children remember?
- Subject knowledge about the product they are going to design and make.
- Opportunity to make the subject real-life and relevant.
- Some investigations need to be taught as guided tasks if the children have not done them before (market research etc.)

Investigating Products

- Finding out about existing and similar products.
- Finding out how products work.
- Finding out about how products are made.
- Finding out what makes products successful.
- Finding out who uses and needs a product.
- Finding out what products people like and why.

Focus Tasks

- Didactic, closed activities, teacher-led with identical outcomes
- Recall, activate, consolidate existing knowledge / practise learnt skills
- Teach specific knowledge that children will need to design and make their product:
    - Subject knowledge
    - Technical knowledge
    - Practical knowledge (skills)
    - Disciplinary knowledge (designing, making & evaluating)
- Focus tasks can be used to create a component part of the product that the children will be creating in the design and make activity.

AfL: Investigative and focus tasks are an opportunity to assess whether children have the necessary knowledge needed for the Design and Make activity and identify children who might need support and those who might need to be challenged to go deeper.

Focus Tasks

Teacher-led activities that focus on consolidating/extending pupils' knowledge:

- Knowledge of how a product is made
- Practising key skills needed to make a product
- Using tools and applying techniques properly
- Deepening understanding of the properties of materials / ingredients
- Providing technical knowledge
- Designing skills (mood boards, brainstorming, drawing, CAD)
- Conducting research (questionnaires, surveys, desktop searches, taste tests)
- Evaluation skills (guided)

Lesson Types in Design Technology

Design & Make

Knowledge + Imagination = Creativity

- Applying the creative process of designing and making to create a product
- Applying their learnt knowledge (practical and technical mainly)
- Designing a product to meet the brief and specifications using a range of design techniques **that they know and have been taught.**
- Making a product by following a design (-ish) using a range of skills and techniques they know whilst keeping themselves safe and healthy.
- Applying the iterative nature of the subject.
- Consolidate knowledge and understanding of the disciplinary knowledge (how the subject works – *designing and making*)

Evaluate

- Series of activities that allow children to evaluate and reflect upon:
    - The product that they have made
    - The processes (and skills) that they have used
    - The overall project

- Consolidate knowledge and understanding of the disciplinary knowledge (how the subject works – *evaluating*)

Look in detail at Evaluation activities in Summer Term Subject Leader Network

Lessons in a Unit of Work

	Lesson Type	
1	Investigate	Introductory session – the 'hook' – activate interest and any prior learning Investigate existing products – what they do, how they work, how they are made.
2	Investigate/Focus Task	Set of learning activities for children to acquire all the knowledge that they need in order to successfully complete the design and make activity.
3	Investigate/Focus Task	
4	Designing	Apply designing techniques – at end of session – children will have made design decisions and have a means of communicating their design ideas.
5	Making	Extended session (one afternoon) – no finishing off time. (depends upon the product) Have clear expectations / guidelines about what to achieve – flow charts / organised
6	Evaluation	Separate session for meaningful evaluation activities – do not stick at the end of the making session as children will be exhausted/excited/cognitive overload Exception if cooking.

Staff Subject Knowledge

Biggest Barrier to Effective Teaching and Learning

- Outside of comfort zone
- Confidence and Capability

Strategies to support staff to improve their subject knowledge

- Detailed planning / scheme of work
- Professional development
- Knowledge organisers
- Create a learning community
- Make the product – do the project!

THE IMPORTANCE OF VOCABULARY

THE DESIGN TECHNOLOGY CURRICULUM

Design Technology Subject Network Meeting – Spring 2026

Vocabulary in Design Technology

Words are the language of learning - they make you smarter

Knowing words:

- **Allows access to lessons and learning**
- **Allows children to communicate their learning**
- **Allows children to articulate and discuss their learning**
- **Promotes an understanding of the subject**
- **Prepares for future learning**
- **Aids independent research – providing access to unlimited knowledge**

Vocabulary in Design Technology

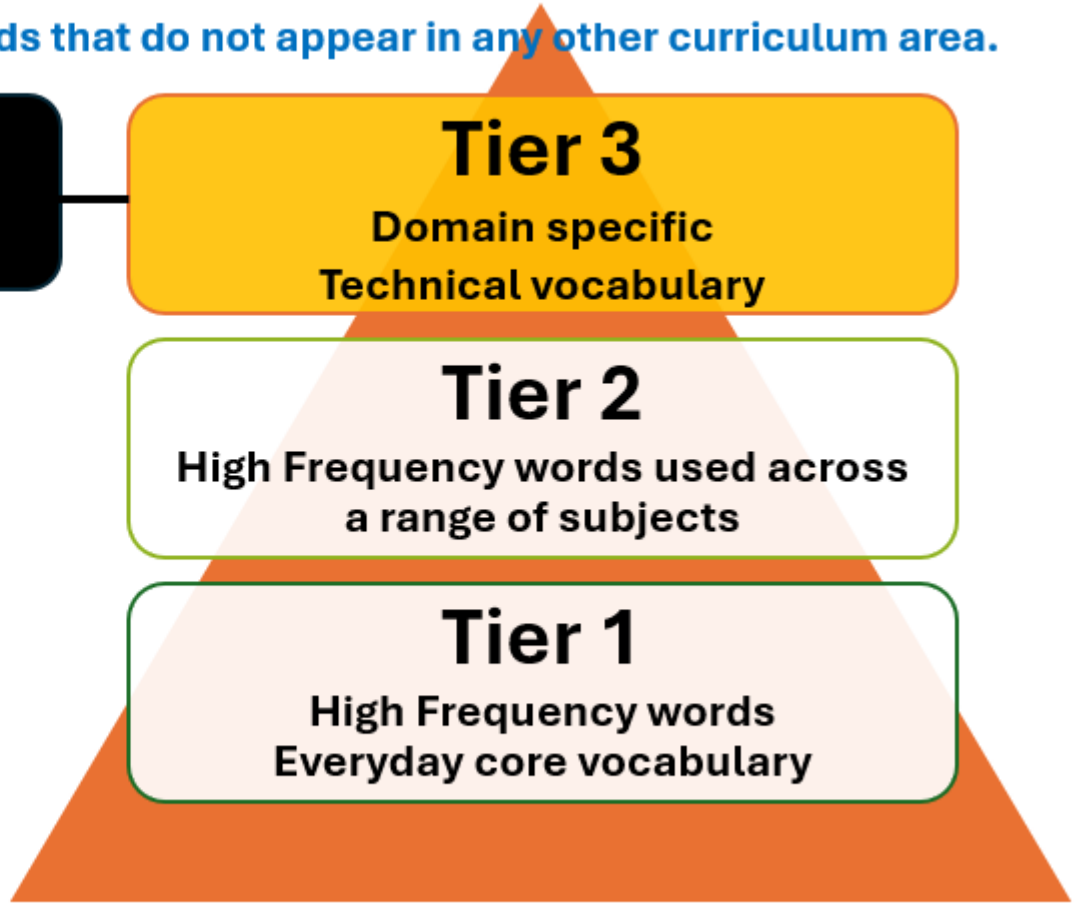
Many of the technical words in design technology are words that do not appear in any other curriculum area.

- **Vocabulary linked to technical knowledge**
- **Vocabulary linked to skills and techniques**
- **Vocabulary linked to the disciplinary practise**

Teacher subject knowledge may limit the correct explanation and definition of the word – have a vocabulary list with agreed definitions.

Identify in planning the technical (tier 3 words) words that will be used in the unit of work/teaching sequence.

Differentiate between words that children already know, words that will be new to them – as this will impact the teaching pedagogy.



Vocabulary in Design Technology

Words are the language of learning - they make you smarter

Primary Design Technology Vocabulary List	
Adapt	To improve a product by changing its design or how it is made.
Adhesive	A substance used to stick materials together; examples include PVA glue, a glue stick or glue gun.
Annotate	Add brief notes to a design sketch to make things clearer or to give more detail.
Assemble	To fit parts of a product together.
Authentic	A design or a product that has not been copied from elsewhere.
Brainstorm	An activity to create and gather lots of ideas together.
Budget	The amount of money to be spent for a certain purpose or on a product.
Client	A person using the services of a designer. The client is the person who is going to buy or use the product.
Component	A part of a product that fits together with other parts to make the product and to make it work.
Construct	To build or make something.
Cross Section	A drawing of a slice through an object that shows what parts are inside and how it works.
Cutaway Drawing	A drawing that shows the construction of an object by showing the outer parts 'cut away'.
Decorate	Adding colour, texture and pattern to a surface of a product to improve its appearance.
Design	To have ideas and plans for making useful products.
Designer	A person who creates plans for making useful products.
Design Brief	A design brief describes the product that is to be made.
Design Specification	A design specification describes how a product should be made, how it works or what it should do.
Diagram	A drawing or plan that shows the parts of something or how the parts work together.
Disassemble	To look closely at or to take apart a product to see how it is made or how it works.
Drawing	A picture or design made by using a pencil, pen or computer software.
Equipment	Tools that are needed for a particular purpose or task.
Evaluate	To assess how well a product meets the design brief and specification.
Exploded Diagram	A drawing that shows how the parts of a product all fit together.
Flow chart	A way of planning how to carry out a task by drawing a sequence of boxes joined by arrows.
Fold	To bend over a sheet material on itself.
Fridge	A kitchen appliance used to keep food cold.
Function	The purpose of a product – what it does.
Functional	A product that serves its purpose is described as functional.
Glue Gun	A device for applying hot glue to parts to be joined together.
Graphic Design	Creating images using words and pictures to convey a message.
Idea	A thought, picture or image that is formed in your brain.
Innovative	An idea or a product that is new.
Instructions	A set of actions that are performed to complete a task.

DT Vocabulary Focus

Fabric	A thin, flexible sheet material usually made from woven or knitted textiles.
Mood Board	A collection of images around the same idea or theme that designers use to help them develop their designs.
Client	A person using the services of a designer. The client is the person who is going to buy or use the product.

dt PRIMARY DESIGN TECHNOLOGY

School-wide vocabulary list for design technology with agreed definitions that are used consistently across the school. Include on progression document

Vocabulary development is a key part of every lesson in design technology.

DESIGNING

THE DESIGN TECHNOLOGY CURRICULUM

Design Technology Subject Network Meeting – Spring 2026

www.hes.org.uk

@hes.org.uk

Creative Process of Designing

THE CREATIVE PROCESS (Designing, making and evaluating)

DESIGN

- Look at existing products / solutions
- Finding out what the client wants
- Gathering together thoughts and ideas
- Firming up ideas / choosing solutions
- Creating a final design

MAKE

- Making the product, following designs
- Making a model / mock-up / prototype
- Adapting and improving as you are making

EVALUATE

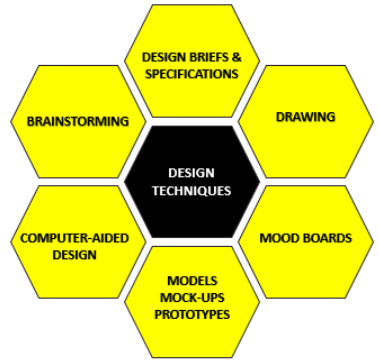
- Evaluating the product
- Evaluating the process
- Evaluating the project

Trying out ideas – to see if they work or can be used. Communicating with clients

Evaluating and refining ideas Making improvements.

Decide on a Final Design for your product. Explain how it will be made and the materials that are needed

Use the design to make the product



DISCIPLINARY KNOWLEDGE IS ABOUT KNOWING HOW THE SUBJECT WORKS. IT IS ABOUT UNDERSTANDING THE CREATIVE PROCESS OF DESIGNING, MAKING & EVALUATING A PRODUCT.

Creative Process of Designing

National Curriculum: Designing (Key Stage 2)

Key Stage 1

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Key Stage 2

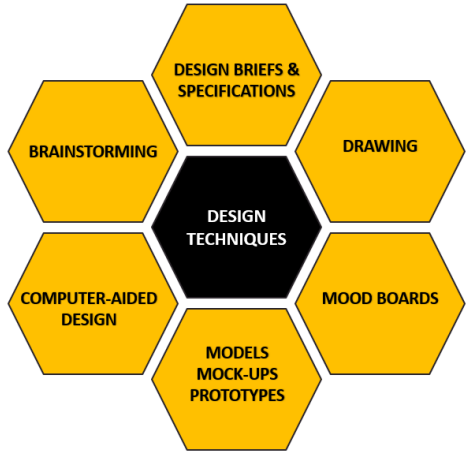
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

DESIGNING

Teaching to provide children with the knowledge to design

CREATIVE PROCESS OF DESIGNING

- **Investigate existing products**
- **Generating and gathering ideas**
- **Firming up ideas / choosing a solution**
- **Creating a final design**
- **Communicating ideas and designs**



Knowledge of these techniques are built as children progress through the curriculum

DISCIPLINARY KNOWLEDGE
Knowing how the subject works

DESIGN DECISIONS (Principle of Design Technology)

In becoming designers, children design and make products that are innovative and authentic to them

Children are not going to design something brand new – after all James Dyson hasn't done that either!
It is likely that they will be adapting or modifying an existing product

Children making meaningful decisions about their end product:

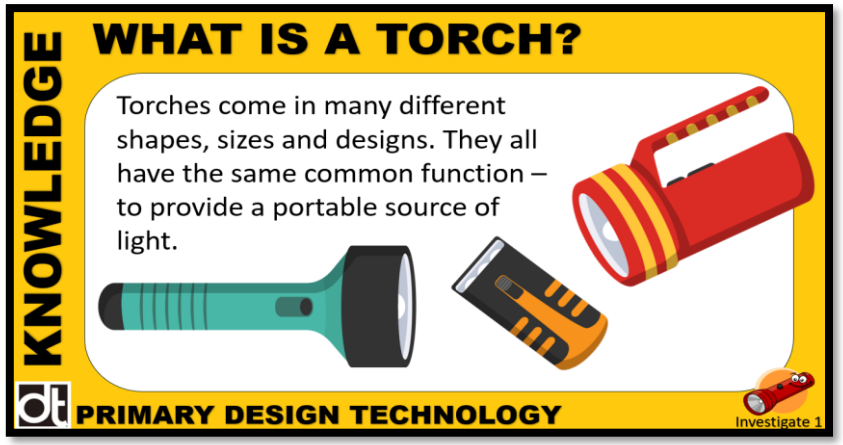
- What it will look like. (decorative ideas, theming)
- What it will do.
- Who it will be for.
- How it will be made.

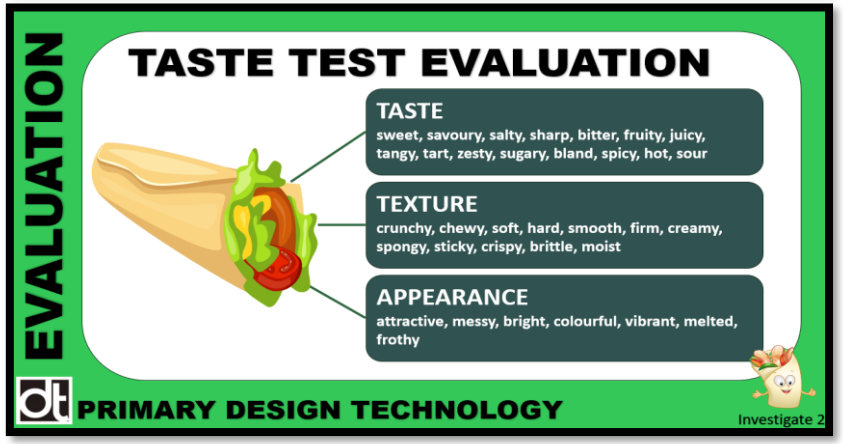
In making these design decisions children will be:

- Applying their knowledge of existing products. (including designers and designs)
- Applying their knowledge of designing, making and evaluating.
- Applying their technical knowledge and practical skills.
- Applying their knowledge from other curriculum areas.
- Taking into account the needs or wants of the intended user.
- Developing their creativity. (Knowledge + Imagination)

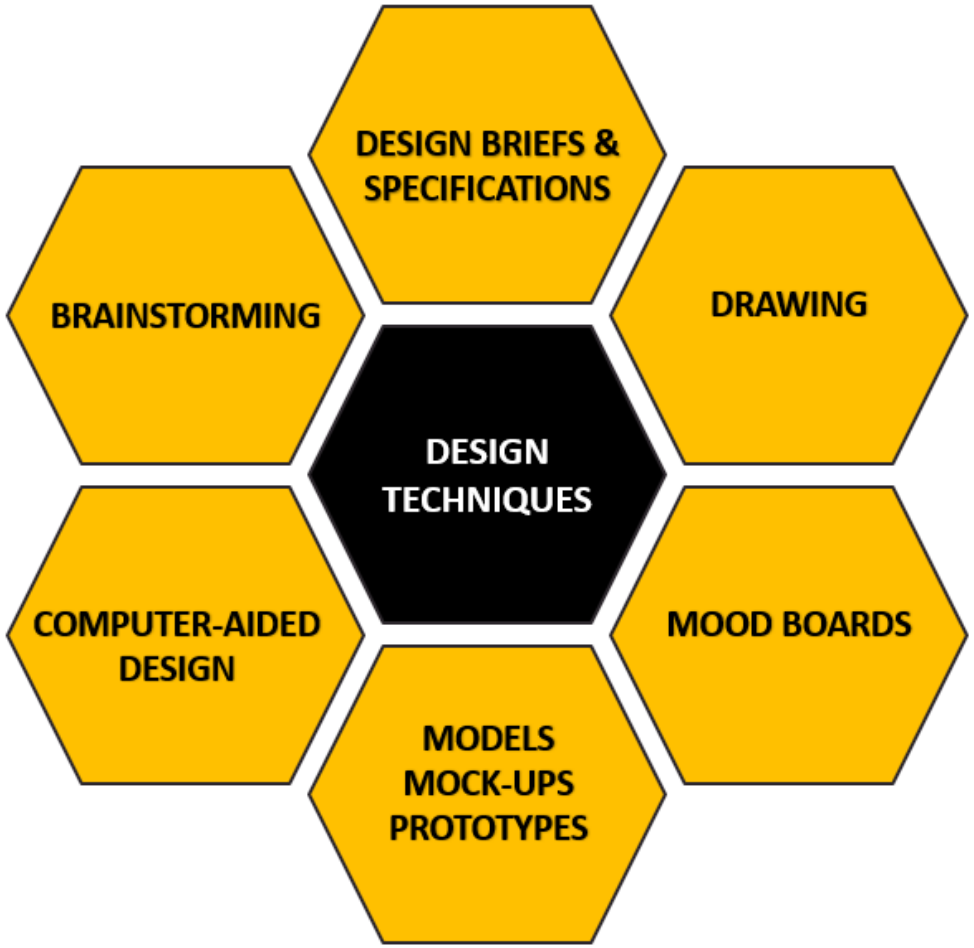
DESIGNING FROM A POSITION OF KNOWLEDGE

- **Investigating existing products** - what they do, how they are made, what materials were used and how they work.
- Market Research – what do potential clients want or need?
- Desktop Research
- Visits
- Explicit teaching about products and how they work
- Taste testing food



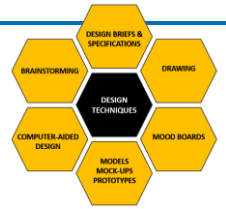


Creative Process of Designing



Choose some design techniques that will be introduced, revisited and built-upon as children progress through the curriculum:

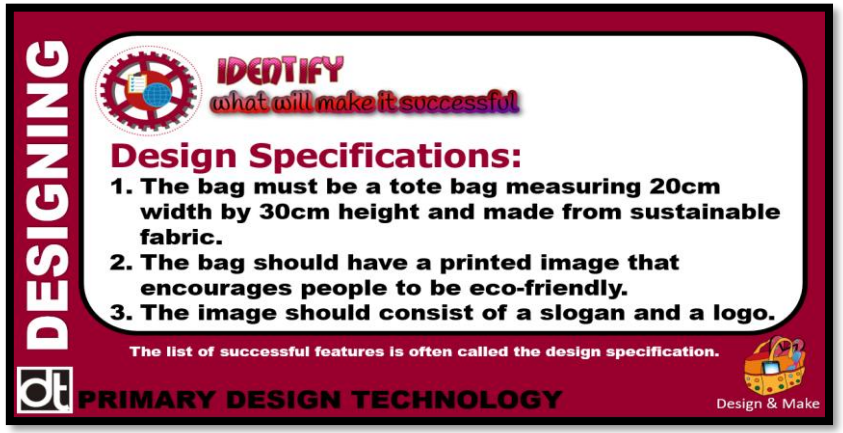
- **Drawing**
- **Computer-aided design**
- **Design briefs and specifications**
- **Mood Boards**
- **Brainstorming**
- **Models, Mock-ups, Prototypes**

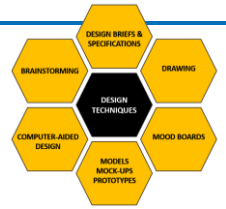


DESIGN BRIEFS & DESIGN SPECIFICATIONS

- The design brief tells you about the product you are going to create or the problem that you are going to solve.
- The design specifications are a list of successful features that tells you what should be in the product, how it should be made and how it should work.

Same Format: What product? Who is it for? Why are you making it?





DRAWING

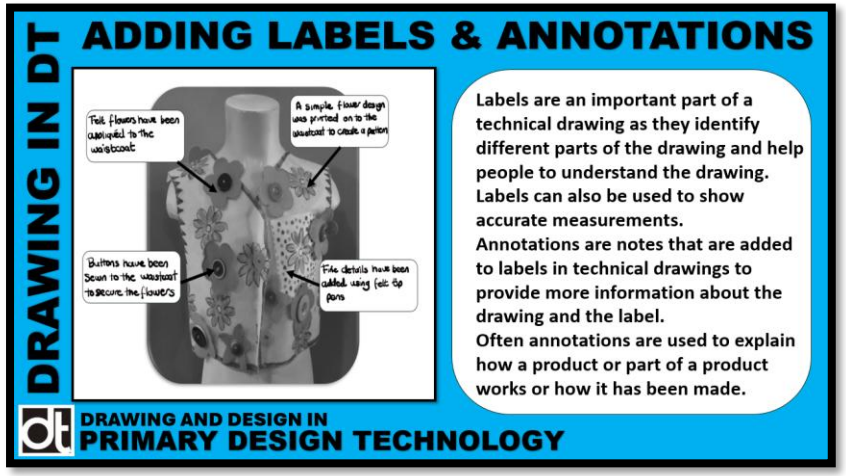
Drawing is an essential tool of the designer. As children progress through the curriculum they should learn about different types of drawing and how they are used in the design process.

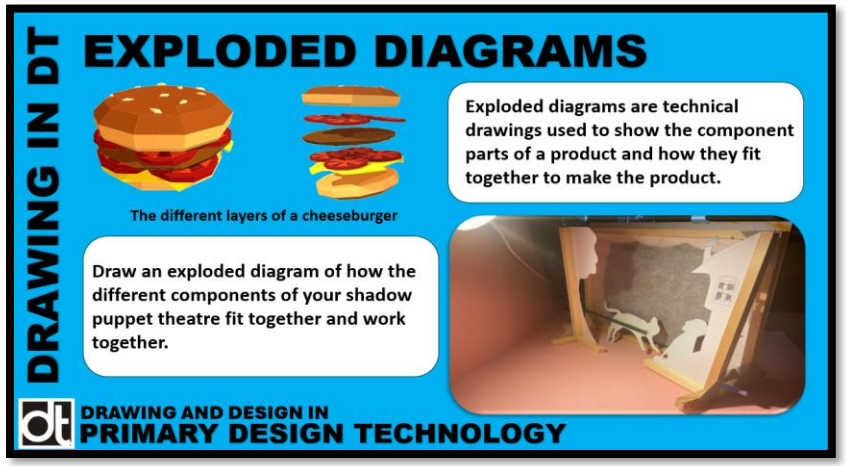
- **Drawing is used to help develop, reform and decide on design ideas.**
- **Drawing is used to communicate design ideas.**

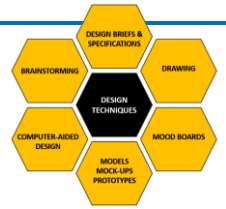
Progression of drawing skills & techniques

- **Sketching**
- **Labelling and annotating**
- **3D drawing techniques (isometric drawing, crating)**
- **Cross-sections**
- **Cut-aways**
- **Exploded diagrams**

Drawing techniques need to be taught (through focused tasks) then allow children to apply these techniques. Choosing the correct project to teach the appropriate technique is key.



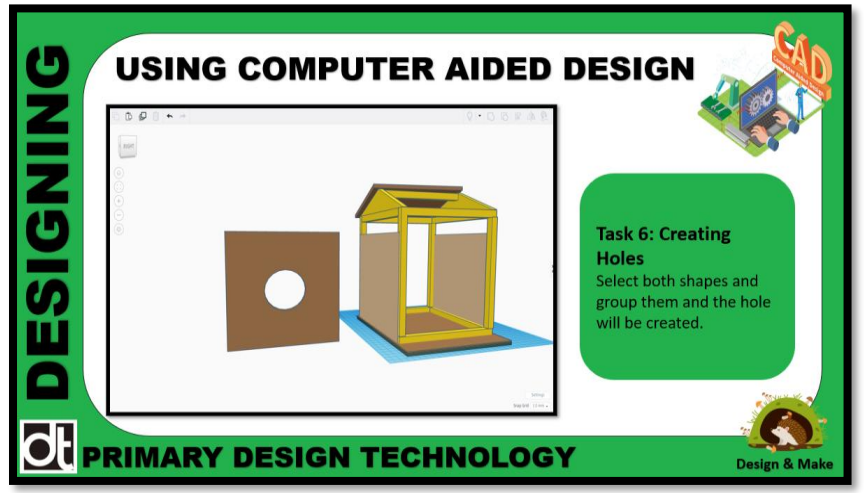


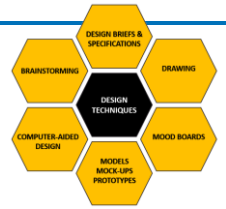


COMPUTER-AIDED DESIGN

Computer-aided design (CAD) is the use of computer software to create product designs. It is really just another drawing technique.

- Used extensively by designers in the 21st century – using CAD provides an opportunity to make the subject real life and relevant.
- Children need to know the skills and techniques of design using software (KS1 paint program, KS2 specific software)
- Also, children need to know how CAD:
  - Enhances the iterative nature of designing/re-design
  - Enhances the communication and sharing of ideas
- Some products can be used effectively to teach design using computer software.

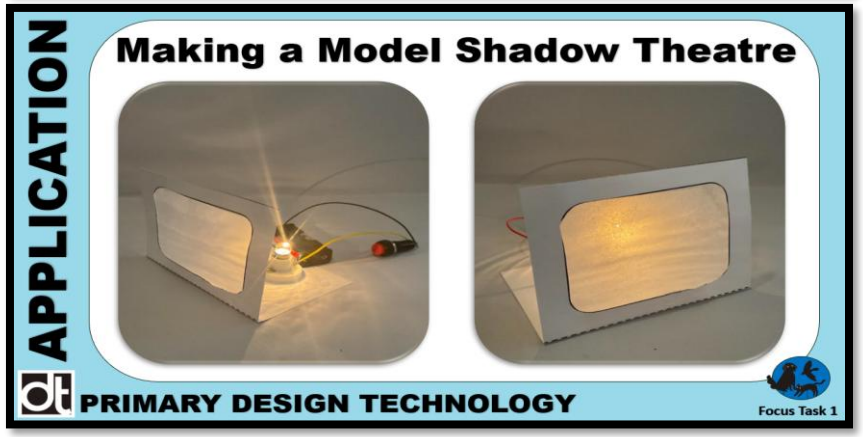




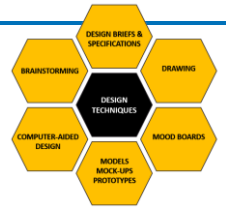
MODELS, MOCK-UPS & PROTOTYPES

When used as part of the design process:

- Models can be used to develop and communicate ideas
- Mock-ups can be used to try out designs to see if they work
- Models can help in understanding how a product is made or how it works
- Models, mock-ups and prototypes can also be the end-point of a project.



Creative Process of Designing



MOOD BOARDS

A mood board is a physical collection of ideas that are used by designers to bring together their thoughts, ideas, initial drawings and designs in one place.

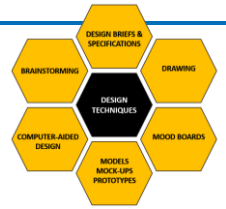
Progression:

- *Ready-made mood board to design from*
- *Whole-class collaborative mood board (displayed)*
- *Children develop own mood boards*

Mood Boards can be used as an outcome from a design activity such as discussion / brainstorming / online research

Mood Boards particularly useful when developing a product that has a theme or if creating a product linked to textiles/fashion/graphic design or needs to be decorated.

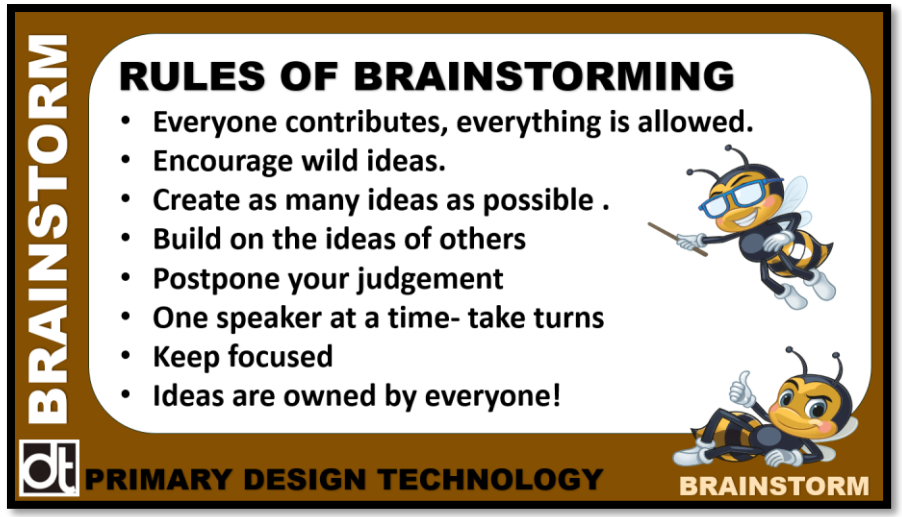
Creative Process of Designing

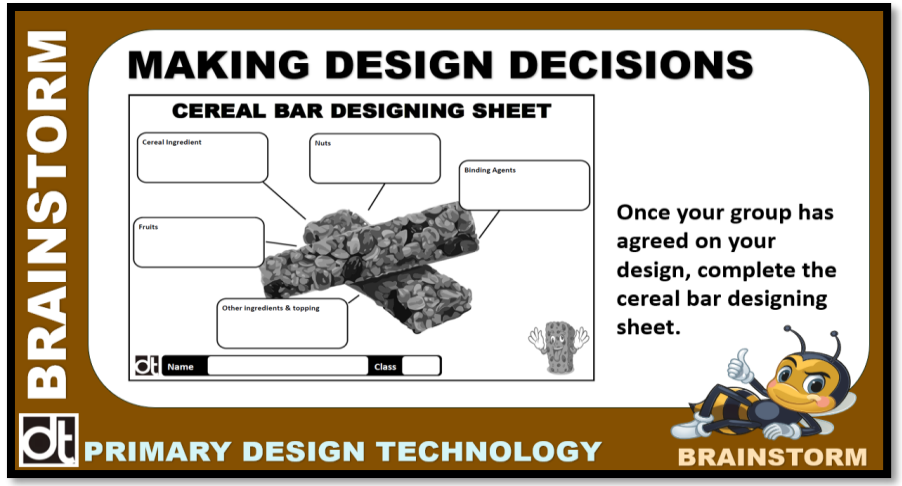


BRAINSTORMING

Brainstorming is an activity used by designers to generate ideas, solve a problem or to answer a question. Like all other design techniques, brainstorming needs to be explicitly taught to the children.

- Discuss and generate ideas (quantity not quality)
- Refine and build on the ideas of others
- Prompt ideas and discussions through key questions
- Monitor and intervene to keep the session 'buzzing along' and keep children 'on task'
- Strict time limit
- End point activity to finalise ideas and to make design decisions.





HES
Dedicated to education

Havering
LONDON BOROUGH

DESIGNERS & DESIGNS

THE DESIGN TECHNOLOGY CURRICULUM

besa
BRITISH EDUCATIONAL SUPPLIERS ASSOCIATION

Design Technology Subject Network Meeting – Spring 2026

www.hes.org.uk

@hes.org.uk

WHY LEARN ABOUT DESIGNERS & THEIR DESIGNS?

Design Technology National Curriculum

When designing and making, pupils should be taught to understand how key events and individuals in design and technology have helped shape the world.

Ofsted 'Cultural Capital'

The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

WHY LEARN ABOUT DESIGNERS & THEIR DESIGNS?

Designing is being creative

- To solve a problem
- To find a solution
- To develop a product that fulfils a need
- To create a product that people can use

Why learn about designs and designers?

- Study people who are good at the subject.
- Puts the subject into context – real life and relevant.
- Helps children to understand what designers do.
- How design has affected the lives we live today.

Designers and Designs

KNOWLEDGE

Famous Fashion Designers

Dame Vivienne Westwood

Vivienne Westwood was a famous British fashion designer who died in 2022. She is most famous for introducing punk fashion in the 1970s. She also used her fashion designs to highlight causes that she cared about such as climate change.

BBC Bitesize: Dame Vivienne Westwood

PRIMARY DESIGN TECHNOLOGY

Investigate 2

RESEARCH

RESEARCH

Your research could include:

- Portrait of the fashion designer
- Biography of the fashion designer
- Examples of their fashion designs and most famous work
- Interesting information about the designer

PRESENTATION

You could present your research as:

- Powerpoint presentation
- Written piece of work
- Poster
- Mood Board

PRIMARY DESIGN TECHNOLOGY

Investigate 2

Omari McQueen is an award-winning vegan chef. Omari was born in 2008 of Caribbean heritage his family originated from the islands of Jamaica and Antigua.

- In 2019 at the age of eleven he became the world's youngest restauranteur when he set up a vegan Caribbean pop-up restaurant with the help of his family.
- A year later he landed his own cooking show on the BBC.
- In 2021 he wrote his first cookbook.

Since then, he has become a food entrepreneur by up his own company Dipalicious which creates vegan dips inspired by his Caribbean heritage.

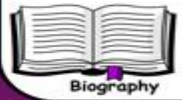
their story

PRIMARY DESIGN TECHNOLOGY

In 2004 Jamie Oliver started educating people about healthy eating.
He was particularly concerned about school dinners; he wanted them to be healthy and nutritional for school pupils. In 2005 he presented a four-part documentary series called Jamie's School Dinners. This was the start of his campaign to improve the quality of school dinners.
As a result of his campaign, certain junk foods were banned by councils and fried food was limited to being served only twice per week. Also, soft drinks were not allowed as part of school dinners. The government created the School Food Trust whose role was to support schools to improve the standard of school meals.

PRIMARY DESIGN TECHNOLOGY

In the early 1980s Ingrid Kosar was fed up getting pizza delivered that was either cold or soggy, or both! She was inspired to invent a pizza delivery bag that kept pizzas both hot and crispy. She took her inspiration from a new material that had been developed for ski suits called **Thinsulate**. This material was thin but was excellent at keeping the heat in, it also had small holes which allowed the material to breathe.



Biography

Her idea was to create pizza delivery bags that were made out of **Thinsulate** to keep the pizzas hot and allow the steam to escape – preventing the pizza from becoming soggy. She went to Domino Pizza with her idea.

PRIMARY DESIGN TECHNOLOGY

PROBLEM	SOLUTION	PRODUCT
Delivery pizzas that arrived cold and soggy	Create a bag that keeps the pizza hot and allows moisture to escape	Design and make a pizza delivery bag using 'thinsulate' material

PRIMARY DESIGN TECHNOLOGY

Space X

Starlink

Tesla EV

What was the problem?

What was the need?

What was the solution?

How will people use the product?

How will this design/product affect our lives?

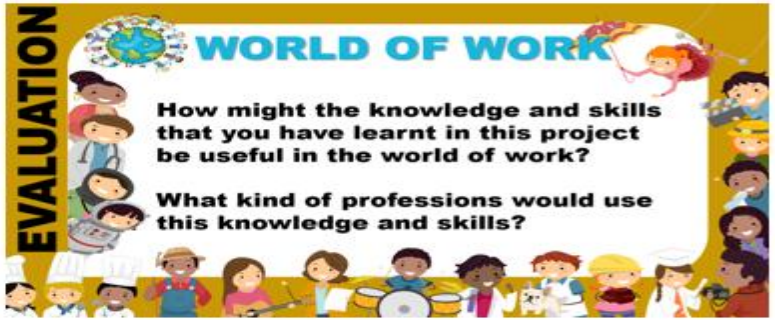
EVALUATION

How do you think the work of this designer has affected your life?

PRIMARY DESIGN TECHNOLOGY

EVALUATION

WORLD OF WORK



How might the knowledge and skills that you have learnt in this project be useful in the world of work?

What kind of professions would use this knowledge and skills?

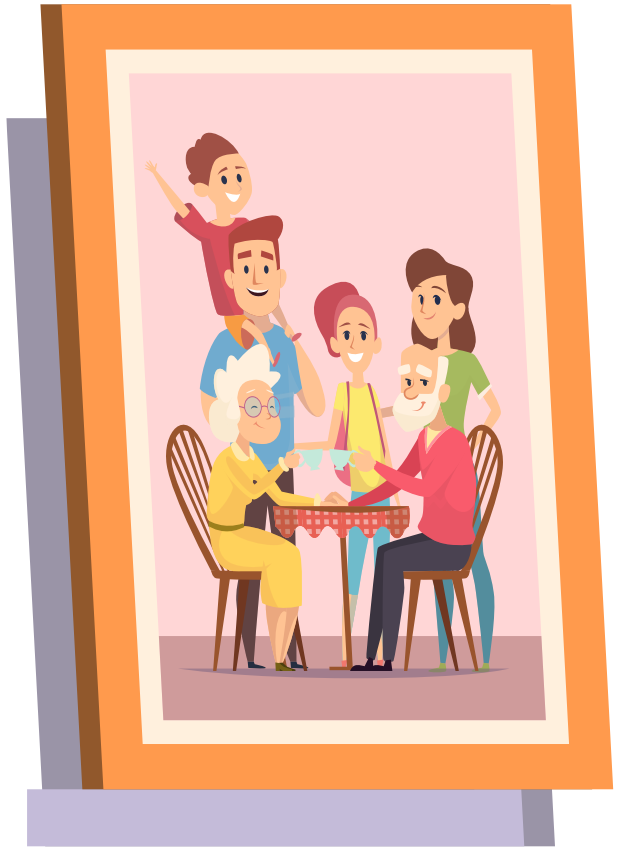
CREATING A UNIT OF WORK

THE DESIGN TECHNOLOGY CURRICULUM

Design Technology Subject Network Meeting – Spring 2026

Creating a Unit of Work

PHOTOGRAPH FRAME: PLANNING THE UNIT



- What product are the children going to design and make?
- Design Brief and Design Specifications
- What knowledge will the children need to know and apply?
    - Subject knowledge
    - Technical knowledge
    - Practical knowledge
    - Disciplinary knowledge
- What knowledge do they know already (reference scheme of work/progression chart)
- What new knowledge needs to be taught and secured?
- How is this knowledge to be delivered (investigate and focused tasks)

Creating a Unit of Work

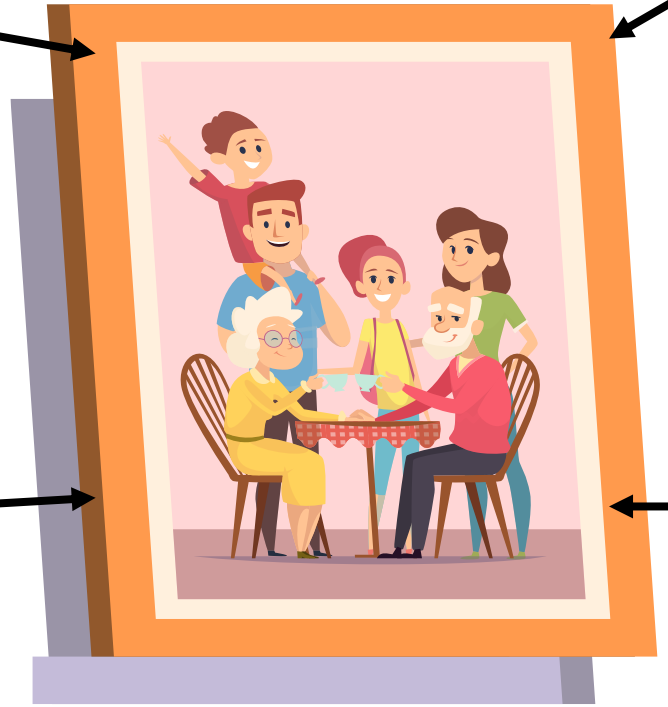
PHOTOGRAPH FRAME: THE PRODUCT

Purpose and function of a photograph frame

- Displays the photograph (Standing up or wall mounted)
- Change the photograph
- Protects the photograph

Free-standing frame

- What does free-standing mean?
- Examine existing products
- Try out some ideas (models)



Decorated Cardboard Frame

- Measuring and cutting
- Decorating – base colour
- Decorative techniques

Designing the frame

Design techniques to be used?

- Drawing / CAD
- Mood Board of a decorative theme
- How will the design for the frame be communicated?

Wooden rectangular frame

- Strength and stability

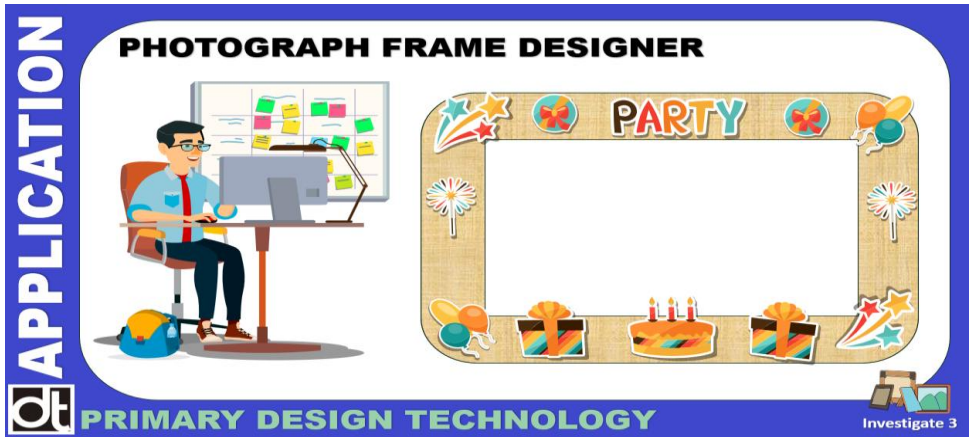
Woodworking skills
Jinks method

Creating a Unit of Work

PHOTOGRAPH FRAME: INVESTIGATE

Examine and Investigate Existing Products

- Who has photograph frames at home?
- What's in the photograph frame?
- Why do people have photograph frames? - Purpose
- What should a photograph frame do? – Function
- How has the photograph frame been made?
- What materials have been used and why?
- How does the choice of material relate to its properties?
- How has the photograph frame been made stronger, stiffer and stable?



SUBJECT KNOWLEDGE
Knowing about the product

TECHNICAL KNOWLEDGE
Knowing how the product works

Creating a Unit of Work

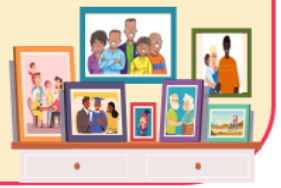
BIG QUESTIONS
Talk about to find out...

What is a photograph frame?
What does a photograph frame do?
This is called its function
Who has a photograph frame?
What photograph do you have in your frame?

BIG QUESTIONS
Talk about to find out...

Evaluating Photograph Frames:

- Which do you prefer and why?
- What features make a good photograph frame?



BIG QUESTIONS
Talk about to find out...

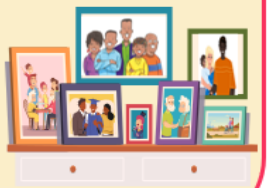
Class Discussion:

- What materials have been used to create the photograph frame?
- How do the properties of these materials make them suitable for making a photograph frame?

BIG QUESTIONS
Talk about to find out...

Class Discussion:

- What does free-standing mean?
- How does the photograph frame stand up?
- How do you get the photograph into the frame?



Creating a Unit of Work

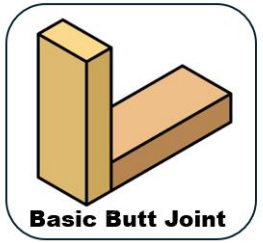
PHOTOGRAPH FRAME: FOCUS TASKS

Challenge: Can you make the photograph stand up by itself?

Test out your ideas

Trying out ideas, making models and testing whether they work, is an important part of designing.

Making a Wooden Framework



- Wood is a material that offers strength and stiffness when using it to make a product.
- The cardboard triangles in each corner help to provide added strength and stability.

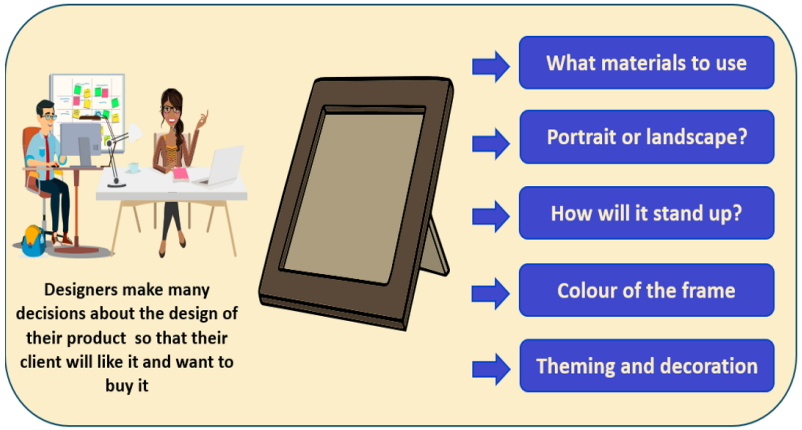
Opportunity to teach how models are used in DT to try out ideas, understand how things work and to communicate ideas.

- Technical Knowledge: Structures (stronger, stiffer, stable)
- Practical Knowledge: Working with Wood
- Technical Knowledge: Jinks method / triangulation

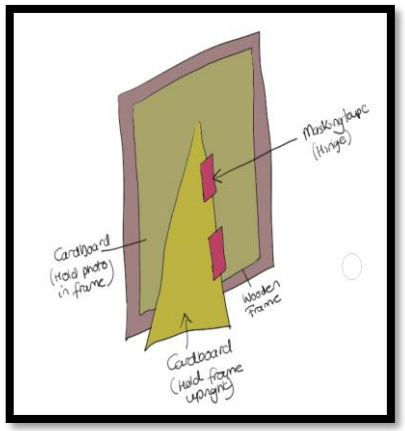
Creating a Unit of Work

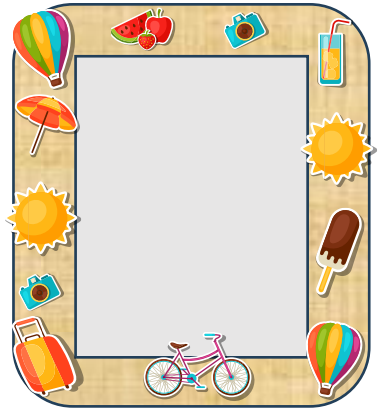
PHOTOGRAPH FRAME: DESIGN & MAKE

Design Decisions



Design Drawing - Decoration





Making Session

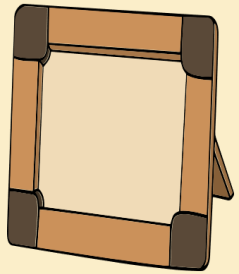
Get organised / Flow chart

- Cardboard Frame – make it
- Frame – paint it
- Free-standing mechanism – make it
- Put it all together
- Decorate it

Creating a Unit of Work

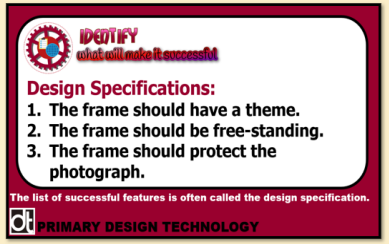
PHOTOGRAPH FRAME: EVALUATE

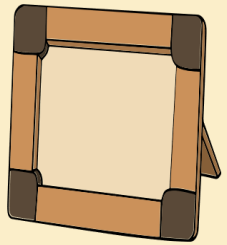
When evaluating the success of a product we can ask ourselves a series of questions. We can use the design brief to help us ask and answer these questions.



- Have you created a photo frame?
- Have you designed it for a specific purpose?

When evaluating the success of a product we can ask ourselves a series of questions. The design specifications are a list of the things the product must do to be successful.





- What is the theme of your photo frame?
- Is your photo frame free-standing?
- Can you explain how the frame protects the photo?

BIG QUESTIONS
Talk about to find out...

Evaluating Photograph Frames:

- Which do you prefer and why?
- What features make a good photograph frame?

Investigate Session

YOUR PRODUCT: WHAT DO OTHERS THINK?

A consumer survey allows people to comment upon a product – this is called feedback. It is used so that you can improve your product.

Give each product a star rating ★★★★★

YOUR PRODUCT: WHAT DO OTHERS THINK?

In a consumer survey people comment about what they like about a product. They can also be asked about how they might improve a product. These can be written on Post-it notes.

Creating a Unit of Work

CHALLENGE & SUPPORT IN DESIGN TECHNOLOGY

When working on design technology projects some children will demonstrate a higher level of understanding and ability in the learning activities, whilst others may struggle. Applying a range of challenge and support strategies ensures that all children achieve the designated learning outcomes for the project.

CHALLENGE STRATEGIES

Challenge strategies provide opportunities for children to develop a greater understanding of the knowledge, skills and techniques being taught. Children should not be taught new curriculum content.

- **Deeper understanding and application of the iterative process of designing, making and evaluation.**
- **Challenge through higher expectations in terms of detail and sophistication in their designs.**
- **Challenge pupils to evaluate and adapt their designs when making the product.**
- **Encourage higher ability children to show leadership and delegation when working in group activities in design technology.**

Teachers to consider challenge and support strategies that are specific to the unit of work they are teaching and to the cohort of children who are learning.

SUPPORT STRATEGIES

Support strategies are designed to support children who may struggle in the subject to achieve the same learning outcomes as all other children in the class.

- **Identify and support children who may not have secure knowledge of key skills and techniques.**
- **Small focused groups and one-to-one support for struggling children when undertaking focus tasks and practical activities.**
- **Pre-teach essential knowledge and skills for children not having the necessary pre-requisite knowledge.**
- **Strategies to aid children with technical vocabulary (prompt cards, vocab list)**
- **Provide children with ready-made questions to ask in discussion activities.**
- **Scaffolded support when designing (adult support, ready-made diagrams, labels and annotation).**
- **Informed choices when creating working groups or pairing-up children.**

Curriculum Considerations

Time allocation

- How much time is spent teaching design technology?
- Is enough time allocated for children to reach expected standard?

Method of delivery

How is the sequence of learning delivered?

- How many topics per year?
- Series of lessons over a term/half-term?
- Design Technology day
- Opportunities for children to revisit prior learning?

Curriculum Considerations

Curriculum Content

- You cannot teach everything
- Select certain areas for children to ‘study in depth’ over several topics/projects
- Have a rationale for the curriculum choices that you make (include in the curriculum statement – Intent, Implementation and Impact).

Curriculum Considerations

Resources

- Work with the resources that you already have.
- Establish a ‘tight’ scheme of work that identifies the product that the children will design and make in each project/unit of work.
- Shared resources across schools or the partnership.

Design Technology ‘Soft Skills’

- Getting ready to make, teamwork, cooperation, resilience, task boards, brainstorming.

Curriculum Considerations

Cross-Curricular Links

- Do not try to make curriculum links where they do not exist.
- Link with maths, science, computing but be aware of curriculum coherence and transfer of knowledge and skills.

Health & Safety

- Reduce the jeopardy – 'live' risk assessments
- Agree and implement school wide routines and practices.

ANYTHING ELSE?

www.primarydt.com/havering

PRIMARY DESIGN TECHNOLOGY

Ensuring outstanding teaching in Design Technology

contact: support@primarydt.com

Primary Design Technology | Webcasts | DT Scheme of Work | DT Buy Units | DT Key Stage 1 | Upper Key Stage 2 | DT Lower Key Stage 2

PROFESSIONAL DEVELOPMENT FOR HAVERING SUBJECT LEADERS

Wednesday 1st October 2025

Subject Leader Network Meeting (online)

- Leading the subject - Challenges & Opportunities
- The Design Technology Curriculum
- The Principles of Effective Design Technology
- Schemes of Work / Sources of Support

Downloadable Resources

Staff Confidence & Capability Audit
DT Audit of Provision
Defining the Product Checklist

Wednesday 19th November 2025

Subject Professional Development (online)

Focus: Cooking and Nutrition

- Overview of Cooking and Nutrition in Design Technology
- Subject Knowledge: Healthy eating, seasonality and all that
- Progression of skills and techniques (making skills)
- Curriculum ideas

Downloadable Resources

Design Technology Progression Document
Healthy Eating (KS1) Presentation
Healthy Eating (KS2) Presentation
Cooking Skills Progression Document
Recipes Presentation
Recipe Template
Taste Test Presentation
Food Seasonality Presentation
All About Diets Presentation

contact: support@primarydt.com

AOB/ Points for Discussion

HSIS School Improvement Courses, Networks and Programmes – Spring 2026

Poster 1 – A list of events by subject and aspect
[HES - HSIS Courses Spring 2026 - by Subject and Aspect]

Poster 2 – A list of events in date order
[HES - HSIS Courses Spring 2026 - In Date Order]

HES School Improvement Update – Spring Term 2026

HES SCHOOL IMPROVEMENT UPDATE

The Newsletter for Havering's Educators — Spring 2026

2026

Welcome colleagues to 2026 and a new school year. I trust you have all had a restful break.

When writing this near mid December, Havering has experienced only one Ofsted inspection. Sadly I have been unable to get placed on an inspection or shadow.

The new framework has been heralded as collaborative, responsive and supporting staff well-being. Early reports across the media suggest this may not be lived experience. The new methodology is significantly different. Leaders are urged to acquaint themselves with the Operating Guidance. There is greater involvement for leaders and the process is more fluid, lacking the previous safety of everyone knowing the exact rubric, making detailed preparation and planning more difficult.

Having undertaken more than 70 hours of training covering every aspect of school business, I can say the "WILF" has not changed. In every unit (many repeats of previous training), aspects required and descriptions of strong practice remain unchanged. The new framework rearranges where aspects are looked at. As has happened in the past, different areas are foregrounded- most notably early years, vulnerable pupils, and governance.

Safeguarding remains a top priority, ensuring all pupils are protected and all staff are trained in policies and procedures, maintaining clear reporting and fostering a culture where concerns are addressed promptly. Ensure you are aware of the minor tweaks!

Leaders should acquaint themselves with their new IDSR as inspectors are, in part, led by published data. In training "context" of the school was emphasized, which was pleasing. However the reality may prove different. Importantly know your groups- analyse data to lead strategic choices and ensure impact is measured.

Inclusion must be at the heart of school life. Every pupil, regardless of background or ability must feel valued and supported. This involves adaptive teaching, accessible resources, and proactive measures to close gaps and address barriers. New research has again emphasised the life-changing consequences of poor attendance.

Students must feel safe, respected, and motivated to learn. This includes mental health support, positive behaviour strategies, and varied opportunities for personal growth for all.

Leaders should re-align self-evaluation, but be aware there genuinely is no comparability between old and new grades. Governors should be aware Ofsted have been clear "exceptional" will be very rare. Preparation is about embedding sustainable practices that prioritise safeguarding, inclusion, leadership, and wellbeing. When these elements are in place, schools naturally demonstrate their strengths.

Susan Sutton
Head of Education Quality & Effectiveness
susan.sutton@havering.gov.uk
01708 434142

What's inside?

2 English – Oracy in the new curriculum
3-4 Mathematics – Preparing for a new Mathematics Curriculum – "evolution, not revolution"
5 Safeguarding – Family First Partnership Programme
6 Assessment – Assessment and the Curriculum and Assessment Review
7 EYFS – The Best Start in Life
8 Science – Curriculum and Assessment Review: What it says about primary science?
9 EAL – Overcoming barriers: EAL in Ofsted's 2025 Framework
10 Leadership – Distributed leadership to support wellbeing
11 Geography – What does the CAR mean for primary geography?
12 Primary Languages – Enriching the primary languages curriculum beyond the lesson
13 LGfL – AI in School and Safeguarding – GenAI - Where to start in schools?
14 Computing & EdTech – What the Curriculum Review means for Computing in primary schools
15-16 'Leading Together' - Havering Headteachers Conference
17-20 Oracy and Us - Giving everyone a voice
21 Celebrating Flagship Status at Branfil Primary School
22 Havering Festival of Education 2026
23 HSIS Courses – Spring 2026 and beyond
24 HSIS on-site and virtual consultancy, telephone and email support

- Please find a link below to Spring 2026 issue of our ***'HES School Improvement Update,'*** produced by the HSIS Team – a termly update to keep in touch with leaders and teachers in schools about all things regarding school improvement. You can view this as a flipping book or you can download a pdf version by clicking on the below link.
- HSIS SIU Newsletter Spring 2026

Onsite and virtual consultancy and training

Please contact the HSIS support line

T: 01708-433813

E: HSIS@havering.gov.uk

Follow us on Bluesky @hes.org.uk

Please complete the online evaluation following the course.

Thank you for your valuable time.