



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Placement Portfolio

ALISHA FRANCIS PHILLIPS

MODULE : EDUCATION IN ACTION

MODULE CODE : ECAP5008

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Overview

This Portfolio consists of my experience of a ten-day placement at a Welsh language primary school in Carmarthenshire, Ysgol Bro Brynach. Throughout the ten days I worked with nursery pupils up until year 5 and 6, with a focus on years 1 and 2. My role was to support the students with tasks set by the teacher.



Placement information sheet

Placement Information Form

Name of Student:	Alisha Phillips (2218529)
Proposed Placement Setting and Address:	Llanboidy Primary School, Ysgol Bro Brynach. Ysgol Bro Brynach, Llanboidy, Whitland, SA34 OEL
Proposed Dates of Placement:	- Monday 15th of January 2024 - Wednesday 17th of January 2024 - Monday 22nd of January 2024 - Friday 26th of January 2024 - Monday 29th of January 2024, Wednesday 31st of January 2024
Name of Contact for Venue: Please also state their position:	Sian Bryan. Assistant Headteacher.
Email Address:	SIAN.BRYAN@brobrynach.ysgolccc.cymru
Telephone Number for Contact at Placement:	01994 448268
Is a DBS required for you to attend this placement?	☒ Yes ☐ No If Yes, have you applied for this? ☒ Yes applied on <u>26th</u> September 2023 ☐ No
Explain how your role in this organisation/on this placement meets the criteria for the assessment for the module (e.g., what duties/tasks will you be undertaking that are relevant for the module assessment)	During my placement at Bro Brynach Primary School I will be assisting years from nursery up until years 5 and 6 with work tasks. Involving helping with numeracy, literacy and any other tasks that need assistance. I will also be assisting teachers in the class with anything they may need on the day. Through the hours at my placement I will be documenting tasks and relevant evidence within my portfolio.

ALL information must be provided. Incomplete forms will be returned to the student.

Please return this form to Charlotte Greenway (c.greenway@uwtsd.ac.uk)

E-MAIL CORRESPONDENCE

WITH ASSISTANT HEADTEACHER

Placement enquiry Inbox x



Alisha Phillips <phalisha01@gmail.com>
to admin ▾

26 Sept 2023, 19:11 (8 days ago)



Annwyl Ysgol Bro Brynach,

My name is Alisha Phillips, I'm currently studying Level 5 Applied Psychology in the University of Trinity Saint Davids, Carmarthen. As part of my level 5 module, Education in action, I am required to undertake 80 hours of placement work. This involves assisting in the classroom, helping children with class work tasks or other education in some form. The hours for the module can take place from November to March and can be negotiated once a placement has been agreed. I have already gained a DBS certificate also. This placement is in no way assessed and there will be no visits from tutors during the hours I do, all is required from you is the completion of an attendance form at the end of the placement to say that all the hours that were required were completed by myself and is not false. Once the placement is agreed you will receive an email from the university to confirm. I will need to create a portfolio upon reflection of my placement once it is completed which means I will need to take photographs of the activities are that done or that I helped with - no photographs of the children will be displayed and their identities will be kept confidential, only hands will be shown for writing tasks for example. I am also bilingual, but often speak English.

I aspire to help children with learning difficulties or who struggle with work in general, as that is what really helped me when I was that age in school. I attended Ysgol Bro Brynach back in 2007 to 2014, and without the help I got within those years, I believe I'd still be struggling now, it defiantly helped me all the way through out secondary school. Which is why I would love to gain a placement within Ysgol Bro Brynach as the school still means a lot to me and I would love to give back to the children of the future and hope they feel the same as I do now at 20 years old.

Thankyou very much,

Diolch.

Alisha.



S BRYAN (Ysgol Bro Brynach)
to me ▾

11:16 (6 hours ago)



Bore da Alisha,

Diolch am yr ebost ac am y geiriau hyfryd am dy brofiad di fel disgybl yn ysgol Bro Brynach. Nod yr ysgol yw sicrhau bod plentyn yn cael yr addysg gorau ac ein bod yn cefnogi pob disgybl yw llawn potensial.

Fel ti'n gwybod ysgol Gymraeg yw Bro Brynach a bydden ni'n gofyn bod y gweithgareddau a'r sgwrsio gyda disgyblion yn Gymraeg. Os hoffet ti ddod i weld fi i drafod ymhellach, dwi yn Ysgol Bro Brynach trwy'r dydd Dydd Gwener yma a prynhawn dydd Gwener y 13eg o Hydref.

**Diolch yn fawr,
Sian Bryan
Ysgol Bro Brynach**



Alisha Phillips <phalisha01@gmail.com>
to S ▾

16:31 (1 hour ago) ☆ ↶ ⋮

Diolch am eich ymateb cyflym, rydw'n deall nob yr Ysgol yn llawn a byddai yn heri myfyrwyr i fod y goran o'u potensial. Rwy'n dal i siarad llawer o gymraeg gartref, felly dydw ddim yn gweld problem yn siarad i'r plant yn gymraeg ond rydw i wedi colli ychydig ohono dros y blynyddoedd diwethaf achos oedd coleg gyd yn saesneg, ond dwy yn siwr y mwy dwy'n siarad gymraeg eto, bydd y cyfan yn dod yn ol i mi! Rydw i hefyd adref o un or gloch ar dyff gwener yma, efallai ychydig yn gynharach yn dibynnu ar gwaith os yw hynny yn dda? hefyd oes eisiau i mi dod a ynrw gwaith papur i gwneud gyda'r placement ar dydd gwener.

Diolch hefyd am adeal i mi dod i'ch gweld chi mor gloi,

Edrych mlaen at eich ymateb.

Alisha.

...



S BRYAN (Ysgol Bro Brynach)
to me ▾

16:37 (1 hour ago) ☆ ↶ ⋮

Bydde 1:30pm yn iawn dydd Gwener?

Os oes rywbeth gyda ti am y cwrs ac ati dere a fe gyda ti ond os na paid becsu.

**Diolch yn fawr,
Sian Bryan
Ysgol Bro Brynach**



Alisha Phillips <phalisha01@gmail.com>
to S ▾

4 Oct 2023, 17:57 (23 hours ago) ☆ ↶ ⋮

Bydd 1.30 yn gret! diolch yn fawr, gweld chi dydd Gwener :)

...

↶ Reply

↷ Forward

On Fri, 1 Dec 2023 at 11:23, S BRYAN (Ysgol Bro Brynach) <SIAN.BRYAN@brobrynach.ysgolccc.cymru> wrote:

Bore da Alisha,

Ti ishe dechrau gyda ni wythnos y 15fed, bydd pawb wedi setlo yma, a bydd y pennaeth newydd wedi cael wythnos yn yr ysgol?

Diolch yn fawr,
Sian Bryan
Ysgol Bro Brynach



Alisha Phillips <phalisha01@gmail.com>
to S ▾

Fri, 29 Dec 2023, 15:50

prynhawn da,

Gobeithio eich bod wedi cael
nadolig hyfryd, roeddwn i'n meddwl
tybed a oedd unrhyw amser
penodol y dylwn i gyrraedd yr ysgol
ar y 15fed?

Diolch



S BRYAN (Ysgol Bro Brynach)
to me ▾

4 Jan 2024, 12:37

Blwyddyn Newydd Dda i ti.

Bydde rhwng 8:30 a 8:45 yn iawn.

Diolch yn fawr/Thank you,

Sian Bryan

**Pennaeth Cynorthwyol/Assistant Headteacher Ysgol Bro Brynach
CADY/ALNCo Ffederasiwn Ysgolion Beca a Bro Brynach**

E-MAIL CORRESPONDENCE

WITH LECTURER

Alisha Phillips (2218529)
To: Charlotte Greenway



Fri 05/01/2024 18:38

Hi Charlotte,

Hope you had a nice Christmas and new year, I have had correspondence from my placement and their happy for me to start on the 15th of January onwards,
There's 4 classes of the years so Ill be with each of them every so many times.

Thankyou

Charlotte Greenway
To: Alisha Phillips (2218529)



Mon 08/01/2024 08:44

Ok – you need to complete the placement information form and send to me asap so that I can officially email your placement.

Dr Charlotte Greenway BSc, MSc, MPhil-PhD, CPsychol, FHEA
Senior Lecturer in Psychology
Yr Athrofa, Seicoleg a Cwnsela / Institute of Education, Psychology & Counselling
Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David
Rhif ffon / Phone Number: 01267676923 Est. Mewnol / Internal Ext: 6923
Cyfeiriad E-bost / E-mail Address: c.greenway@uwtsd.ac.uk

Alisha Phillips (2218529)
To: Charlotte Greenway



Mon 08/01/2024 13:05



E-MAIL CORRESPONDENCE

LECTURER AND ASSISTANT HEADTEACHER



Charlotte Greenway

To: sian.bryan@brobrynach.ysgolccc.cymru

Cc: Alisha Phillips (2218529)



Tue 09/01/2024 08:36

Dear Sian,

As part of their degree in Applied Psychology at the University of Wales Trinity Saint David, our second year students study the module Education in Action. This module has been designed to allow students to engage in a small work experience placement to enable them to explore current issues in education. The placement is not assessed (no visits), but students will be expected to collect information and knowledge about the role/organisation that will enable them to complete the assignments for this module.

Students have been asked to contact an appropriate organisation and request approval to engage in 10 days of work placement before Easter. The onus is very much on the students to show initiative and responsibility in identifying their placement and arranging the specific details of the placement hours and activities.

Alisha has suggested an opportunity to visit your place of work to find out more about his chosen area of interest. We hope that this will be possible, and we thank you for considering this request. Please be assured that we will be expecting the highest levels of professional conduct from our students at all stages of the placement, so we would ask that you contact us should you have any cause for concern at any stage.

On behalf of the University and Alisha, may I thank you, in anticipation, for your kindness in allowing the students to broaden their knowledge by visiting your location. If you are happy for Alisha to begin her placement with you, **could you please respond to this email agreeing to this?**

Kind regards,

Charlotte Greenway

From: S BRYAN (Ysgol Bro Brynach)
<SIAN.BRYAN@brobrynach.ysgolccc.cymru>
Sent: Monday, January 22, 2024 9:52 AM
To: Charlotte Greenway <C.Greenway@uwtsd.ac.uk>
Subject: Re: Placement opportunity

You don't often get email from sian.bryan@brobrynach.ysgolccc.cymru.
[Learn why this is important](#)

RHYBUDD: Deilliodd yr e-bost hwn o du allan i system E-bost Prifysgol Cymru Y Drindod Dewi Sant. Peidiwch ag ateb, na chlicio ar ddolenni nac agor atodiadau oni bai eich bod yn adnabod cyfeiriad e-bost yr anfonwr ac yn gwybod bod y cynnwys yn ddiogel.

WARNING: This email originated from outside University of Wales Trinity Saint David's Email System. Do not reply, click links or open attachments unless you recognise the sender's email address and know the content is safe.

Good morning,

Sorry for the delay, yes this is fine and Alisha is already with us.

Diolch yn fawr/Thank you,

Sian Bryan

Pennaeth Cynorthwyol/Assistant Headteacher Ysgol Bro Brynach
CADY/ALNCo Ffederasiwn Ysgolion Beca a Bro Brynach



Charlotte Greenway
To: Alisha Phillips (2218529)



Tue 23/01/2024 16:34

From: Charlotte Greenway
Sent: Monday, January 22, 2024 9:54 AM
To: S BRYAN (Ysgol Bro Brynach)
<SIAN.BRYAN@brobrynach.ysgolccc.cymru>
Subject: RE: Placement opportunity

Great. Many thanks.

Dr Charlotte Greenway BSc, MSc, MPhil-PhD, CPsychol, FHEA

Senior Lecturer in Psychology

Yr Athrofa, Seicoleg a Cwnsela / Institute of Education, Psychology & Counselling

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David

Rhif ffon / Phone Number: 01267676923 Est. Mewnol / Internal Ext: 6923

Cyfeiriad E-bost / E-mail Address: c.greenway@uwtsd.ac.uk

TogetherAll is an anonymous space that students can visit when feeling down, need support or just need to talk. For further details please visit:

<https://www.uwtsd.ac.uk/togetherall/>

DBS CERTIFICATE

STRICTLY PRIVATE AND CONFIDENTIAL

002210
ALISHA PHILLIPS
4 MILLBROOK
LANBROOK
HEATH GUYTON
UNITED KINGDOM
SA34 0EH

000000608002210010100

Basic Certificate
Page 1 of 2

Disclosure & Barring Service

DBS fee charged: Certificate Number: 00114447713

DBS ID Number: P0007YERK01 Date of Issue: 26 SEPTEMBER 2023

Applicant Personal Details

Surname: PHILLIPS

Forename(s): ALISHA FRANCIS

Other Names: NONE DECLARED

Date of Birth: 13 JUNE 2003

Place of Birth: CARMARTHEN UNITED KINGDOM

Gender: FEMALE

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Basic Certificate
This document is a basic certificate within the meaning of section 112 of the Police Act 1997.

This section provides general information in the use and content of this certificate. For further detailed information see our website www.gov.uk/dbs

Use of certificate information

The information contained in this certificate is confidential and all employers or other organisations that are given this certificate must keep it secure and protect it from loss or unauthorised access in line with their obligations under the Data Protection Act.

This certificate is issued in accordance with Part V of the Police Act 1997, which creates a number of offences. These offences include forgery or alteration of certificates, obtaining certificates under false pretences, and using a certificate issued to another person as if it was one's own.

This certificate is not evidence of the identity of the bearer, nor does it establish a person's entitlement to work in the UK.

Continued on page 2

This Certificate is not evidence of identity. You can find out more about the DBS identity checking process at www.gov.uk/dbs

DBS Disclosure and Barring Service, PO Box 1961, Royal Wootton Bassett, SN4 4HF Helpline: 03000 200 100 © Crown Copyright

Page 2 of 2

Certificate Number 00114447713

Certificate content

The personal details contained in this certificate are those supplied by or on behalf of the person to whom the certificate relates at the time the application was made and that appear to match any conviction or other details linked to that identity.

The information contained in this certificate is derived from police records, held on the Police National Computer (PNC) that contains details of Convictions, Cautions, Reprimands and Warnings in England and Wales and relevant convictions in Scotland and Northern Ireland may also be included. This certificate contains details of unspent convictions and conditional cautions. Detailed guidance on the ROA is available at:

www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974

The DBS reserves the right to add new data sources. For the most up to date list of data sources searched, please visit the DBS's website.

Certificate accuracy

The DBS is not responsible for the accuracy of police records.

If the person to whom the certificate relates is aware of any inaccuracy in the information contained in the certificate, he or she should contact DBS immediately. The information should be disputed within 3 months of the date of issue of the certificate.

The DBS will seek to resolve the matter with the source of the record and the person to whom the certificate relates. In some circumstances it may only be possible to resolve a dispute using fingerprints for which consent of the person to whom the certificate relates will be required in accordance with Part V of the Police Act 1997.

If the DBS upholds the dispute a new certificate will be issued free-of-charge. Details of the DBS's disputes and complaints procedure can be found on the DBS's website.

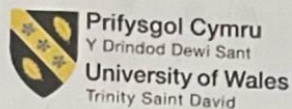
Contact us

Post:	Disclosure and Barring Service PO Box 165 Liverpool L69 3JD	Telephone:	Customer Services: 03000 200 190 Welsh line: 03000 200 191 Minicom: 03000 200 192
Web:	www.gov.uk/dbs		
Email:	customerservices@dbs.gov.uk		

If you find this certificate, please return it to the DBS at the address above or hand it in at the nearest police station.

End of Details

ATTENDANCE FORM



Placement Attendance Form

To be completed by the placement setting at the end of the placement.

Name of Student	Alisha Phillips
Placement Setting	Ysgol Bro Brynach
Dates of Placement	15/1/24 - 31/1/24
Name of individual completing this form. Please also state your position.	SIÂN BRYAN ASSISTANT HEADTEACHER

Please, could you answer the following questions about the student who attended a placement at your organisation?

Did the student attend all ten days (or equivalent) of the placement?	☒ Yes	☐ No
How was the student's timekeeping?	☒ Good	☐ Satisfactory ☐ Poor
How was the student's engagement?	☒ Good	☐ Satisfactory ☐ Poor

Please provide any other information you consider may be of assistance regarding the performance of this student.

Alisha has been very good, she has communicated well with the pupils and staff.

Signature: S. Bryan

Date: 31/1/24

EVIDENCE

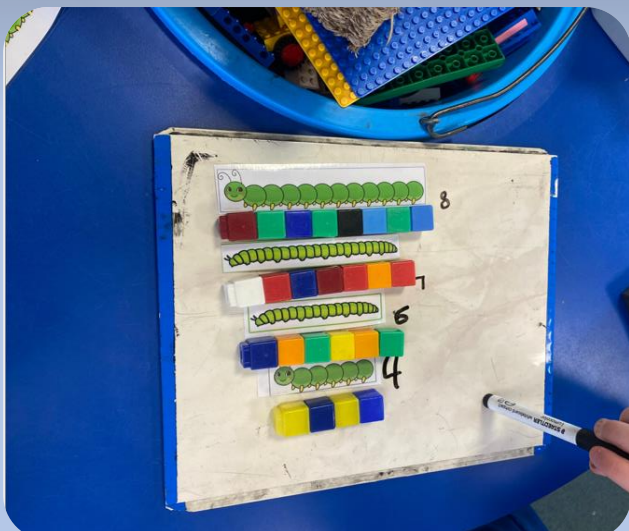
1. OUTDOOR TASK/ TASG AGORED Year 1 and 2



With years one and two as part of their outdoor task, the aim of the task was for them to successfully follow instructions to create a hanging bird feeder using bird seeds and melted lard with a piece of string, firstly they needed to measure out their seeds on scales, followed by putting them carefully into their pots with their piece of string cut with safety scissors, they then went to the microwave with supervision to melt the lard. Once melted, the lard was poured by me and the teacher into the pots over the seeds to be left to set. My role was to supervise the children when creating their bird feeders, also supervising when using the microwave and cutting with scissors.

2. MATHEMATICS – Measuring / Mesur

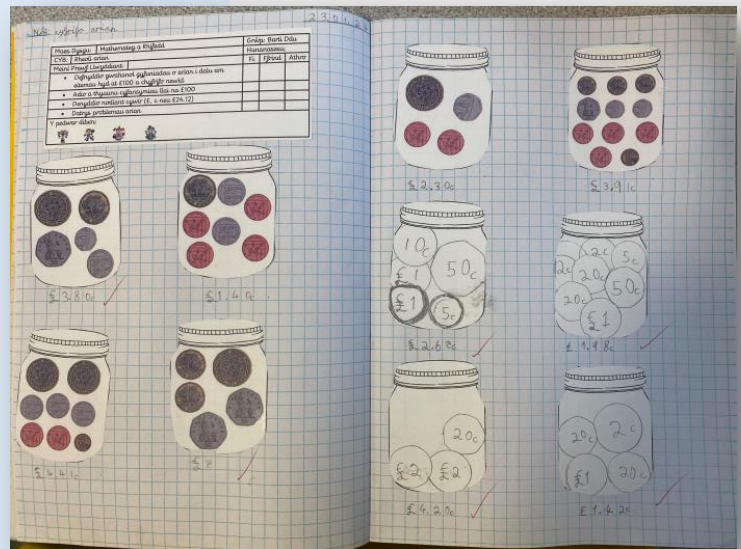
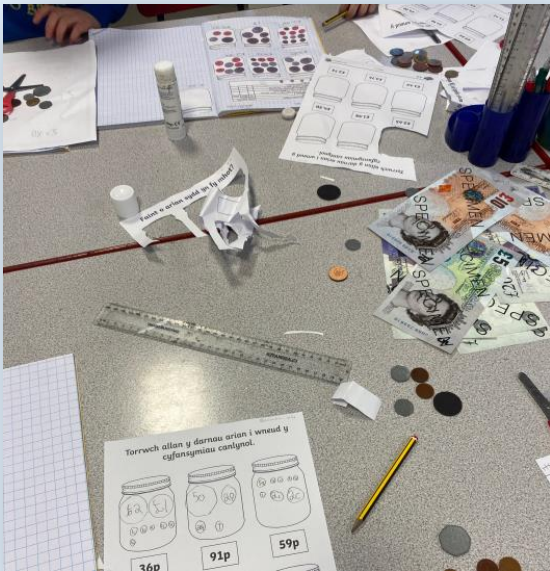
Year 1 and 2



With years one and two for a Mathematics lesson, I was given the task by the teacher to work with a group with learning difficulties and help them measure different lengths of caterpillars with blocks and write the number of blocks needed to measure the entire caterpillar next to the blocks. Assisting them each individually, most were successful and were able to think about how many they needed and how many blocks there were and realised which ones were the biggest and smallest and put them in order. Some of the students in this group had dyslexia and dyscalculia which made it harder for them to concentrate on how many blocks were needed and which ones were big and small, these children needed more support and guidance with this task.

3. MATHEMATICS - Money Counting / Cyfrif Arian

Year 3 and 4



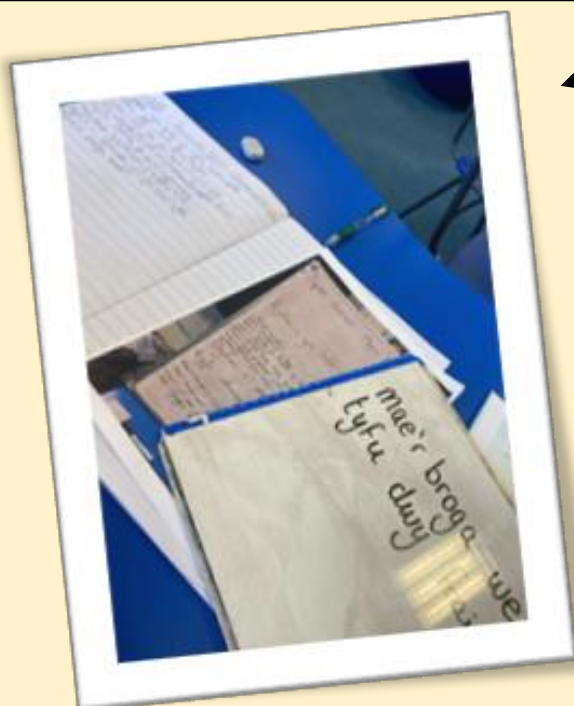
In this task, the pupils were given the task to count the money that were shown in jars on paper, followed by a second task to make the amount of money shown under a jar on another piece of paper. I put out fake money for them to use as items to count with, which really helped with this task. A lot of students got confused with the colour of the money and mixed up their 1 and 2p symbols, especially if they had dyscalculia, this made it difficult for them to negotiate what was what. I helped the pupils which found this more difficult by counting the money with them, with the fake money and with their fingers and writing it down and them then doing it themselves. This got easier the more they did it as they got used to the money meanings and what they make in total .



4. LANGUAGE AND WRITING TASK – IAITH

Year 1 and 2

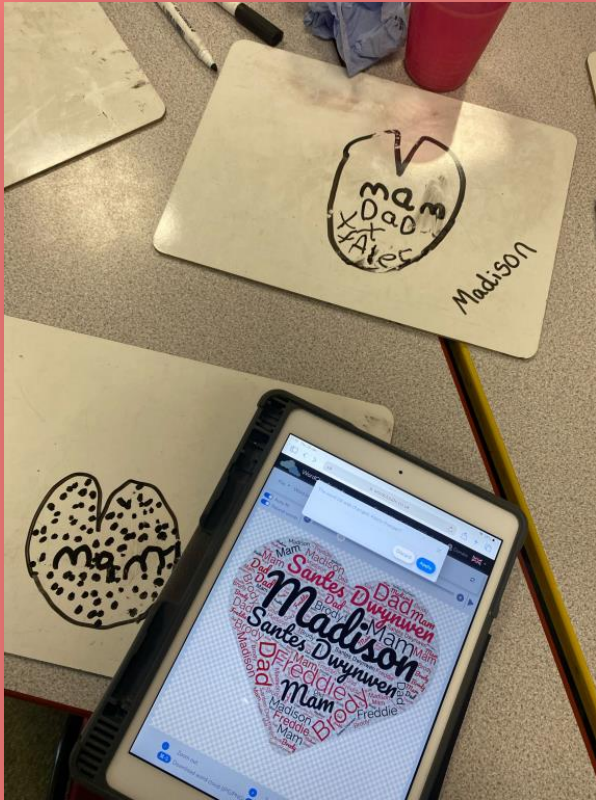
The class of 1 and 2 is split into groups based on their capabilities. In the language and writing task, it began with the class discussing their favourite and least favourite things and making a table on the front of class white board. The aim of the class was to make the children think about their own likes and dislikes were and be able to write them down, but also draw what that word meant. I worked with a group which had learning difficulties (Dyslexia and ADHD). I assisted them with creating their own table in their books. To begin, the students drew photos of what they liked followed by dislikes and then labelled them. Due to a few having Dyslexia, I needed to write out the table and labels for them in yellow pen and then they wrote over the pen.



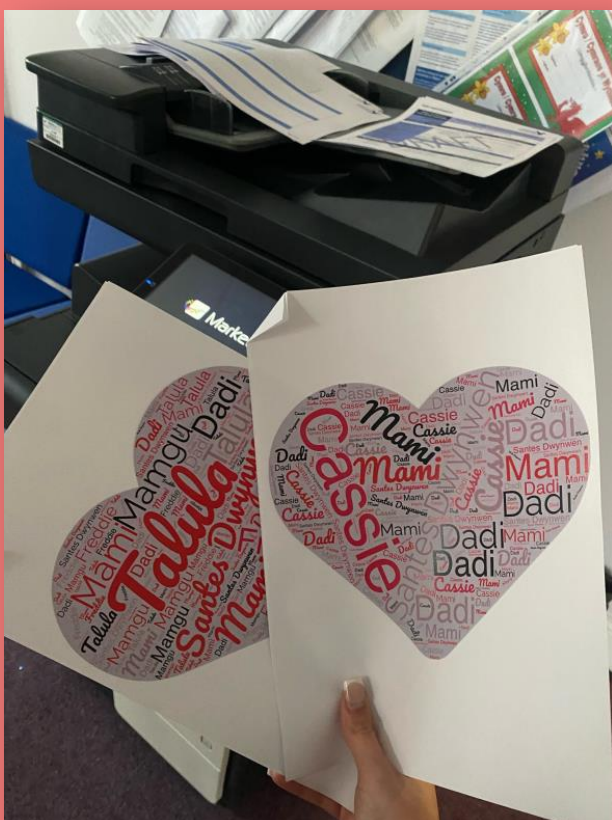
With another group, they had a more difficult task and needed to write about what they liked and didn't like in a book that they had read. The students needed to write sentences of explanation to what they enjoyed or didn't. Some pupils found it more difficult, which entailed me writing the sentences on a white board and them copying the contents.

5. ELECTRONIC TASK

Meithryn and Derbyn / Nursery and Reception



This task was done on 'Dydd Santes Dwynwen' which is the Welsh Valentine's day. Meaning nursery pupils got given the task to use a software called word-cloud on the iPad to make a word collage of all the people/pets they love. To begin, they drew their hearts on a white board and then I helped input it digitally. Some needed assistance with this, which meant I went around and put in any names they found difficult to type into the processor, However, some understood straight away, which meant I only needed to print them out.



Once they got printed, they could be given to loved ones. Teachers also needed assistance with this software, as it was new for them also, which meant once they had done the names for other children, they came to me to print them out for them.

REFLECTON OF PLACEMENT

Gibbs reflective cycle (1988)

DESCRIPTION

I completed a ten-day placement within a Welsh primary school, Carmarthenshire. Throughout my time here, I learnt a lot of new skills and gained the greater ability to support and work with young children, by working with a range of ages. The school is split into 4 classes, which are nursery and reception, class 1 and 2, 3 and 4 and years 5 and 6. I worked with all classes on separate days. However, I spent a lot of my hours of study with years one and two as I found them needing the most support and were the most interactive as well as having the most diverse group of students with some with autism, dyslexia and down syndrome. With each group I was there to support them with tasks set by the teacher. I also did break and food supervision.

I also had the opportunity on Dydd Santes Dwynwen, which is The Welsh Valentine's day, to bake and decorate heart shaped biscuits topped with icing with the children.



FEELINGS

Before starting my placement, I was apprehensive about what it was going to be like as I had never worked with children prior to the placement. I got to know the children especially with years one and two and it got easier. I found this harder with older years as they weren't so interactive and independent. The staff were very supportive which made me feel more comfortable. A study by Sheldon, K. M., et al (2021) heightens importance of supportiveness in work through the self-determination theory by serving Autonomy, resulting in better work performance. I have gained a lot more skills and confidence when interacting with children, especially those with additional needs. I aspire to work in education, which made want to work my hardest during the ten days and gain as much experience as possible. Judge, T. A., et al (2005) states that trying new things promotes satisfaction and rewards positive self-regard.

EVALUATION

I found the overall experience to be positive and enjoyed interacting with the children. However, it was difficult to communicate if they had additional needs such as severe Autism. There was also children that wouldn't listen when doing activities with me as they didn't see me as a teacher, which meant guidance was harder for them. Another aspect that was highlighted was that younger students understood electronic based tasks more than the written tasks, which could have been enhanced by the national lockdown of Covid-19.

ANALYSIS



The difficulties that raised with communicating with the child with Autism is explained by The World Health Organization (2019) that individuals with Autism Spectrum Disorders (ASD) have strict routines, don't like change and find social interaction hard. Sheldon, K. M., et al (2021) emphasises that supportiveness is a big aspect of work satisfaction, without the support I gained, I would have struggled a lot more. A further aspect I realised may have been linked to The national lockdown of 2020 due to the corona virus, which left a long-standing effect on 90% of young children and over 160 countries, disabling access to school (Ajanovic, S., et al 2021). A rise in screen time from 3 hours to 6 hours (Kotrla Topić, M., et al ,2021) and increase in phone addiction and reliance (Serra, G., et al.,2021). The national lockdown influenced young children to be more dependent on devices with no face-to-face interaction, this explains a possible link with younger children finding writing harder.



CONCLUSION

To conclude, I have learnt new skills when communicating with children. Gained experience with children with Autism, Dyslexia and down-syndrome and how to deal with them, how to deal with class disruption also. For a more positive situation, with more confidence, I'll be able to be stricter and have the greater ability to guide the class better. I have gained experience of all the different ages also, which will positively prepare me for any future educational work. To reflect, doing the five tasks showcased different capabilities.

FUTURE ACTION PLAN

I was quite reserved when trying to talk to the children to begin but going forward, I have developed relationships and know more of their names. I will need to spend more time with the children, at play time and in class and develop better educational skills. For my main aim for the future, is grow confidence in education and how it works and be myself. Through researching about different roles, learning more about additional needs, make notes during the lessons to gain more skills. A further improvement, could be spending more time with older ages (years 5 and 6) as a lot of the older classes I sat in for were based on research.

REFERENCES

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ROUGH NOTES DURING EXPERIENCE

Placement

15/01/24 (years 1+2 / Meithryn + Derbyn) ↑
 Book reading with class
 word task (saying words)
 saying what is on sheet

Outdoor task
 Making birdfeed with bird seeds and food

16/01/24 (years 1+2)
 writing task
 helping - very strong personnaus

17/01/24 (18 hours)
 watching lesson (years 5+6)
 very independent
 was quite hard to talk to the children
 helped with tasks for down syndrome
 was very interesting observing the class.

18/01/24 - snow (school closed)
 19/01/24 - wasn't in. *Trick a chicken*

22/01/24 (years 1+2) Meithryn + Derbyn.
 A bit harder to interact today, did the same task with making bird feed but with mugs and twigs

① ② ③ (30) 6 hours

23/01/24
 Started the day with years 3+4
 very good group was hard to
 include myself at first but
 managed to get some to read to
 me and then helped with counting
 money. Some found it harder than others.
 - After lunch (with years 1+2)
 helped with weighing things
 covered bread to look after Sam.

24/01/24
 began in with years 3+4
 began about Art for the Vidd
 went around class to see their ideas
 and helped them design their projects.
 after lunch went to years 1+2
 they made biscuits in the morning so
 I helped them decorate them
 which was really fun.

25/01/24 Meithryn + Derbyn (Nursery).
 was really fun helped kids
 make word collages for Dydd Santes
 Dydwyn
 helped at lunch time also.

① ② ③

26/01/24
 years 1+2
 did a lot more tasks today
 Mrs Bryan helped
 did my own trick a Chicken
 and helped group with writing
 got offered a job

29/01/24
 Nursery
 helped with directions (knowing
 right from left) and following
 a map.

31/01/24
 mum made cake for teachers to have,
 with years 1+2
 helped with further maths lessons
 and writing tasks
 - had to be a bit stricter.