

An evaluation of the use of PACE in a Lincolnshire School

In this special school for pupils with Severe Learning Learning Difficulties it is the responsibility of the Learning Support Assistants to assess a pupil's P level. The assistants had used the PACE by Equals document to support their judgments and afterwards were invited to evaluate its use within the context of their own school practice.

They generally found it easy to administer the activities and to acquire the necessary resources. However, they also found that they needed to make modifications to the tasks and they needed to refer back to teaching staff to support them in this. They felt that generally the time taken to administer the tasks was appropriate and that all pupils could access the tasks. The assistants felt that baskets of appropriate resources ready to use would have made their preparation easier as just collecting the resources took up so much time.

The assistants commented that some of the pupils could have passed assessments at a higher level but they could not because they had to pass the level before, and gave the example that some of the English and maths tasks seemed more straightforward at the higher levels. A quiet area was deemed important to do the tasks and staff needed to be familiar with what they were doing so that pupils were not kept waiting for the next bit. Enough time for the tasks was also needed so that neither staff nor pupils were pressured into completing quickly.

More information about PACE can be obtained from www.equals.co.uk