



Auntie's Cookery Academy

Fair Assessment Statement

At Auntie's Cookery Academy, our purpose is to support vulnerable young people aged 18 to 25 in building the confidence, skills and independence they need to thrive.

A big part of that is creating a learning environment where every individual has a fair chance to show what they've learned—regardless of background, ability, or circumstance.

This statement outlines how we approach assessment in a way that is transparent, consistent and inclusive. It draws on best practice and is guided by principles similar to those set out in AKG Learning's *Access to Fair Assessment Policy*, while being rooted in the lived realities of the young people we work with.

We recognise that many of our learners may face additional barriers—whether due to disability, mental health, neurodiversity or the wider effects of having experienced care. Our assessment approach is designed to be flexible, supportive, and person-centred.

1. Equality, Diversity and Openness

All assessments are carried out with fairness, clarity and consistency. We don't believe in one-size-fits-all.

We aim to ensure that every learner is assessed in a way that reflects their ability - not shaped by unconscious bias, inaccessible formats, or systems that work better for some than others.

Assessment decisions will always align with the standards required by awarding organisations, but how we get there may look different for different learners.

2. Qualified and Competent Assessors

Where learners complete portfolio-based work, tutors responsible for assessment will be appropriately qualified - or working towards relevant qualifications.

Internal assessments will follow agreed procedures. External assessments (such as online exams or written tests) will be marked according to the awarding body's rules.

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In all cases, our priority is to maintain quality, consistency and trust in the process.

3. Clear Expectations and Ongoing Feedback

From the start of the programme, learners will be made aware of how assessment works—what's expected of them, what good evidence looks like, and how they'll be supported.

They'll have multiple opportunities to demonstrate what they've learned, and receive constructive, timely feedback throughout.

We'll do our best to make sure assessment feels like part of the learning journey, not a one-off high-stakes test.

4. Access Arrangements – Removing Unnecessary Barriers

We know that vulnerable young people are more likely to live with disabilities, mental health difficulties, or learning differences such as dyslexia or ADHD.

Where appropriate, we'll make reasonable adjustments - often referred to as *access arrangements* - to ensure learners are not unfairly disadvantaged.

This might include the use of a reader or scribe, extra time, breaks, or assistive technology. These arrangements will always be agreed based on individual need, and will not alter the level of challenge expected by the assessment.

We'll listen carefully, involve learners in decisions, and provide support to help them advocate for what they need.

5. Special Considerations – When Life Gets in the Way

If something unexpected happens that affects a learner's ability to complete an assessment - such as illness, bereavement, accident or a personal crisis - we'll consider applying a *special consideration*.

This could mean rescheduling, adapting the format, or making other short-term changes to give the learner a fair opportunity without misrepresenting their achievement.

We understand that for some, especially those who are vulnerable, there's little margin for error - so a bit of flexibility can make a big difference.

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6. Authenticity and Integrity

To make fair judgments, we need to know that the work submitted is the learner's own.

If we have concerns about plagiarism, cheating, or unfair help, we'll follow clear, proportionate procedures. Learners have the right to respond and appeal if they believe a decision has been made in error.

We'll approach any concerns with care and without judgement, but we do take them seriously.

7. Transparency and Accessibility

We'll make this policy available to all learners and tutors, in plain English and in formats that are accessible. If you need this policy in a different language, please contact us via email (hello@auntiescookeryacademy.org) and we will provide a translation where possible.

We'll also take steps to ensure learners understand what it means in practice—not just on paper—whether that's through group discussions, one-to-one check-ins, or visual resources.

You can review our full accessibility policy on our website.

At its heart, assessment should be about recognising progress, celebrating learning, and building confidence.

We want our assessment process to reflect our values—not just of quality and rigour, but of care, respect, and belief in every learner's potential.

8. Policy Review

This policy will be reviewed **at least once every 12 months**, or sooner if:

- Relevant laws, regulations, or guidance change;
- A serious incident, complaint, or near miss occurs;
- Feedback from learners, staff, or partners suggests improvements; or
- Operational changes make an update necessary.

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