Madani Schools Assessment Overview | Educating the mind without educating the heart is no education at all

Educational Excellence	Learning	Attitude to learning				ARC (A2L/ Akhlaaq, Respect & Character)				Holistic Development
	Academic Progress	**Excellence**	**Respect**	**Independent/ home learning**	**Literacy**	**Attendance**	**Punctuality**	**Net Hearts**	**Net Hearts**	
1 Reflective	**Reflective learner - working above target:** Approach to learning is excellent and demonstrates a commitment that regularly exceeds expectations that leads to success	Pursues excellence always working hard, with the highest expectations & aspirations	Respect, kindness and tolerance for one's self/ learning, peers & staff making a positive impact	Always takes responsibility for learning in all platforms. Reflects on performance and uses time efficiently	Articulate, with in depth understanding of the importance of literacy/ oracy in all areas. Efficiently develops literacy skills to audience and context	Excellent attendance 100%: attends school everyday	Always **In time, on time** for all lessons, sessions and registration	*Future leader* that always makes a positive contribution to lessons, the school/ learning community and wider society	**Reflective:** An *exemplary role* model Always Accountable to one's self, their learning, peers, staff, parents/carers the learning community and to God	**1** Reflective
2 Proactive	**Proactive learner - working on target:** Approach to learning is effective and demonstrates a commitment that is in line with expectations	Usually works hard and displays good levels of motivation & ambition, participating effectively	Usually demonstrates respectful attitude to learning to peers & staff which assists learning	Usually takes responsibility for learning across most platforms. Proactive to develop and uses time effectively	Good understanding of the importance of literacy/ oracy in most areas. Proactively develops literacy skills to audience and context	Good attendance 98% - 100%: attends school most days	Usually **In time, on time** for most lessons, sessions and registration	Usually makes a positive contribution to most lessons, the school/ learning community and wider society	**Effective:** Usually accountable to one's self, their learning, peers, staff, their parents/ carers and the learning community	**2** Proactive
3 Reactive	**Reactive learner - working towards the expected target:** Approach to learning is reactive; working towards expectations but inconsistent	Occasionally displays a basic level of motivation if told, but often settles with the minimum required	Sometimes demonstrates disrespectful attitude to learning to peers or staff which disrupts learning	Sometimes takes responsibility for their learning and reacts/ responds to feedback to develop	Some understanding of the importance of literacy in several areas. Reacts/ responds to feedback to develops literacy skills	Attendance 96% - 98%: attends school infrequently	Sometimes late for some lessons, sessions and registration	Sometimes makes a positive contribution to some lessons and the school/ learning community	**Reactive:** Sometimes accountable to one's self, their learning, peers, staff or their parents/ carers	**3** Reactive
4 Ineffective	**Ineffective learner - working below target:** Approach to learning is not within acceptable expectations. Static progress will not lead to success	Low expectations, limited work or motivation; frequently off task and reluctant to participate	Frequently demonstrates disrespectful attitude to peers or staff that disrupts learning	Frequently fails to take responsibility for their learning and often does not perform well despite feedback	Limited understanding of the importance of literacy. Very little interest to develops literacy skills	Attendance below 96%: misses school too frequently	Frequently late to many lessons, sessions and registration	Rarely makes a positive contribution to lessons and the school/ learning community	**Ineffective:** Frequently not accountable to one's self, their learning, peers, staff or their parents/ carers	**4** Ineffective
MIND	Teacher input				English Teacher input	System generated				**HEART**