



Learning Resources Policy

Al Faisal International Academy

Muaither- Al Salam Street, Doha, Qatar 202461

alfaisalacademy.prim@education.qa

+974-44659256 +974-55652167

www.alfaisalinternational.com

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Rationale:

Learning resources are no doubt important in the development of a conducive teaching-learning environment. The proper management and use of these resources will not only boost the morale of teachers and students but also ensure the attainment of goals.

Learning resources are relevant tools in education to provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills. It should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning.

This policy has two main sections as follows:

Section 1: Library Policy and procedures

Section 2: Review of Learning resources policy

Section 1: Library Policy and Procedures

By learning to use the library areas effectively, the students gain access to a range of reading and information resources across all areas of the curriculum. For this reason, the library is a key area for extending children's learning.

Aims:

Our aims lay emphasis on encouraging, supporting and teaching the students:

- to enjoy reading, develop an appreciation of written texts and a love of learning
- to actively engage with texts and other sources of information
- to extend their learning, access meaning and develop their vocabulary
- to access information independently by understanding the organisation of books in the library.
- to access information within texts, using the contents page, index and glossary and by using techniques such as skimming and scanning
- to use the information gathered from texts to represent it to others either orally, through ICT, or in writing – for example, by taking notes and using these to produce connected text.

The Role of the Teacher and Librarian

To encourage and support children to be active and enthusiastic learners and to develop their reading and library skills by:-

- making a range of resources readily accessible for both the children and other users
- ensuring they are kept tidy and well-organized
- creating an environment which promotes and supports learning
- using a range of strategies to teach research skills
- monitoring progress, determining targets for development and providing feedback.



The Learning Environment

Children have access to a range of good fiction and non-fiction books and other resources through use of the library. Library displays, such as rules for library use, book posters and book reviews aid learning, whether specifically related to the library itself, literacy or other areas of the curriculum. The furnishing and displays should also make each library area an inviting place to learn.

Guidelines:

1. A wide range of fiction and non-fiction resources will be made available for the students to accommodate all ages and abilities. All library resources (print or digital) will be checked for appropriate content.
2. All students will have the opportunity to visit the library either as a class or in smaller groups during their school career.
3. All students will be given the opportunity to borrow reading books from the fiction and non-fiction resources.
4. Students will be invited to opt into the school's scheme for borrowing fiction and non-fiction library books. This is on the understanding that lost or damaged school books will be paid for by parents/guardians, who will be asked to sign a form, agreeing to cover any loss or damage. A record of the children's borrowing will be kept on the computer system.
5. All library users have a responsibility for keeping library areas tidy and well-organised in accordance with the systems adopted by the school.
6. Students will be taught how to organise books and will be expected to help keep all library areas organised and tidy.
7. Students will receive library training before using the library to ensure understanding of library rules.
8. Children will be taught research skills to enable them to access information from non-fiction sources.
9. Reading test should be conducted on a weekly basis and new stories should be issued.
10. The running of the library will be monitored by the school head.

Library Rules

1. Library shall not be used as a place for relaxation. Students should observe perfect discipline inside the library.
2. Maximum three books can be issued per student at a time on the days fixed for each class.
3. Students should come with a teacher, otherwise produce the permission slip from the teacher and note in the register.
4. Any book(s) borrowed from the library that become damaged or lost by the students must be replaced by payment or a new copy of the same title.
5. Students must report to the Librarian if they find any damage in the borrowed book(s).
6. The students and staff are requested to bring to the notice of the librarian any objectionable material in the book or otherwise.
7. Library books are issued for a period of 7 days. A book may be issued for a further period of 7 days if there is a demand for it. For such renewal, the book must be produced.



8. The librarian can use the digital resources as part of Library lesson.

Entitlement for all:

Most pupils can make expected progress towards our aims; however, some do experience difficulties and need more support. In such instances, a specific individual or group programme of activities should be drawn up in consultation with the subject teachers /support teachers.

All teachers are also aware of the additional accomplishments and challenges faced by children in English or Arabic and, where possible, will provide appropriate activities and resources to meet their needs and to acknowledge their achievements.

Section 2: Learning Resources Review Policy

AFIA believes that both the availability and quality of materials are important to quality education. Our staff and students use a wide range of educational teaching and learning materials to support exceptional learning experiences, including course notes, hand-outs, course work assignments, audio, video, images, animations, multimedia materials, e-books, open textbooks, hands-on activities and others.

Aims:

The purpose of this policy is to outline school policy and guidance on selecting suitable teaching and learning resources for students. This policy is intended to examine curriculum and educational resources as accessed and used by senior leaders and teachers in a range of school settings, to support teaching and learning.

At AFIA, we aim to enhance the performance of all students while also providing more equitable learning opportunities for different groups. There has been greater focus on ensuring that resources are directed to the areas where improvements in teaching and learning outcomes can best be achieved. This is to ensure that students with different needs and from different backgrounds have access to high quality education from an early age, as this can be an effective means to reduce systemic inefficiencies.

Learning Resources Checking Procedure

We follow a systematic and thoughtful approach aimed at checking and validating core and supplementary learning resources as follows:

The school has set up a committee for checking and validating the content of core and supplementary learning resources which includes:

- Deputy Head
- Arabic coordinator
- English coordinator
- Islamic Studies teacher
- QH teacher
- English teachers



- Librarian
- ICT teacher
- Resource Coordinator

Duties of the Learning Resources Committee

- To check and validate all the core and supplementary learning resources and make sure they are free of any content that violates or contradicts Islamic values and the Qatari traditions.
- Comprehensive and precise verification for all the learning resources prior to given to students.
- Prepare an annual

Scope of learning resources content to be checked by the Committee:

“Learning Resources” will refer to any material (whether acquired or locally produced) with instructional content that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to

1. Core and supplementary learning resources
2. Written texts
3. Multimedia presentations and educational videos
4. Illustrations, images, charts and maps
5. Encyclopedias and other references
6. Digital resources

Selecting Appropriate Materials

The Curriculum review committee must

- consider the expected student learning outcomes and standards described in the curriculum framework.
- consider the particular needs of our students.
- ensure that teaching and learning resources are suitable for the age group using them.

Guidelines to be followed:

We aim to select resources that will enrich and support the curriculum, taking into consideration the diversity of interests and perspectives, and the variety of abilities, learning styles and maturity levels of the learners served. The committee will ensure that

- Learning resource must meet the expected student learning outcomes and standards described in the British National Curriculum
- ensures that teaching and learning resources are suitable for the age group using them.
- to select resources that will stimulate growth in factual knowledge and literary appreciation.
- considers the words, behavior, images or themes of the resources in terms of the:



1. context
 2. impact on the audience age group
 3. literary, artistic or educational merit of the material
 4. intention of the author and general character of the material
- All educational resources - core and supportive learning materials used shall comply with the religious values and the political, social and cultural principles in Qatar.
 - Core and supportive learning resources shall be free of any topics that may provoke any disputes among people.
 - Erase/omit all that is inconsistent with the teachings of Islam and the values of the Qatari community in the learning resources selected or prepared by the school, taking into account the appropriateness of images and illustrations to Islamic values, and Qatari customs and traditions.
 - Demonstrate a commitment to teaching the three compulsory subjects (Islamic Studies, Arabic Language, and Qatar History) as per the guidelines of MOEHE, and to provide original copies of learning resources issued by the Ministry of Education and Higher Education to each student.
 - Providing all educational resources for students at the beginning of the term.
 - Providing all basic and supporting resources for the curriculum requirements.
 - Ensure that all the main policies mentioned by MOEHE related to basic and supporting educational resources, as well as the sources and references available in academic libraries, are met.
 - Preparing an annual report at the end of each academic year and sending it to the Private Schools Affairs Department.

Key principles of the learning resources content topics

1. Religion

- Islamic studies will be the only religious study to be taught at our school.

2. Prohibitions and forbidden matters

- Depiction of prophets and holy figures is not allowed.
- The teachings of the Islamic religion must be considered, as it is forbidden to refer to alcoholic beverages and drugs and to encourage the students in any form (text or images). It is also prohibited to display pictures of eating pork or encourage eating it, and to avoid portraying pigs with human characteristics.

3. Values and Morals

- All core and supplementary learning resources must consider the use of appropriate images that do not contradict or offend Islamic values and Qatari culture, including images of indecent clothing.
- It is strictly prohibited to include in the core and supplementary supportive learning resources anything that contradict Islamic values and social morals in the State of Qatar, such as referring to drugs, premarital sexual relations (cohabitation), homosexuality, or any other intrusive habits which go against the customs and traditions of Qatari society.
- It is prohibited to refer to sex related topics in any form (images or texts).



4. Reproduction topics in science

Dealing with objective sources dealing with topic of reproduction in the British curriculum and studying scientific facts with caution in line with the local culture

- Discuss reproductive physiology without using visual resources like images or videos.
- Taking into account the age of students in teaching this subject.
- Considering sex of students while teaching reproduction so it has to be done separately.

5. Political matters

Focus on issues that enhance the values of citizenship and belonging and inspire positive models, not delving into controversial issues that raise conflict among society, with the need to emphasize respect for the principles of the State of Qatar and its firm positions on Arab and Islamic issues, foremost of which is Palestine (e.g., including maps, flags, pictures and media), according to Qatar's official recognition of the State of Palestine and its territorial borders.

6. Human rights

It is necessary to address appropriate and updated topics related to human rights, in accordance with the aspirations and achievements of the State of Qatar in this field, and in accordance with the approved policies and Islamic values.

7. Myths

Greek or other myths may be covered, as long as they relate to curricular topics in historical and literary studies, while avoiding morally unacceptable mythological drawing.