

St Luke's C of E Primary School Library Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Introduction

A library is a special area, set apart from the classrooms with a friendly atmosphere, modern furniture and attractive displays of fiction, nonfiction and reference materials.

'What we learn from books and other resources becomes part of us.'
Library Association

'The library is not aside from, or a buttress to the curriculum, but it's skills are the very foundation of the curriculum.' HMSO 1984

Our curriculum is designed to cultivate an enjoyment of learning, and a commitment to it, thus creating the right climate in which to encourage and stimulate the highest possible attainment, by all our pupils. The role of the school Library is central in supporting our children's learning, as it plays a key role in helping them develop their communication, information handling and research skills. It also offers them a view of the world that is free from stereotypes, with equality of opportunity for all.

By offering them the opportunity to take responsibility for their own learning, our library helps children on their way to becoming independent and lifelong learners. The resources in our Library support the aims and objectives of the national curriculum, promoting the ability in children to read fluently a range of literary and non-fiction texts, and to reflect critically on what they read.

'Learning how to use books and resources is essential if young people are to take responsibility for their work and to develop into independent learners.'
Better Libraries, DES, 1989

This policy outlines the organisation and management of the Library at St. Luke's CofE Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that the Library plays in the education of our children. It is important that a positive attitude towards Reading is encouraged among all children and staff in order to foster self- confidence and a sense of achievement.

Reviewed and Ratified Summer 2017

Philosophy

We believe that reading is a fundamental life skill. It develops children's ability to research, ask questions and find their answers and improves confidence and writing in particular. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. We aim for children to be able to apply the skills learnt in the Library effectively in all areas of the curriculum. St. Luke's school works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Aims and Objectives

- To support the content of the curriculum to enable children to acquire knowledge.
- To provide a stimulating learning environment.
- To promote research and investigation strategies so that pupils can become confident in evaluating and using information.
- To encourage reading by providing a range of materials to suit all ages and abilities and develop a love of books and reading.
- To maintain links with external agencies and develop connections with local libraries and the wider community.
- The Library should continually evolve to respond to the learning and teaching needs of the whole school.
- The Library should be an expression of the ethos and values of the school community and should be an expression of the ethos and values of the school.
- To ensure a high standard of display to provide an attractive environment, which encourages study, browsing and reading.

Strategies for Implementation

- Each child who is a new admission is given a letter explaining Library borrowing procedures and receives an induction to the Library and the facilities on offer.
- Each class (Years 1-6) are timetabled for Library each week.
- Library stock is catalogued using 'Junior Librarian' computer system.
- Non-Fiction is classified using a simplified Dewey system (and is also on the 'Junior Librarian' system).

- Children borrow books using their personal identification number.
- Books are issued on a two week loan, to be read in school or at home.
- Reminders are sent to the borrower if a book is overdue.
- If a book is lost or damaged the parent/carers are sent a letter asking for replacement costs.
- Staff, children and parents/carers are asked to complete questionnaires frequently to make sure stock is stimulating and appropriate.
- The wider community is invited into the Library.

Resources

- Library stock includes Fiction and Non-Fiction - suitable for different ages and reading levels.
- Young Readers to promote independent reading and Picture books to encourage early learning.
- Colour banded books are rotated in each KS1 class (not on the Library system)
- Reference books for quiet study time in the Library.
- Topic loan boxes for class study.
- Junior National Geographic and Aquila - children's magazine to read in the Library.
- Library updates are added to our weekly newsletter.
- The Literacy Co-ordinator is responsible for the organisation and maintenance of the Library resources and should be a source of help and advice (Junior Librarians are also selected via an application process and a timetable is in place so they tidy the space at break each day).

Stock Selection

- The Library stock should aim to represent a balance between supporting the curriculum and meeting the individual needs and interests of pupils.
- Pupils are questioned frequently to gain their input in the selection of books.

Health and Safety

- All routes are clear and uncluttered.

- Fire extinguishers of the right type.
- Shelving is not overloaded or top heavy and is attached to the wall.
- Shelving is the correct height.
- There are no trailing wires.

Monitoring and Reviewing

The coordinator uses the National Curriculum and engages in informal discussions with staff to ensure that the best use is made of resources and funds. A weekly timetable is in place to ensure all children have access to the Library.

Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Management and Administration

Role of the class teacher

- Ensure the children have access to the Library through timetabled sessions and to pop in and renew books.
- Remind children when books are overdue.
- Teach alphabetisation in order that pupils can return books to the correct shelves.
- Monitor the use of MLS software for their class – make sure books are loaned and returned properly.
- Liaise with the Literacy Co-ordinator regarding texts needed, issues with the space/software, identifying books that are no longer fit for purpose.
- Encouraging all pupils to read as often as possible.

Role of the teaching assistants

- Support the class teacher in the effective use of the Library.
- Add value to the children's learning by working with a range of abilities in small groups or individually within the Library space.
- Communicate effectively with the class teacher to ensure the effective sharing of information about any issues in the Library.

Links with other school policies

The Literacy policy incorporates the aims of the following policies:

Teaching and Learning

Literacy

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Equal Opportunities
Special Needs