



All Saints Benhilton C of E Primary School Library Policy

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



INTRODUCTION

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

Library Association

'The school library is ideally placed to bring reading for pleasure to life again, indeed no single place in school is more important'

Paul Kropp

All Saints Benhilton's school curriculum develops enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest possible attainment by all pupils. The role of the school library area is central to supporting children's learning. It plays a key role in helping our children to develop their thinking, communication and information-handling skills. It also offers them a view of the world that is free from stereotypes and promotes equality of opportunity for all. Our library areas help our children become independent and lifelong learners through offering the opportunity for the children to take responsibility for their own learning. The resources in our library support the aims and objectives of the Foundation Phase and the National Curriculum by promoting the ability in children to read fluently a range of fiction and non-fiction texts, and to reflect critically on what they read.

AIMS

- To develop and foster a love of reading.
- To provide a wide range of quality books to support the curriculum needs of all pupils and teachers.

- To provide a resource that enables children to gain the library and research skills they need to become independent learners.
- To maintain and develop a wide selection of reading material that is easily accessed and organised.
- To provide an environment that is welcoming and accessible to all.
- To provide a simple borrowing procedure to enable children to borrow books independently.
- To familiarise children with library routines that will give them a generic understanding of all libraries.
- To extend children's learning experiences.

Accommodation

The school library is in the resource area where it is accessible to all. It contains collections of picture books, fiction, poetry, audio-books, magazines and non-fiction.

Organisation

- Fiction
- Picture books are organised in boxes with the front cover facing out. Fiction stock is shelved in alphabetical order by author surname, left to right on the shelves.
- Accelerated Reader books are organised in point level for ease of finding. Poetry is shelved separately.
- Non-fiction
- Non-fiction resources have been classified according to the Dewey decimal system.

Access

We have installed a computerised online management system – 'Junior Librarian', which allows children to search the catalogue using keyword, author name, Dewey number or topic searches. The children can use the 'Who Next' option to help them select their next book. Hard copies of 'Who Next' are also available.

Each child from Reception to Y6 is issued with a ticket with a personalised barcode.

Children can borrow one book at a time on their barcode. If the book is not returned within five weeks the parents are emailed a letter requesting that the book is replaced or a contribution of £5 is made towards the cost of replacing the book.

Children have access to a number of e-books through 'Junior Librarian- Reading Cloud'.

Currently

In Key stage 2 children attend the library in either Guided Reading time or their own time. In Key stage 1 children have a library time timetabled into their week.

Resources

The library coordinator manages the school library and resources. Resources will be kept up to date and in good condition. The library coordinator will purchase new resources after discussion with the literacy leader, class teachers and students taking in consideration the following:

- the relevance and appeal

- the suitability
- quality and durability
- value for money
- equal opportunities

Library Skills

All teachers aim to use correct vocabulary when teaching library skills. Through using the library, children will be taught the following skills:

Foundation Phase

Children are encouraged to:

- use and enjoy books eg. examining the cover / illustrations;
- develop confidence in browsing and selecting books;
- discuss the term 'author' and look at books by particular authors;
- to develop a positive attitude towards reading, using the library and the care / handling of books.

As children progress through Key Stage One children are taught to:

- use and enjoy books eg. examining aspects of cover / text / illustrations / blurb;
- discuss the terms 'author', 'illustrator' and 'publisher', look at collections of books;
- identify differences between fiction and non-fiction books.
- explore and apply skills, knowledge and understanding of alphabetical order to locate fiction books;
- retrieve non-fiction books using the Dewey System;
- use the index, contents and glossary of non-fiction books;
- begin to extract information from text, and consult reference books, including encyclopaedias, atlases and dictionaries;
- use the Microlibrarian system for research, collating book reviews, researching new books and reading e-books.

Key Stage Two

These skills are built on and extended at Key Stage 2 in timetabled library sessions and as part of the curriculum. Children are encouraged to develop their independent learning and research skills.

EQUAL OPPORTUNITIES

In the teaching and learning of Literacy, every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. We ensure the individual is educated in an environment where she/he feels respected and valued:- ensuring equal access to equipment; delivering a curriculum free from stereotyped ideas; not using sexist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.

MONITORING AND REVIEW

The subject leader will monitor the implementation of the policy through the ongoing role to ensure that procedures laid down are reflected in practice.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy
Special Educational Needs Policy
Gifted and talented Policy
ICT Policy
Equal Opportunities Policy
Inclusion Policy
Health and Safety Policy

Library Coordinator: Miss N Hands-Heart
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