

## **St Lawrence C of E (Aided) Junior School**

### **Library Policy**

'The library is a platform for self-development, a gateway to knowledge and a catalyst for the imagination'.

Tony Blair, August 1998

#### **Aims:**

We aim to promote the love of books, develop pleasure in the written word and the appreciation of good literature.

We aim to develop skills, not only for future education but also for life

#### **Accommodation**

The library is located off the entrance hall of the school. It is easily accessible to all classes and all children. There is a computer dedicated to library use.

#### **Staffing**

The overall responsibility for the management and development of the library lies with the Headteacher and then the literacy co-ordinator. The librarian, at present employed for one day a week, is responsible for the day to day tasks and organising the volunteer staffing for the week.

#### **Funding**

There is an annual sum to be spent on the library. In addition to this, 'free' books from the Scholastic book club and donations from children leaving the school may be added to the stock.

Preparing financial estimates and managing the budget are the responsibility of the literacy co-ordinator and librarian.

At present, there are over 5000 books in the library.

#### **Selecting Resources**

Library books are selected to complement the whole school provision i.e. curriculum areas, reading schemes, classroom collections and resources for the Literacy Hour. The stock should reflect a balance between supporting the curriculum and providing resources to meet individual needs, interests and SEN (dyslexia). As well as responding to need, books are chosen to inspire and challenge.

Staff and children may recommend titles and parents are advised when they wish to make donations.

When assessing books for possible selection the following criteria are used: (The Chartered Institute of Library and Information Professionals)

- purpose  
relevance to pupils and staff  
does it achieve what it sets out to do?  
does it appeal to the target age group?
- suitability  
reading age  
print size  
readability  
clarity of illustration  
ease of use  
use of language
- production  
quality  
durability  
attractiveness  
accessibility  
value for money
- equal opportunities  
how cultures, religions, ethnic diversity, gender and disabilities are presented in the text and images  
the provision of dual language and mother-tongue  
author credentials
- is the information current?

## **Organisation**

The library uses a computerised management system, Reading Cloud / Junior Librarian for which there is a dedicated computer in the library. The recording of loans is simple and useful information about the library use can be provided. Additions to stock are barcoded and added to the system. Borrowers are identified by barcodes.

## **Support for Teaching and Learning**

As well as topic collections in each year group, there are books in the library which support the schemes of work in the different subject areas including the

Literary Strategy. Children may borrow these on an individual basis, or the class teacher may select a collection for classroom use. Children selecting their own have an opportunity to use the Dewey decimal catalogue.

### **Use and Access**

Each class has a dedicated time slot one lunch-time when there will be a helper in the library. If the library is quiet, children from other year groups may also come in. Should the library become too busy, children are asked to leave and return later. Returned books may be placed in the dedicated 'Book Return' at any other time. Children may use reference books for research at any time provided they are replaced at the end of the lesson.

### **Monitoring and Evaluation**

The following questions are continually asked in a process of self-review and evaluation:

- Are there enough resources to meet curriculum and pupils' individual needs?
- Do resources meet individual learning needs of all pupils of all abilities?
- Are these resources relevant and of good quality?
- What use do pupils and staff make of the library and its resources?
- What is the impact of the library on pupils' learning and achievement?
- The quality, range and appropriateness of stock are evaluated.

The number of books issued, class use, percentage of books on loan at any one time and number of pupils using the library is information that can be easily retrieved from the computerised management system. Individual children's borrowing patterns can be accessed.

## **INTRODUCING CHILDREN TO THEIR LIBRARY**

**By the end of their Primary Education each child should be able to answer the following questions and master the skills listed below.**

Where is the library?

What is it for?

Who is in charge of the library?

When can I go to the library?

How are books borrowed?

How are they returned?

How many books can I borrow?

Can books be taken home?

Why are books in a special order?  
How are the shelves arranged?

**Each child should know-**

- that being in a library is enjoyable
- that a library is a quiet place
- how to care for books
- the difference between fact and fiction
- the difference between non-fiction and fiction
- alphabetical order
- how to use a dictionary
- how to use a thesaurus
- how to use an encyclopaedia
- why books are in a special order
- the basic facts about the Dewey System
- how to find a specific book
- that there is a simplified index to make it easier to find a book
- that there is more than one book on a subject
- that there may not be a book on every subject
- that subjects can be scattered e.g. Victorians at 391 (costume) as well as 942 (history)
- that like-subjects are grouped together e.g. trees next to plants
- how to read for research
- how to find answers to questions
- that information might be found in a book on a wider subject
- how to skim for information
- how to browse
- how to put a book back on the shelf where it was found
- how to evaluate contents
- that each book has an author, title, publisher, and date
- how to use a contents page and index
- how to take notes
- how to summarise
- how to interpret
- how to record accurately
- how to record concisely
- that information may no longer be current
- that there may be a bias in the information

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