

HAZELDENE LOWER SCHOOL



LIBRARY POLICY REVIEWED Jan 2015

SIGNED DATE.....
HEADTEACHER

SIGNED DATE
CHAIR OF GOVERNORS

TO BE REVIEWED JUNE 2017

Hazeldene Library Policy

Rationale

We believe that every child should be encouraged to develop a love of books and have the opportunity to acquire the skills necessary to be a confident and competent library user. It is a valuable learning resource for all children. Using the school library helps to engender an enjoyment of reading as well as being an important vehicle for learning and developing knowledge.

Policy

It is our policy that the use of the library is an integral part of the children's learning by developing library skills so that they may use the library for study and enjoyment with increasing independence.

Aims

- To foster a love of books and enthusiasm for reading
- To encourage children to become familiar and confident users of the library
- Provide resources for curricular and recreational needs of all pupils and staff to support and enrich the activities in the classroom
- To develop research and information retrieval skills
- To involve the children in the maintenance and organisation of the library so that they will treat the library environment with respect.
- To encourage the children to use the library independently

To achieve these aims teachers will:

- Teach the four main library skills at the appropriate level i.e.
 1. Location(finding their way around the library ,its materials and systems)
 2. Alphabetical (using the subject indexes and sequencing order by author of children's fiction)
 3. Numerical (Dewey system of filing non-fiction books)
 4. Research : Purposeful reading
 - Looking for answers to specific questions
 - Retrieval of information

Reading for research using the techniques of:-
skimming, scanning, reading in depth, and not taking

- Use the allocated time each week for their class to use the library
- Discuss books they are reading and share their enthusiasm of books with the children
- Encourage children to carry out research for their own interest areas

Organisation

The Library co-ordinator with the help of other staff will be involved in the organisation and maintaining the library resources. The library is organised in the following way.

The central school library mainly comprises of non-fiction books with a significant number selected to support:-

1. The topics in the school's curriculum at EYFS, Key Stages 1 and 2 of the National Curriculum.
2. Curriculum development.
3. Special needs
4. Multicultural education

All books are classified according to the Dewey system as well as being colour coded. The children have access to a subject index as well a colourful simplified index to help locate books.

There is an increasing number of fiction books intended to supplement class library provision, particularly at Key Stage 2, and are classified according to author.

A small section of the library houses resource books for staff use. Large encyclopaedias, dictionaries and atlases are reference books and should not be removed from the library. Special permission is obtained from the librarian.

All our books are put on to the computer using the Junior Librarian. This is an automated self-service system for managing a small unsupervised primary school library. Many of the tasks are designed for children to undertake

themselves and it can act as a learning resource which covers almost all of the requirements of the National Curriculum in ICT K.S.1 and K.S.2. Books are catalogued using the magicat data-base.

Book Borrowing

Children will

1. Choose a book
2. Scan the bar code inside the book using the bar code reader
3. Ensure the correct title is displayed
4. Scan the personal bar code number on their reader ticket
5. Ensure correct name and class are shown as well as today's date

Book Returns

1. Scan the bar code inside the front cover of the book to be returned
2. Put the book in the box marked "Returned Books".

Trained librarians from year 4 only are to return books to the shelves to minimise mistakes, particularly as a wrongly shelved book is a 'lost' book.

Promotion of the library

Each year group has a designated weekly time to visit the library and a timetable is on the notice board in the staffroom. Children are encouraged to bring their books in on the day they visit the library regardless of whether they wish to change it. This is to promote the good habit of regularly changing books as well as minimising book loses. Older children, at the discretion of the class teacher, may visit the library unaccompanied whilst younger children need to be supervised by an adult.

Each term the whole school will take part in celebrating the library by choosing a particular author to celebrate the works off. Each year group will add to a library display during literacy work. This will take place during: Roald Dahl Day, Book Day and Readathon week.

Class libraries

Each class has a collection of picture books, story books and some non-fiction books which form the basis of the class library. These are available for children to read in class or borrow for reading at home.

Responsibilities

Library Coordinator

Our Library Coordinator is Mrs S Newell in Liaison with Mrs J Sumner (Literacy Leader)

It is the responsibility of the coordinator to ensure the smooth every day running of the central library. This will include:-

1. Liaising with staff over decisions concerning new purchases.
2. Ordering books and classifying new stock.
3. Regular stock checks to make sure that all books are up-to-date, relevant to the needs of the curriculum and in good condition.
4. The organisation of parental help.
5. Ensuring an attractive environment.
6. Liaison with the County Schools' Library Service.

Class Teachers

It is the responsibility of the class teacher to:-

1. Ensure the children are provided with opportunities to become familiar with library resources along with guidance in their use.
2. Ensure that all books in their class libraries are attractive and in good condition as well as including a wide range of reading material.
3. Regularly exchange books from the Schools' Library Service with another class in the year group or by visiting the Schools' Library Centre.
4. Accept some responsibility for their class in keeping the central library in good order, i.e. by replacing books correctly, by tidying the shelves after use, by the discouragement of leaving books around the library after use and ,if it has been necessary to move furniture during a session , by returning it to its correct position.

Support Services

The Schools' Library Service

The Library Service provides support and advice on all matters related to the library and the Children's Librarian works closely to provide information and support.

Project loans are available each term. Each class is entitled to 1 project box per term per year group per term in year. Story sacks loans are available as well. Generally Reception and Year 1 take up this offer, 9 loans are available each year.

The school also takes advantage of the 'Bulk Loan Service' and the Library Skills sessions.

Central Library

Putnoe library is the nearest library to Hazeldene School. They welcome visits from children and will provide a range of facilities for children at the library. Reception and Year 1 children often visit the library during school time and the librarian will arrange for story telling sessions and help children develop library skills.

Book Replacement Policy

A programme for replacing books is in place so that stock is updated and reviewed each year. Budget provision has been made as a direct result of fund raising from the bi-annually Book Fairs. At the end of each school year children, particularly leavers, are actively encouraged to donate books to the school library. In these books a special certificate is placed stating when and by whom the book was donated.

Cross-Curricular Links

It is our policy at Hazeldene that every child should be involved with books and that our library becomes an integral part of the curriculum. We feel it must be central to all learning that takes place in the school that the development of learning/library skills should not be isolated from the general curriculum. We feel that they are likely to be more effective when they are integrated with the curriculum rather than only through separate library lessons.

Continuity and Progression

As mentioned all non-fiction books are classified according to the Dewey system. This will ensure that all children will become familiar with the universally accepted

system of classification which they will encounter not only at their present stage of schooling but all stages of education.

Differentiation

Each teacher will ensure that the library activities allow for the differentiation amongst the children. By identifying the abilities of the children in the assessment process, activities will be presented and extended at an appropriate level to give each child the opportunity to develop and utilise their individual skills and knowledge.

Equal Opportunities

The use of the library will ensure that all children irrespective of gender, ability, ethnicity and social circumstances have access to the pleasure and knowledge gained through the reading of books. The subject matter of fiction and non-fiction will embrace wide variety of cultures and avoid racial or gender stereotyping. The principles and legal obligations under the Special Educational Needs and Disabilities Act 2001 and Disability Discrimination Act 1995 adhered to at all times.

Information and Communication Technology

Where appropriate, children will be given the opportunity to use their research skills to access information from CDROMs and the Internet in addition to research from books.

Monitoring and Evaluation

The library coordinator will regularly monitor the library policy statement. The overall responsibility for the introduction, implementation, monitoring and review of the library policy and its facilities lie with the library coordinator, Governing Body and the Head teacher.

Review of documentation/practice

All library documents will be reviewed and amended as necessary as part of the whole school cycle.