

Library Policy

Rationale

At Manor, we believe that pupils need to develop appropriate learning strategies in order to become independent and lifelong learners. Our school libraries should be used as the cornerstone to this process.

Our libraries can be used, not only to support the teaching and the learning in our school, but to give our children the freedom to make choices about their reading and learning experiences.

Library skills need to be introduced to children from an early age and practised throughout their school career.

Through the correct use of our libraries, we can give our children the opportunity to;

- Extend their reading experience.
- Discover and use information.
- Learn research skills.

We believe that the library is essential to the healthy growth of learning. The library and its use is the responsibility of all teachers and all others concerned with promoting learning.

Aims and Objectives

- To enrich pupils reading experiences and develop pupil's skills as independent learners.
- To provide resources and information that both pupils and teachers need.
- To support the teaching and learning process within the school and extend the school curriculum.
- To have up to date, attractive and suitable resources in a range of media.
- To provide a pleasant and stimulating environment within which our children are encouraged to research and learn.
- To encourage a love of books within each child.

At Manor, we want the children in our schools to become confident, active and committed in their language and literacy. We believe our children should be entitled to experiences which enable them to;

- Make choices about the sort of texts they enjoy.
- Read with understanding a range of different kinds of material.

We aim to provide a whole school resource, which is centrally located within the school and is easily accessible to all classes and all children.

Our libraries embrace the central fiction and non-fiction collection as well as access to I.C.T. They have formal and informal reading areas as well as study space for both staff and children. Classroom book corners benefit from the centralised library from which staff can collect fresh collections termly.

The library is a key resource for pupils. We use the Junior Librarian software programme which incorporates the use of ICT into each library session. Older children are given the responsibility to scan and return their own books. They can also

use the programme to look up books, research authors / topics and write book reviews.

The library supports the National Curriculum by providing extra books and enables pupils to develop research and information retrieval skills that will equip them for lifelong learning.

The Library Environment

Our libraries aim to...

- Be easy to get to and pleasant to be in.
- Provide what readers want to read.
- Be well matched to what learners have to learn.
- Be well equipped to help the learning process.
- Have class teachers who know how the library works and have time to see that the learner's needs are met.
- Develop and use pupil's needs as librarians.

The Library co-ordinator aims to;

Attractively present well chosen stock, which relates to learners' ages, abilities, interests, cultural background and gender.

Make good use of the expertise and stock of the Schools Library Service.

Look regularly at what resources we have and how they are being used.

Library Procedures

Opening times

Each class are time tabled to use the library for a 25 minute slot once a week.

The mornings are used mostly for research and special needs groups. Reception classes visit at 11.00am –11.45am every day except Thursday.

The afternoons are used for research and special needs groups. They are also time tabled for visits from other year groups.

The Nursery uses the library for story time sessions both in the mornings and the afternoons.

Rules

At Manor, we encourage the children to accept responsibility for their own behaviour and learning when in the library and for the resources in their care. Each child is encouraged to take care of, and respect the library environment and to take responsibility for their own library books, making sure they are well cared for and kept in their book bags when not being read at home.

When using the library, the children are reminded to;

- Speak quietly.
- Scan books out and in using the Junior Librarian software on the library computer.

- Return books to the correct shelf, taking into account whether it has a coloured sticker on it (Fiction or non-fiction?).
- Put books on the shelf with the spine facing out.
- Care for the books.
- Leave the library how they would like to find it.

Loan Period/Overdue Procedures

Each child is timetabled weekly for a Library session. Alternating between borrowing / returning a book to take home and enjoy and a library skills lesson. Each book that is borrowed / returned is scanned out / in by each child using the Junior Librarian software programme. If a child has two or more unreturned books scanned out in their name, they are not to be allowed to borrow any more books until the outstanding books have been returned. This also needs to be explained to the child's parents by their class teacher. Any lost books are to be charged at £5 each.

Selection and Equal Opportunities Policy

Selecting the right resources for the library is the key to its success. It enables us to inspire a child's imagination, provide for a child's information needs and create lifelong learners.

The Library co-ordinator has overall responsibility for the selection of stock, although suggestions for stock are requested regularly at staff meetings and all staff have the opportunity to recommend titles.

Once a year in the Spring term, the Library co-ordinator undertakes an audit alongside all subject co-ordinators to find any stock gaps in each area.

The stock selection for the library always takes into account the inclusion of all pupils within the school. The Library co-ordinator works closely with the E.A.L. co-ordinator to ensure that the collection of books and resources reflects the cultural diversity of the school and expands pupils' cultural backgrounds. This is done by selecting and ordering a wide range of dual language books both in fact and fiction as well as stories by authors from a variety of cultures.

The Library co-ordinator also ensures that;

- All specialist curriculum and interest areas are recognised.
- The collection reflects the cultural diversity of the community.
- Early Years, Key Stage One and Two are all catered for.
- All resources are differentiated and aimed at different reading abilities (fiction and non-fiction).
- The range of books is extended to provide for children on the gifted and talented register.
- Special needs are considered, e.g. high reading age/low chronological age and vice versa.
- There is a good gender balance.
- All items are selected in relation to the school context, e.g. we relate current stock to the School Development Plan and the curriculum.

Stock Review Programme

It is important to undertake regular audits and edits of library stock, to ensure that all resources remain relevant and attractive. The Library co-ordinator has overall

responsibility alongside each subject co-ordinator for the removal of stock. When removing stock, the following criteria are considered;

- Equal opportunities issues.
- Physical condition.
- Currency of information.
- Attractiveness to pupils.
- Relevance to curriculum or other pupil needs.

The stock review includes an assessment of stock gaps. Information from this contributes to the production of the Development Plan and to the informed acquisition of new stock.

The Schools Library Service

The S.L.S. offers invaluable advice and support.

They lend up to date reading matter, which is sensitive to issues arising from consideration of age, race and gender and fits in well with the selection and equal opportunities policy that we at Manor follow when ordering /choosing books. Collections of books and audio visual materials to support areas of study are requested by each class teacher each term. Project collections should be booked at least 4 weeks before the end of the term preceding that in which they are going to be used. They are booked by the Library co-ordinator and delivered to school in the first two weeks of the term in which they are going to be used.

Guidelines

Learning how to use books and resources is essential if young people are to take responsibility for their work and develop into independent learners. This learning at Manor is a continuing process.

Foundation Stage

Nursery;

Even before the children start full time education in Reception, they are given the opportunity to visit the school library as part of their introduction to the school day. Picture books, novelty books, board books and nursery rhymes are all part of the core stock in the Early Years section of the school library to encourage the children to read, leading up to them selecting books to read with parents at home.

Reception; (Ref to termly planning)

Teaching Objectives...

To introduce children to the library.

To encourage care of books.

To be able to distinguish between fiction and non-fiction.

Ideas for activities in Reception, which can be adapted to suit individual class needs...

Introductions

Ask children what they know already about the library and relate their answers to what can be seen and library procedures.

Use a tatty old book to introduce to children the need to care for books in the right way.

Take children on a quick tour of the library, pointing out different sections. Talk about story and information books and show examples of each.

Select some items from the shelves, (picture book, story book, information book), to show and point out where they are located. Suggest children look for them when browsing for books to borrow.

Activity:

Ask children to look through book resources and choose one book they would like to borrow.

Conclusions:

Tell class the title of book chosen, or why it was chosen, e.g. picture on the front, favourite story, want to find out about lions etc.

Sit down in a semi-circle/circle so that they can all see each other. Put 2 hoops in the middle. Remind children about story/information books. Help children to put their book into the correct hoop.

Show children how the title, back/front cover will help them to tell if the book is fiction/non-fiction.

Tell the person sitting next to you if the book that has been chosen is a story or information book.

Hold books up to be returned and ask who knows where it belongs. E.g. Is it a book about bears/animals/poetry etc. or does it have a coloured sticker on it?

Year One (Ref to termly planning)

Teaching Objectives:

Caring for books and book etiquette in libraries (e.g. putting the book in the right way on the shelves).

Understanding the difference between fiction and non-fiction and where fiction and non-fiction are located in the library.

Locating books/sections using a colour coding system relating to subjects

Extending knowledge of the range of quality picture books.

Discuss the terms blurb, author and illustrator when reading fiction books.

Ideas for activities in Year One which can be adapted to suit individual class needs:

Introductions:

Reminder of behaviour- caring for books (show example of tatty book) and how to put books back on shelves the right way- demonstrate good and bad.

Show other sections which are available in the library.

E.g. fairy tales, mythology, poetry, dual language etc.

Send pairs/small groups off to find books from new sections that have been introduced.

Read aloud a good new picture book/show 2 or 3 new books which they can borrow. Introduce the subject index and how it is used to find reference books. Remind pupils about book etiquette;” How do you put books back on shelf?”

- a) Same place you took them from;
- b) Right way up, with spine facing out;
- c) What about oversize books?
- d) If you can't remember where it goes, put it in the blue returns box.

Activity;

Children browse through book resources and choose a book they would like to borrow. Class teacher to model use of subject index and help children to find books of particular interest to the class.

Conclusions;

Sort books into hoops, concentrating on 1 new section and 1 familiar section. E.g. picture books and dual language books or non-fiction books and fairy stories.

Tell class the title of their book and what section it was found in.

Practice putting away a selection of books selected by the class teacher into the correct section of the library.

Explain to class why the book has been chosen.

Ask one or two children to show the book they have chosen and to say whether they are fiction or non-fiction and how they know. If it is non-fiction, ask them to tell the class the subject the book is about.

Year Two (Ref to termly planning)

Teaching Objectives;

Reinforcing book etiquette.

Locating non-fiction books using colour coding and simple Dewey using subject index.

Understanding terms index, contents page and glossary when looking at non-fiction books.

Understanding terms blurb, author and illustrator when reading fiction books.

Extending knowledge of well known children's authors.

Ideas for activities in Year Two which can be adapted to suit individual class needs;

Introductions;

Reminder of behaviour, caring for books and putting books back on the shelves the right way or in the returns box if they can't remember where it goes.

Introduce the Dewey system- how librarians organise their non-fiction. Use the large subject index / subject index dividers / wall chart to run through 100s and their content.

Make a connection with the numbers on the spine of the books.

Do a simple whole class sorting activity with the books you have collected; e.g.

“Which number would this book on space have on it?” “Where would I find a book on sport?” Then check on the spine.

Look at how to use a non-fiction book to find out specific information. Discuss how to use the index, contents page and glossary.

Read a picture book by one of the well known authors, e.g. Eric Carle, Shirley Hughes, Janet and Allan Ahlberg, Sarah Garland or Dr. Seuss and draw attention to other books written by the same author.

Activity:

Most children browse and choose a book and one group per week, in pairs complete the activity sheet, supervised by the teacher or choose a book by one of the chosen authors.

Most children browse and choose a book and one group per week use research skills to find out particular information linked to class topics.

Conclusions:

Some pairs tell other children about the books they have written down on their activity sheet and the type of books they found in each number (e.g. sport, pets, etc) Some children demonstrate how they looked up particular information using non-fiction books.

Children tell rest of class what other titles they have found by the studied author.

For Years Three to Six please see the Schemes of Work.