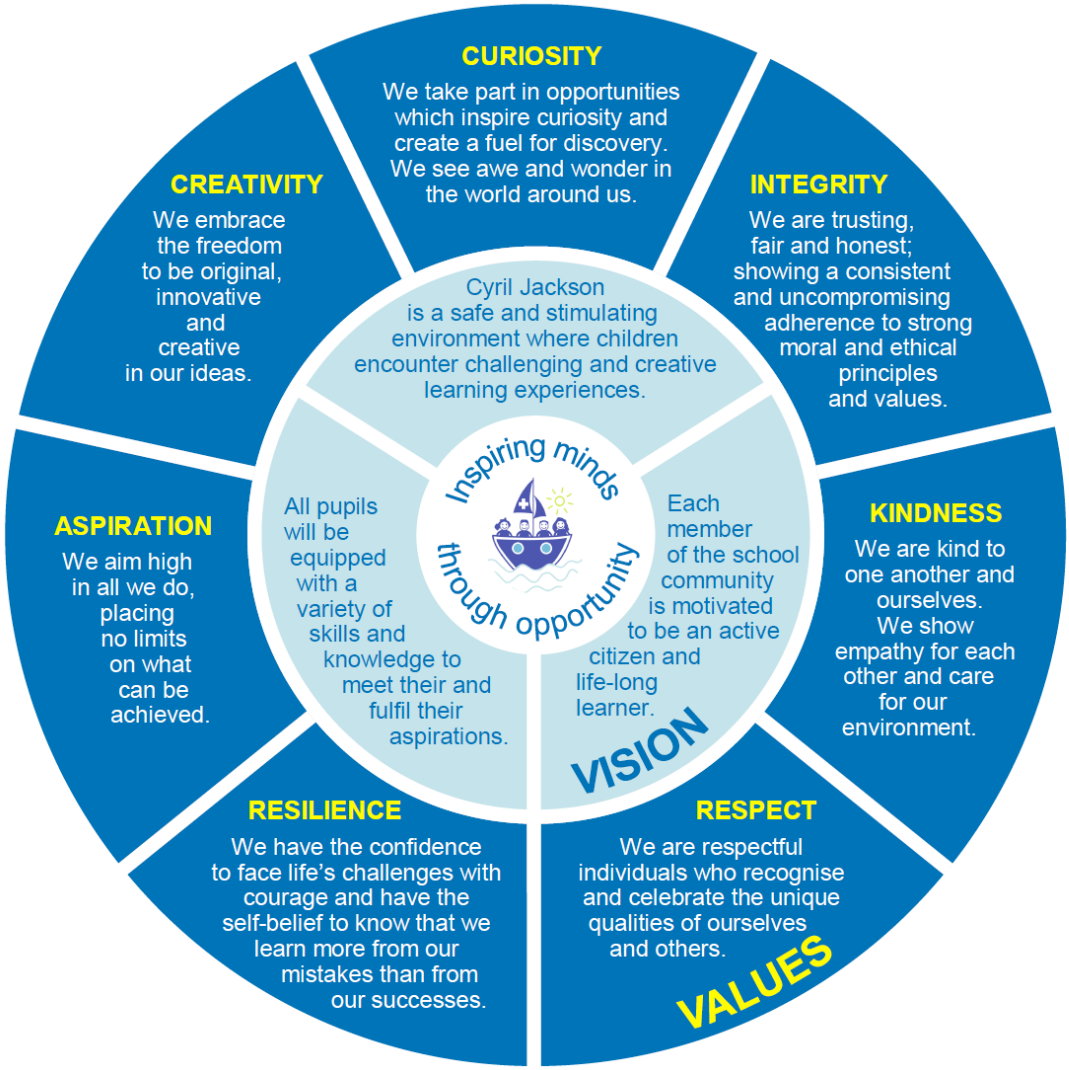
CYRIL JACKSON PRIMARY SCHOOL
LIBRARY POLICY

VISION AND VALUES



STATEMENT OF AIMS

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

AIMS AND OBJECTIVES

The aim of the library policy is to create a unified approach across the school in the provision and maintenance of book collections in the main libraries and classroom collections.

AIMS OF THE LIBRARIES/CLASSROOM COLLECTIONS

- To raise standards of pupils' achievements across the whole curriculum
- to develop independent learning skills
- to support personal reading for pleasure

AIMS OF THE CENTRAL LIBRARIES:

- To provide a core collection of non-fiction books for teacher reference.
- To provide core collections for children to learn information skills, such as using books effectively for research.
- To provide opportunities for children to read for pleasure
- To teach children how to use, handle and respect books
- To promote libraries as places which provide enjoyable and exciting activities
- To provide opportunities for children and their families to take part in literacy-related activities, such as book clubs and shadowing book awards
- To provide opportunities to access relevant information online about books, research and authors
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Long-term aim: in addition, to provide fiction suitable for the entire age and ability range, to include series by well-known authors, joke books, books for reluctant and advanced readers, dual language books etc

AIMS OF THE CLASSROOM COLLECTIONS:

- To provide opportunities for children to read for pleasure
- To provide opportunities for children to borrow and share books with their families

ENVIRONMENT

Main libraries

- These provide an attractive and comfortable environment for children in which to select and use the resources available.
- The school has newly designed and refurbished areas with appropriate height shelving and new furniture.

- The library spaces are used for the teaching of information skills to small groups, as well as for literacy teaching, library clubs and remedial reading. After school the spaces are used by families and as a waiting area.
- Books are displayed on top of the shelves and on racks whenever possible to encourage children to look at the collections
- Display boards house the Tower Hamlets classifications scheme and library-related displays about authors and genres. The displays are changed regularly.

CLASSROOM COLLECTIONS

- Classroom collections should look attractive and welcoming
- They should have colourful, low level shelving and/or boxes, depending on the yeargroup
- They should have a rug or cushions where children can read comfortably
- They should have books on display, either on shelves or suitable racks and a board where book-related posters etc can be displayed
- Picture books should be arranged with their covers facing outwards where possible
- Other books should be on shelves or arranged in boxes by genre
- Non-fiction books should be arranged in simplified Dewey order or by some other suitable system (eg genres picture stickers)
- Genre boxes and shelves should be labelled.
- The collections should be swapped termly with the other class in the yeargroup
- It is recommended that staff supplement the collections by borrowing topics or fiction termly from the Schools Library Service

RESOURCES

- The school aims to provide 13 books per child (DfES recommended level)between the classroom and main libraries
- Classroom collections and the school libraries aim to provide resources that are relevant, up to date and in good condition.
- The North Library includes c. 1500 books on non-fiction curriculum subjects for Years 1 to 4, a collection of encyclopedias, atlases, dictionaries and books on general subjects.
- The South Library includes c.1500 books on non-fiction curriculum subjects for Nursery, Reception, Years 5 and 6 plus a collection of encyclopedias, atlases, dictionaries and books on general subjects.
- Main library books are currently for reference use only.
- Classroom collections provide c. 200 books consisting of mainly fiction with a small collection of non-fiction suitable for the age and ability range of the class. Books may be taken home.
- To ensure that the libraries and classroom collections support the school curriculum and ensure a breadth and balance, all staff are able to suggest new stock, either via the Literacy Coordinator or the Librarian.
- The resources should reflect the cultural diversity of the school and support the school's Equal Opportunities Policy
- There should be provision of non-book materials such as magazines, DVDs, etc
- Children can suggest stock, via an annual questionnaire from the Literacy Coordinator and suggestions lists in the libraries
- Paperbacks should be covered in plastic book jackets to ensure a long life
- Classroom collections should be audited and weeded annually by teachers
- Library collections should be audited annually by the Librarian
- A budget should be allocated annually for libraries and classroom collections and they should be included in the school development plan
- All book resources in the school (apart from reading scheme books and large collections of textbooks) will be kept on the library database, accessible from any computer in the school.
- The classroom library budget excludes multi-sets of books, such as whole-class use atlases, dictionaries and reading schemes.

ORGANISATION OF RESOURCES

- Non-fiction is arranged by simplified Dewey and fiction in alphabetical order by author surname, or, in classrooms, by genre.
- Alphabetical subject guides and access to the computer catalogue allow readers to find the location of the resources
- The computer catalogue is constructed by professional library staff to ensure consistency of key wording and classification numbers
- There should be clear signing and guiding of sections
- There should be easy borrowing procedures using the computer system

SUGGESTED RESOURCES FOR DIFFERENT AGE GROUPS

Foundation years: wide range of picture books, both fiction and non-fiction; dual language books; wordless books.
KS1 and KS2: Non-fiction: suitable encyclopaedias, atlases, dictionaries etc; range of non-fiction on curriculum and general topics. Fiction: picture books, short chapter books, children's novels, several books by well-known authors, joke books, puzzle books, cartoons, poetry, myths, dual language books, magazines, children's newspaper, computer software. Books need to be suitable for the full spectrum of reader ability, from non-readers, through reluctant readers to advanced reader.

MANAGEMENT

LIBRARY COORDINATOR

The role of the Library Coordinator is to:

- Manage and develop the school libraries
- To develop the libraries' book stock
- To classify and catalogue all stock on the library database
- To ensure teachers, teach library and information skills teaching across the curriculum to all the children
- To encourage reading for pleasure and for research
- To promote school libraries and libraries in general
- To encourage interest in books and writers
- The Library Coordinator is assisted regularly by Library support service and by trained teaching assistant in basic library procedures and Junior Librarian skills, including enrolment and troubleshooting techniques
- Pupils should be trained to carry out basic duties (for example, returning books to the shelves, tidying, labelling books).

CLASSROOM COLLECTIONS

- Teachers are responsible for the organisation and maintenance of the classroom collections.
- Teachers are responsible for ensuring books are borrowed and returned via the computerised or manual issue system
- They should train pupils to tidy and shelve books correctly and to use the issue system.
- The Librarian is responsible for adding details of new books to Junior Librarian
- The Librarian and/or Literacy Coordinator/teacher are responsible for weeding stock annually
- The librarian/teacher/literacy coordinator is responsible for buying new stock
- Librarian is responsible for the annual audit and stock check

COMPUTER SYSTEM

- The library computer system provides a catalogue to all books in the school (apart from readers) and can be accessed from any computer in the school.
- The librarian is responsible for adding book and user data to the system (in conjunction with the ICT Technician)
- The system is maintained by the Librarian and can be fully accessed only by the Librarian, the Literacy and ICT Coordinators and the ICT technician
- Each September the Librarian will update the children's data on the computer system, with the help of the ICT Technician.
- The Librarian will teach children how to use the catalogue and book review modules to further their library and ICT skills

- The Librarian will train staff in the use of the system and provide a manual and list of children's and staff barcodes each September
- Children may not use the library computers unsupervised for any purpose other than checking the catalogue or writing book reviews on the system.

ACCESS

- Children may only use the main libraries and computer catalogue/issue system if the Librarian or another member of staff is present.
- There will be timetabled access for each class and small groups to visit the libraries weekly for reading for pleasure and information skills training
- The Librarian will run book-related clubs in the libraries.

INFORMATION SKILLS

- The Librarian will use the Tower Hamlets Information Skills programme to teach information and searching skills, having discussed with staff what topics and areas they wish to be covered
- The Librarian will include lessons on the organisation of the libraries and about the tools available to find books

PROMOTION

The Librarian will promote the libraries by:

- regular displays: of books and posters to promote themes such as Black History month, World Book Day, various authors, new books, information about a topic or theme, displays of children's work, etc.
- running book clubs

MONITORING

- The Librarian will monitor the use of the library regularly, reporting to the Library Lead and Literacy Coordinator
- Junior Librarian will be used to monitor lending and borrowing patterns
- Children and staff will be given opportunities to feed back on use of the library and classroom collections (library suggestions box, questionnaires, discussion etc)