

Stanton Community Primary School



Nurture, Enjoy, Aspire, Achieve

Library Policy

Library Mission Statement

Our library is located in the centre of our school and underpins our commitment to ensuring that high quality texts are at the heart of our curriculum. Our library is a special and important hub of creativity, intellectual curiosity and enjoyment and is key to raising attainment across the curriculum.

The Library fosters a community of learning and literacy that leads to, independent reading and learning, improved outcomes and a culture of collaboration throughout the school.

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). It has been proven that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) and research reports a link between library use and reading for pleasure. Young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

Statement of Aims

The aim of this Library policy is to create a unified approach across the school in the provision and maintenance of book collections in the main library and classrooms. The school aims to provide 13 books per child (DfES recommended level) between the classroom and main library that are relevant, up to date and in good condition. To date the library contains in excess of 5000 books ranging from fiction, picture books, poetry and non-fiction books. The resources should reflect cultural diversity and support the school's Equal Opportunities Policy. There should be provision of non-book materials such as children's newspapers and magazines. A budget should be allocated annually for library books and the library 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.

To ensure that the library and classroom collections support the school curriculum and ensure a breadth and balance, all staff are able to suggest new stock, either via the English Lead or relevant subject lead.

We aim for our library to provide:

- A stimulating learning environment that promotes a culture of reading for enjoyment and a love of books throughout the school.
- A safe, secure and inclusive environment that values the children's interests and provides a learning space which is bright, welcoming, up-to-date and reflective of the children's needs.
- A learning environment that develops children's independence and works to ensure they are confident and effective users of a library.
- A core collection of fiction and non-fiction books for reference for children and teachers.
- Core collections for children to learn information skills, such as using books effectively for research.
- Opportunities for children to read for pleasure.
- Opportunities to teach children how to use, handle and respect books.
- The experience of libraries as places which provide enjoyable and exciting activities.
- Opportunities for children to take part in literacy related activities.
- Opportunities to access relevant information online about books, research and authors.

Classroom Book Collections:

- To raise standards of pupils' achievements across the whole curriculum.
- To develop independent learning skills.
- To support personal reading for pleasure.
- 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 system.
- Classroom collections will be chosen by the children in the class, so the books are relevant to their interests, and will be changed every half term as part of the class library time.
- They should be displayed in an attractive and welcoming way and kept tidy.
- Classroom areas 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, where possible, should be arranged with their covers facing outwards where possible.
- Other books should be on shelves or arranged in boxes by genre.

Library Environment

This will be 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 space will be used for the teaching of information skills, as well as for literacy teaching, library clubs and a space for enjoying reading.

Organisation of resources

Non-fiction is arranged by the Dewey system and fiction is in alphabetical order by author surname, or, in classrooms, by genre. Access to the computer catalogue allow readers to see whether a book is available. Older pupils will be trained to carry out basic duties (for example, returning books to the shelves, tidying.) Class teachers will train pupils to tidy and shelve books correctly and to use the issue system. English Lead or Class teacher are responsible for weeding stock annually and the English Lead is responsible for buying new stock. Each September the main school office will update the children's data on the computer system.

Borrowing Books

Each child from Nursery to year 4 will be able to borrow one book at a time. Children in years 5 and 6 will be able to borrow up to three books at a time. The children need to return a book in order to take another book out of the library. All books **MUST** be checked in and out on the computer system.