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Next review:	January 2025
Staff Responsibility:	Sadia Riaz
Linked policies:	English
Signed by chair:	Lisa Vitler
Date:	January 2022

Boarshaw Community Primary School **Library Policy**

Introduction

Mission Statement:

At Boarshaw Primary school we aim to create a whole school culture that values reading. Therefore, the role of the school library is central in supporting our pupils' learning, as it plays a key role in helping them develop their communication, information handling and research skills. By offering them the opportunity to take responsibility for their own learning, our library will help pupils on their way to becoming independent and lifelong learners.

The library will hope to empower pupils by offering access to new experiences and knowledge as well as stimulating the imagination. The resources in our library support the aims and objectives of the national curriculum, promoting the ability in pupils to read fluently a range of literary and non-fiction texts, and to reflect critically on what they read. The pupils will help to look after, maintain and care for the library.

General Aims

Our Vision and Aims:

This policy will help us to achieve the following school aims:

- To provide teachers with resources to help support teaching and learning and pupils with resources for individual and recreational reading.
- To provide a welcoming, stimulating and structured learning environment which encourages all pupils to reach their individual potential.
- To become creative thinkers and independent learners.
- To identify and develop a range of life skills and interests.
- To encourage reading in a wide range of genres.
- To teach pupils how to use and respect books.

The Purpose of our Library:

- To celebrate reading, both within our school and the wider community.
- For the pupils to enjoy visiting the library and be confident in their abilities to use the library system independently and efficiently.
- To allow pupils to feel comfortable in selecting texts and learning materials of their choice.
- To ensure that available resources are current and also reflect and respond to the needs of the curriculum and the pupils.

Teaching and Organisation

Environment:

The main library is situated in the Key Stage 1 area of the school and easy to access for all pupils. The area is furnished attractively and boasts: comfortable sofa chairs, colourful seats, shelves with display potential and circular tables that support

collaboration. The library is utilised on a daily basis by teachers and pupils. The library is not an area for pupils to finish their work or interventions to take place. The library can be used for research, accelerated reader quizzes and storytelling sessions. The layout of the library ensures that it is accessible to all pupils and adults within the school, including wheelchair users.

The library provides an authentic 'Library Experience' through the organisation of the fiction books in alphabetical order by author's surname and the use of the Dewey System for the non-fiction books. We also use coloured labels to identify general themes within collections. Accelerated Reader books are grouped together, which each shelf representing a different level. Books are easily identifiable via coloured dots on the spine and the inside cover of each book having the book level and quiz number. The main display area allows librarians to provide information about how to find books, particular authors, current themes and forthcoming events. All books in school, including those in classrooms, are labelled up according to this method to ensure consistency throughout school.

Management and Staffing:

The English coordinator, Sadia Riaz, is responsible for developing, managing and monitoring the school library as well as the library budget. Pupils will be nominated to be school librarians. These pupils will be placed on a rota to help at lunchtimes with maintaining and tidying the library area. In recognition of their hard work they will be awarded a book token at the end of the year.

Every child in school is able to take out and return library books. Pupils are permitted to borrow one fiction and one non-fiction book/resource from the library at any one time, thus promoting equal opportunities for all pupils within our school. Opportunities to borrow books will be allowed during and outside of school time. Pupils are always able to return their books, even if the library is not staffed, through the use of a 'returns box'.

Pupils are responsible for looking after and returning their library books therefore fines will be issued for books which are lost or damaged. Teachers are responsible for asking pupils who may be leaving, to return all of their library books.

Inclusion and Equal Opportunities

All pupils have an equal opportunity regardless of gender, race or ability, to progress and succeed in their learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

Monitoring and Evaluation

Provision for the library is monitored and reviewed on a regular basis.

This is achieved by:

- the English Coordinator, Sadia Riaz, will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.
- The SLT shall have oversight of this policy and monitor the provision of books and resources.

Book stock and resources:

The library has a well-balanced, up-to-date selection of stock which is suited to the needs of the pupils and school community. There is a wide variety of both fiction and non-fiction books.

Books which have been lost, stolen or damaged will be replaced on an annual basis. Pupils and staff are often consulted in purchasing decisions to ensure that the library reflects the needs of the pupils and adults within the school. Subject coordinators can request for books to be bought in linking to topics or whole school themes which will be taught.

Further Evaluation:

The use of the library and the impact it has had will be done by:

- Teachers keeping a record of pupils who have visited the library during lesson time and how this contributed to their learning.
- Generating reports about the usage of stock and borrowing patterns per year group.
- Engaging pupils, parents and staff in discussions about the library via a questionnaire or interviews.