



FERNDALE PRIMARY
SCHOOL

Library Policy

2015

Ferndale Primary School

Library Policy

Introduction.

'Children should encounter an environment in which they are surrounded by books and other reading material presented in an attractive and inviting way.'

National Curriculum Programme of study of Reading

The Role of the Library

The library provides a learning environment enabling pupils to develop the skills required to become independent in using library resources. Library skills are introduced from the Foundation Stage upwards.

Aims and Objectives

To provide a wide range of quality books to support the curriculum needs of all pupils and teachers.

To foster a love of reading books, which will develop into a habit for life.

To provide a resource, which enables children to gain the research skills they need to become independent learners.

To maintain and develop a wide selection of reading material that is easily accessed and organised.

To provide an environment that is welcoming and accessible to all.

To establish a simple borrowing procedure to enable children to borrow books independently.

To familiarise children with library routines which will give them a generic understanding of all libraries.

To develop a routine of borrowing and returning books.

The Library Environment

There is a library for each Key Stage. The Infant library is located in the top building and the Junior library is located in the Conservatory in the lower building. Each library provides a safe and welcoming environment where time is available for quiet reading and information gathering.

Each class is allowed time to use and choose library books which develops children's library skills. The library is available for personal or group study when it is not allocated to an individual class.

The library environment is made up of attractive, up-to-date and suitable texts (both fiction and non-fiction). Pupils are provided with both study space and informal reading areas. The library environment provides pupils with the opportunity to experience a *real* library environment where books can be borrowed and searched for using a computer system (Micro-librarian). The Micro-Librarian system allows records to be kept on a computer database. Staff are trained to use this system and each junior class has pupil library monitors able to use the bar code reader when their class visit the library. Entries are made using a bar-code system from which items are scanned in and out of the database. This in turn provides the school with information on the books in the library and the book that each pupil has chosen. The Infant library does not use the Micro Librarian system.

Classification and organisation

The library is divided into fiction and non-fiction sections.

Junior Fiction

Fiction stock is shelved in alphabetical order by author surname, left to right on the shelves.

Infant Fiction

Fiction stock is organised into picture books, more challenging picture stories and chapter books.

Non Fiction

Non Fiction stock has been coded according to a simple Dewey system. Each book has been given a number and subject areas are designated by colour. The books are shelved according to subject areas.

Role of Library Co-ordinator.

To ensure resources are kept up to date and in good condition.

To advise on which stock should be replaced, including well used and out dated information.

To undertake repairs to books where appropriate.

To select new books for the library taking into consideration the following:

The relevance and appeal to pupils.

The suitability - reading age, illustrations, print size, ease of use and use of language.

Quality and durability.

Value for money.

Equal opportunities - representation of cultures, religions, ethnic diversity and disability.

To monitor non returned books and follow up these items with the pupils themselves. Reminders to return overdue books will be sent home when necessary.

Funding

Funding for the library will be accessed through the curriculum budget.

Evaluation

The Library Co-ordinator reviews the effectiveness of the library on an ongoing basis. Liaison with the Headteacher, the Deputy Headteacher and other members of staff will help the Library Co-ordinator to review the effectiveness and role of library within the school.

Top Ten Steps to Success:

- Range of stock to reflect the whole curriculum
- Collaborative planning between teaching staff and the librarian
- Use of the library included in curriculum planning and schemes of work
- Collections of resources for topic teaching
- Texts to support literacy across the curriculum
- Fiction to support curriculum topics
- Identified and bookmarked websites
- Celebrating success - displaying pupils' work
- Links to outside agencies - especially the Schools Library Service
- Regular current awareness bulletins for teaching staff - detailing how the school librarian's resources and skills can support new curriculum initiatives.

Reviewed February 2015

by E. Wheatley

N.B. Looking to the Future.

The present library location is not ideal because it is used during concerts as a dumping ground. It also has an occasional leak which means the books are suffering from damp. When the new build is complete there is a possibility that the library can be relocated which will be an improvement. I also intend to ask parents if they are willing to donate unwanted chapter and story books which we can put into the library and use funds to replenish non-fiction stock. I was going to ask for donations earlier but the portakabin has limited space to store materials and putting stock into the library takes time and preparation.