



St Thomas' C of E Library- Long Term Vision



Aims and Objectives

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

Aims of the libraries/classroom collections

- √ To raise standards of pupils' achievements across the whole curriculum with a key focus on English
- √ To develop independent learning skills
- √ To support personal reading for pleasure
- √ To develop comprehension skills including: decoding skills, vocabulary, word knowledge, active comprehension strategies and monitoring

Aims of the school library

- √ To provide a core collection of fiction and 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, world book day and other competitions and shadowing book awards
- √ Provide opportunities before and after school to visit the school library with families
- √ To provide opportunities to access relevant information online about books, research and authors using programs including the reading cloud.
- √ 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 and sports books.

Environment

- √ This provides an attractive and comfortable environment for children in which to select and use the resources available.
- √ Appropriate height shelving and 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.
- √ Books are displayed on top of the shelves and on racks whenever possible to encourage children to look at the collections.

Classroom collections

- √ Classroom collections should look attractive and welcoming.
- √ They should have colourful, low level shelving.
- √ 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 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 year group.

Resources

- √ Classroom collections and the school libraries aim to provide resources that are relevant, up to date and in good condition.
- √ A collection of encyclopedias, atlases, dictionaries and books on general subjects.
- √ Guided Reading books should be accessible in both the classroom and the library.
- √ Classroom collections should provide around 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.
- √ All staff are able to suggest new stock, either via the English 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, newspapers, comics and leaflets.
- √ Children can suggest stock, via an annual questionnaire from the English Coordinator and suggestions lists in the libraries.
- √ Classroom collections should be audited and weeded annually by teachers.
- √ Library collections should be audited annually by the Librarian.
- √ All book resources in the school (apart from reading scheme books and collections of textbooks) will be kept on the library database, accessible from the library computer.

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 the professional librarian 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.

Management

The role of the Library Coordinator is to:

- √ Manage and develop the school libraries
- √ To develop the libraries' book stock
- √ o 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
- √ Pupils should be trained to carry out basic duties (for example, returning books to the shelves, tidying, labelling books).

Computer System

- √ The library computer system provides a catalogue to all books in the school (apart from readers) and can be accessed from the library computer.
- √ 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 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.

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.

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.
- √ Producing a newsletter for staff, parents and governors about library developments at least once a term
- √ Participating in Book Weeks and author visits
- √ Running book clubs

Monitoring

- √ The Librarian will monitor the use of the library regularly, reporting to the English Coordinator and Headteacher.
- √ Children and staff will be given opportunities to feedback on use of the library and classroom collections (library suggestions box, questionnaires, discussion etc).
- √ This library policy will be reviewed regularly.
- √ Use of the library should be a regular staff agenda item, at least once a term.
- √ The Librarian will undergo a regular self-evaluation process on areas determined by discussion with the Headteacher and English Coordinator.