

SUNNYMEDE JUNIOR SCHOOL

Learning for a Better Tomorrow

LIBRARY POLICY





Ratified by Governing Body: July 2015

Review Frequency: Every three years

This Review: June 2019

Next Review date: June 2022

Headteacher's signature	Chair of Governor's signature
	

At Sunnymede Junior School we believe that our pupils should take responsibility for their own learning and become independent and lifelong learners, using a range of strategies. Our School Library is key to this process. The Library should empower pupils, not only by supporting the teaching and learning in the school but by giving them the freedom to make their own choices about reading and learning experiences.

The role of our School Library is central in promoting an enjoyment and fostering a love of reading. It should also support our pupils' learning, as it plays a key role in helping them develop their communication and information-handling skills. As a result, this should lead to an increase in pupils' achievement and progress in all subjects during their time at Sunnymede Junior School. In addition, it offers them a view of the world that is free from stereotypes, with equality of opportunity for all.

The resources in our Library support the aims and objectives of the National Curriculum, promoting the ability in children to read fluently a range of literary and non-fiction texts and to reflect critically on what they read.

Aims

The aims of our School Library are:

- To develop and foster a love of reading
- To develop and enhance independent learning skills
- To enrich the curriculum
- To provide opportunities for children to access resources by themselves
- To extend children's learning experiences
- To support teaching and learning

Accommodation

- The School Library is situated in the Lower Key Stage 2 area of the school.
- The Library is attractively furnished with a quiet seating area, displays and a wide range of fiction and non-fiction texts that reflect the varied curriculum and different age groups.
- The Library is utilised on a daily basis by LSAs supporting groups of children in their learning.
- The layout of the Library ensures that it is accessible to all children and adults within the school.
- The Library provides an authentic 'Library Experience' through the organisation of the fiction and non-fiction books, in alphabetical order by author's surname for fiction books and the use of the Dewey System for the non-fiction books.
- The MLS Junior Librarian computer programme is used to manage the school library and a biometric system will be used to identify pupils. Each year group also has access to a barcode scanner so books may be checked in and out in the classroom.
- Outside the Library there is also a 'Little Library' where the lower KS2 children can select their banded home reading book from a range of titles on a daily basis. The

reading books for this library are accessible by the children on a daily basis and a record is kept in the children's reading records, to monitor which books the children are reading.

- Displays and 'Where's that book?' booklets give children further support in using the Library independently.
- Library rules generated with Pupil Parliament are displayed and all pupils and adults are expected to adhere to these.
- Children's learning is also displayed in the Library.

Management & Staffing

- The Library and budget is co-ordinated and managed by the named Library co-ordinator.
- The named Library co-ordinator is responsible for the day-to-day running of the Library.
- We benefit from the support of parent helpers and volunteers to help run the Library.
- Upper school children are chosen each year to become pupil librarians. These children may give up their lunchtimes or come in before school once a week to provide the Library service to other children. They liaise with and are supervised by the named Library co-ordinator.
- Each class has the opportunity to visit the Library during class time on a fortnightly basis and a rota will be set up.
- The children may visit as a whole class (if library skills are being specifically taught) or in small groups accompanied by an adult.
- The School Library is open on Monday, Wednesday and Friday mornings between 8:40 and 8:50 am so that children can come to school before school to return and borrow books. Parents may accompany their child during these times and should access the library via the school playground . A Learning Support Assistant and school librarians supervise these early morning sessions.
- Children are always able to return their books, even if the Library is not staffed, through the use of a 'returns box'.
- Children 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 children within our school.
- Children are responsible for looking after and returning their library books. The named Librarian is efficient at ensuring that these loans are returned.
- Teachers are responsible for asking children who are leaving the school to return all of their library books.

Book Stock/Resources:

- The Library budget is allocated on an annual basis.
- The named Library co-ordinator periodically fundraises with the Pupil Parliament to raise money for books and other library resources.
- Money is also raised twice a year from book fair commission which is put towards the cost of new books for the Library.

- A computer program called MLS Junior Librarian is used by the Librarians to scan the barcodes of books which are borrowed / returned. A Biometrics system is also used to identify pupil accounts.
- The MLS Junior Librarian system also offers advisory services, which include a stock audit. This will ensure the Library has a well-balanced, up-to-date selection of stock which is suited to the needs of the children and school community.
- As part of our commitment to develop independent learners, pupils are expected to remember to return their library books, though general reminders will be given from time to time. If they have not been returned for a considerable amount of time, a contribution of £5.00 will be requested from parents to go towards the cost of replacing the book. This process will be monitored and overseen by the Library co-ordinator
- Children and staff are often consulted in purchasing decisions to ensure that the library reflects the needs of the children and adults within the school.

Community links:

- Over time, staff and Pupil Parliament works together to arrange fun school events to promote a love of reading and its importance in lifelong learning (e.g. dressing up for World Book Day, design the Library competition, summer reading challenge, a sponsored read event and theatre productions).
- Links with Billericay Library are promoted with good success, such as can be seen by the summer reading programme run by Essex County Council.
- Reading Mentors (community volunteers and parent helpers) visit each year group regularly to listen to pupils read on a one-to-one basis. The purpose of this is for our pupils to boost their confidence, develop expression and diction when reading aloud and to support reading comprehension skills.
- Work completed by pupils at Sunnymede Junior School is displayed in the local library from time to time

Expectations of staff:

- All class teachers should take their class to visit the School Library at least once every two weeks. This may be to change reading books, to select books related to their current class topic or to teach Library skills (please see the APPENDIX 1 for key skills that should be taught).
- During the school year, teachers must plan to cover the Library skills in APPENDIX 1. Once a skill is taught it should be highlighted off and dated. A record of this should be kept within the English section of the individual class planning folders.
- Teachers must ensure the School Library is left in the condition that they would wish to find it.

Library Rules:

Library rules are displayed in the school library and everyone who visits the library is expected to adhere to these rules. These can be found in APPENDIX 2 and were generated with the School council and discussed in whole school assemblies

NB: The policy should be revised every two years alongside other school plans and is part of the school's cycle of reviews.

Year 3 Library Skills

Note to teacher:

The key skills set out below must be covered within your year group planning over the course of the year.

Once the skill has been planned and taught, please highlight and date below. This document should be kept in the English section of your individual planning file.

You are expected to visit the library with your class at least every two weeks.

By the end of Year 3 children should be able to:

- Recognise a wide variety of materials available within the library, e.g. books, CDs, newspapers, Library rules and displays.
- Identify the different areas in the Library.
- Understand the difference between fiction and non-fiction books.
- Extend their knowledge of book vocabulary e.g. author, title, illustrator, chapter.
- Use a simple dictionary and understand alphabetical order e.g. ant, bat, cat.
- Choose a book with a topic in mind.
- Keep a record of what they have read.
- Re-tell a favourite story, describe an event or character.
- Discuss in a simple way: likes/dislikes of books, styles and illustrations.

Year 4 Library Skills

Note to teacher:

The key skills set out below must be covered within your year group planning over the course of the year.

Once the skill has been planned and taught, please highlight and date below. This document should be kept in the English section of your individual planning file.

You are expected to visit the library with your class at least every two weeks.

By the end of Year 4 the children will have consolidated Year 3 skills and should be able to:

- Identify the types of books in their classrooms – fiction and non-fiction.
- Identify the different areas of the school library - fiction, non-fiction, reference, CDs, newspapers.
- Preview a book; develop strategies on how to choose a book.
- Extend their vocabulary to include: publisher, dust jacket, chapter, novel and index.
- Further their understanding of how to use dictionary skills to the first two letters of the word e.g. ant, apple
- Recognise that fiction books are arranged alphabetically, home reading books are arranged in by colour bands and non-fiction books are arranged by subject and Dewey number.
- Locate fiction books alphabetically using the first letter of the author's surname.
- Keep records of the books they have read.
- Choose a book with a topic in mind.

Year 5 Library Skills

Note to teacher:

The key skills set out below must be covered within your year group planning over the course of the year.

Once the skill has been planned and taught, please highlight and date below. This document should be kept in the English section of your individual planning file.

You are expected to visit the library with your class at least every two weeks.

By the end of Year 5 the children will have consolidated Year 4 skills and should be able to:

- Shelf fiction books using A – Z order.
- Know their way around a non-fiction book – author, illustrator, publisher, dust jacket, chapter, contents page, index and glossary.
- Develop dictionary skills to include the first three letters of a word.
- Begin to understand how to use a thesaurus.
- Locate a non-fiction book by using Dewey decimal numbers.
- Use a simple subject index.
- Expand their reference skills to include contents and index and be able to extract information using them.
- Keep records of the books they have read.
- Give reviews and make recommendations both orally, to groups or class and in a written format.
- Choose a book with a specific topic in mind.

Year 6 Library Skills

Note to teacher:

The key skills set out below must be covered within your year group planning over the course of the year.

Once the skill has been planned and taught, please highlight and date below. This document should be kept in the English section of your individual planning file.

You are expected to visit the library with your class at least every two weeks.

By the end of Year 6 the children will have consolidated Year 5 skills and should be able to:

- Know and use different parts of a reference book – volume, index, contents and glossary.
- Consolidate their use of the thesaurus.
- Find a book on a chosen topic using a subject index and Dewey decimal order.
- Use encyclopaedias – both subject and A – Z encyclopaedias.
- Use maps and diagrams from atlases.
- Make use of and interpret alternative reference materials e.g. telephone directories, yellow pages, bus/train timetables, CD's etc.
- Develop project work in groups or as individuals using reference books available in the Library.
- Use and begin to develop several higher order reading skills, e.g. skimming and scanning.
- Give book reviews, both oral and written, supporting their opinions with materials from the text.

SUNNYMEDE JUNIOR SCHOOL

LIBRARY RULES

1. Save your snacking for later – please do not eat and drink in the Library!
2. Treat the books like a good friend – they are to be respected and well looked after!
3. We talk to each other in our quiet voices and we are always polite and friendly.
4. We always share books with each other.
5. If you need help, just ask!
6. Don't judge a book by its cover!
7. Remember to return your books on time.
8. Always try to be a good role model.
9. Put books back where you got them from.
10. Always leave the Library neat and tidy.

