



# Glen Hills Primary School Library Policy

---

2021

## 1. **Purpose:**

The library at Glen Hills provides pupils and staff with a well resourced learning centre. These resources play an important role in representing and celebrating linguistic and cultural diversity, whilst nurturing the personal development of pupils as individuals.

This school believes that every pupil has the right of access to a relevant, balanced and stimulating collection of materials to support and extend learning and literacy.

This policy will clarify the library provision at Glen Hills, how it is organised and used, the staffing provision and the future plans for the development of library resources within the school.

## 2. **Aims:**

- Our aim in providing a library is to promote a love of books, the curiosity and desire for knowledge and information.
- To provide relevant non-fiction resources, helping pupils (and staff, in their delivery) to research information and extend their knowledge.
- To support the development of pupil's knowledge, understanding and appreciation of their own and others' beliefs and cultures by providing stock which reflects our multicultural society and creating opportunities to promote and talk about significant texts.
- To introduce pupils to interesting and stimulating fiction texts; new and old.
- To enable staff and children to safely use an online, electronic library system.

## 3. **Accommodation:**

- There is a purpose built room with access for all age groups and staff.
- Two display boards are provided so children's work and reading focuses can be displayed (relating to the literacy themes studied within the school).
- Other small wall and 'hanging' spaces are used for further displays to enhance the working environment e.g. pottery, design technology work and creative homework.

- Glen Hills school museum, displaying school artefacts, is situated in the library.
- There is easily accessible shelving on wheels. The non-fiction section has tables and chairs for focused work and quiet study.
- The fiction area has soft cushions, stools and pouffees to encourage children to relax and enjoy reading.

#### **4. Learning Resources:**

- Books are organised into fiction and non-fiction. These books are available to all pupils.
- Non-Fiction:  
Encyclopaedias and map books are available.  
Non-fiction “An Easy Read” - books chosen for KS1 pupils and KS2 pupils with lower reading ages. The books have easier texts and more pictures than the other books, so as to appeal to these children.
- Fiction  
Boys into Books – a collection of books to appeal to boys.  
Picture books are available for younger pupils.  
Poetry and Joke Books  
Year 6 Books – age- and content-appropriate titles
- Empathy books – this Routes2Resilience character muscle is promoted in the fiction section by its own display board, with the collection of approx. 50 books from EmpathyLab.uk labelled and displayed. The collection spans the age-ranges of our school and is a mixture of fiction, non-fiction, poetry and various genres.
- All teaching staff are consulted, through a questionnaire devised by the Library Co-ordinator, about resources that they would like to see included in the library.

#### **5. Organisation:**

- The Library Services for Education ‘Dewey’ cataloguing system is used.
- An online electronic cataloguing system is used to record stock and borrowing habits. There is a computer in the library to access this. Staff and children each have a login which allows them to issue and return resources they borrow from the library, as well as to search the existing catalogue of stock. Children are allowed to borrow one book at a time. Class teachers are allowed to borrow a larger amount of books to support class teaching and they are responsible for monitoring the changing of books.
- A Returns Box is used so pupils can place the books they have borrowed back into the box. It is, however, encouraged that children re-shelve the books themselves after the items are returned on the electronic system. This encourages better understanding of the library. The library assistant or ‘Library Crew’ can then return them to the appropriate sections.
- A Repairs Box is provided for books that need repairing before being returned to the shelves.
- Clear classification labels are displayed:

Non-fiction – subject colour code and Dewey classification number

Non-fiction “An Easy Read”- subject colour code, Dewey classification number and “An Easy Read” sticker within the inside of the book (promoting discretion).

Fiction - alphabetical author order

Poetry and Joke books

Boys into Books – alphabetical author order and yellow sticker

Year 6 fiction – alphabetical author order and “Year 6” sticker

Empathy books – any of the above (as is relevant) and ‘Empathy’ stickers on spine and front cover.

- Reference posters are displayed detailing non-fiction subject colour codes and Dewey classification numbers
- A growing collection of picture books for younger library users are available in open book boxes.
- A growing number of wordless picture books for all ages are also available in open book boxes.
- A collection of magazines, newspapers and comics to promote different reading material has been developed.
- New stock is added to the library throughout the year, with older/less relevant stock being removed.

## **6. Staffing/Management:**

- There is close liaison between the Library Co-ordinator, teachers, teaching assistants and the Year 4, 5 and 6 volunteers who make up the ‘Library Crew’. The roles of the teaching assistants and Library Crew includes returning books to the shelves, repairing and covering books and keeping the library tidy. The Library Co-ordinator classifies all books prior to them being covered.
- The Library Crew encourages the personal development of pupils who wish to volunteer to help keep a tidy and organised learning space. Pupils benefit from learning the layout and systems involved from the Library Co-ordinator and fellow crew members. This is particularly popular with girls and a small number of boys who enjoy being around books and they get to browse, read and borrow books of their choice, as well as assisting in re-shelving and tidying stock. These pupils (approx. 40 year 4, 5 and 6 children) commit to helping the Library Co-ordinator on a time-tabled lunchtime once or twice a half-term (and more if they so wish), on a rota basis.

## **7. Library Use:**

- The library is used by pupils in Key stage 1 and 2 for reading material and research information.
- 4+ pupils visit the library with their teachers and have access to the materials for topic work.
- Library skills are taught by class teachers, supported by the Library Co-ordinator.

- A library timetable is in operation for each year group so the use of the library can be included in short term planning.
- Children can use the library, when free, if accompanied by an adult.
- All reference material is available to the teaching and support staff within the school.
- The library is also used as a small group teaching area, at flexible times.
- Access to the library website is available on all ICT suite, classroom computers and iPads through a desktop shortcut, as well as its own website address.

#### **8. Promotion of library use:**

- The library is used by pupils in Key stage 1 and 2 for reading material and research information.
- A library timetable is in operation for each year group so that the use of the library can be included in short term planning.
- 4+ pupils visit the library with their teachers in small groups and have access to the materials for topic work.
- Library skills are taught by class teachers and supported by the Library Co-ordinator.
- Labels, signs and posters are continually improved to help users navigate well around the library.
- Children can use the library, when it is free, if accompanied by an adult. Older pupils can change their books unaccompanied when a teacher permits. The Library Co-ordinator is available to help with any issues, should they arise.
- 'Choice' is an essential part of our library ethos which feeds the childrens' desires to read for pleasure. All children have opportunities to choose their own library books, with guidance and support from their class teachers, TAs and HLTAs.
- The library is also used as a small group teaching area and this helps to promote it as a useable and approachable learning space.
- Access to the library website is available on an increasing amount of school computing devices.
- Posters displaying details of new books and authors help to promote excitement and interest.
- Book Club orders every half term, the October Book Fair and World Book Day activities all promote reading and the desire to fill our shelves, classrooms and hands with new titles! It encourages personal ownership of books and reading literature as well as developing a charitable ethos within pupils by raising funds for the school, others and themselves, to then improve literacy standards.
- Children and staff are regularly asked about how the library can be better equipped or used to support their learning, teaching and love for reading.
- Various initiatives and links are undertaken with local library services throughout the year to encourage parents to support pupils' learning.
- Summer Reading Challenges (from The Reading Agency) are promoted and celebrated, providing another community link with the library in the local area (Glen Hills Parish Library).
- Displays linking art/reading are often mirrored between the school and local library.

- Visits to Glen Hills Parish Library are arranged about every six years for the whole school. 4+ visit it every year.

#### 9. **Equal Opportunities:**

- All pupils at Glen Hills have the opportunity to use the library and acquire library skills regardless of gender, race, class, physical, intellectual, or sensory ability.

#### 10. **S.E.N.D.:**

- Children with Special Educational Needs and Disabilities are accommodated for with a 'Non-Fiction – An Easy Read' section (see above). Various fiction books which are dyslexia-friendly are also within the general stock. A wide selection of picture books with varying coloured backgrounds and varying text difficulties (spanning the range of phonics and reading levels) are similarly held within the general stock of the library. Children are taught how to select books that are appropriate for them with the help of a teacher and the school's SENCo.
- Stock is ensured to be in easy reach of all children.

#### 11. **Differentiation:**

- The library allows **all** children at Glen Hills to have access to appropriate reading material.
- Fiction and non-fiction resources are available for all pupils including picture books for younger children.
- The library stock is updated throughout the year and the needs of groups such as 'reluctant boy readers' are considered when new stock is introduced into the library.
- EAL - There is a small but growing collection of books interspersed throughout the library stock of bilingual and French books (some titles were found to be of more use when readily available in classrooms) and this collection is looking to be improved.
- GDS - As reading for pleasure factors so highly in a child's ability to read, the varied selection of reading materials and genres which our library offers plays an important part in supporting our GDS readers. Similarly, children who are working at GDS in any area of the curriculum can access a wide-range of books on their favourite subject.

