

ESTCOTS PRIMARY SCHOOL



Library Policy

Estcots Primary School Library Policy

"The only thing that you absolutely have to know, is the location of the library."

- Albert Einstein

"Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life."

- Sidney Sheldon

Aims and Objectives

Estcots Primary School strives to provide a library which is:

- at the heart of the school and at the heart of learning for all pupils and adults
- exciting, fun and encourages all children to become interested and proficient readers
- a place where pupils can enjoy and respond to a stimulating environment which encourages confident and enthusiastic readers
- a centre for access to suitable resources in a range of media
- supportive to teaching in school providing opportunities to read in a variety of subject areas e.g. history, art, science etc
- a starting point for, and an extension to, the school curriculum where children are able to apply skills and knowledge to a range of subjects
- conducive to empowering pupils, by giving them the freedom to make their own choices about reading and learning experiences
- able to provide opportunities for pupils to discover and use information and develop research skills
- concerned with equality and social inclusion, providing access for all pupils
- proactive in promoting the usefulness of books and giving pupils a variety of opportunities in which to discuss them.
- a provider of a wide range of quality books to support the curriculum needs of all pupils and teachers.

- a place where children can develop the skills they need to become independent learners.
- keen to encourage the desire to read and discuss literature
- equipped with an efficient computerised library management system to enhance effectiveness and expand pupils' library skills

Most importantly, it should be a catalyst to engage children in life-long learning

“Whatever pupils’ socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading.”

- The Organisation for Economic Co-operation and Development (OECD)’s Programme for International Student Assessment (PISA) 2021

Library Provision and Organisation

Estcots School Library is at the heart of learning and is designed to be accessible to all the children and staff at the school.

The library is viewed as the school’s main bookshop. Categories for organising our school library’s stock include:

- **our 50@50 collection** of fiction and non-fiction. These books are a curated range of classic and contemporary award-winning texts, selected in consultation with our school community. They aim to offer a rich diet of reading. In selecting them, consideration has been given to positive messages, challenges to stereotypes and to the cultural diversity of contemporary Britain. Above all, they are books that have been selected to engage and excite life-long readers. Pupils are encouraged to read all 50 during their time at the school.
- **core literature by year group** in the Guided Reading section (multiple copies for lessons)
- **non-fiction by subject** Non Fiction stock has been coded according to a simple Dewey system. Each book has been given a number and a designated subject area. The books are shelved according to subject areas and in Dewey number order left to right. A printed subject index (Code Breaker) is held in the library in order to help pupils find the number of the book or subject they are looking for.
- **non fiction** by year group where books support the curriculum topic (Guided Reading Collection)
- **Fiction** - Fiction stock is shelved in alphabetical order by author surname, left to right on the shelves.
- **picture books** for younger readers
- **picture books** and graphic novels for older readers
- **poetry books**; younger readers; older readers in and around the Poetry Pods
- **very short page-turners** (can be read by young readers or older readers who need extra practice)

- **short page-turners** (can be read by young readers or older readers who need extra practice)
- **sets of long page-turners** (can be read by young, advanced readers or older readers)
- **short 'hi-lo' non-fiction** (can be read by young readers or older readers who need extra practice)
- **longer hi-lo fiction** (can be read by young, advanced readers or older readers)
- **a range of dual-language texts** to ensure all pupils can access inspiring and engaging stories and non-fiction.

The library;

- Is easily accessible to all pupils
- Provides a place that enables learning and research to take place
- Promotes a love of reading

Furniture has been selected to encourage flexibility in how books are accessed and the space used, from 1:1 and quiet reading, to a space for book clubs and group discussion about a text.

Access and Use

Children have weekly, timetabled sessions in the library where they are taught explicit library skills and are given time to browse our curated collections. They are also able to visit the library 1:1 with adults in their class to support selection of texts at other times.

It is expected that:

- Pupils will enjoy using the library and discussing the books they have read
- Pupils will be able to use 'EasyLibrary' to borrow/return books, complete books reviews and search for information
- Pupils will develop an understanding of how to behave in a library, including consideration of other users and keeping it clean and tidy.
- Through their time in the school, pupils will participate in Library Skills lessons that will progressively build knowledge and skills to get the most out of their library experience
- Older pupils will train to become Library Assistants, cataloguing new books, helping other pupils with the issue and return of books and replacing returned books correctly on the shelves.
- Children are allowed to borrow 1 book at a time and are guided to check out their own books using the barcode system.

Updating resources

The English Coordinator is responsible for the management of a discrete library budget which is to be used for the purchase of physical equipment, ICT and resources. Stock ordering will take place after consultation with the Head Teacher and subject coordinators, as well as children where appropriate.

There is an annual review of stock, it's relevance and condition.