



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Library Policy

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Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core values** we will support the children in developing.

1. **Pride** - A strong sense of pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

BRAMLEY VALE PRIMARY SCHOOL LIBRARY POLICY

RATIONALE:

- To provide a wide range of quality fiction and non-fiction resources.
- To encourage a love of books and reading.
- To teach children how to locate information effectively, in association with English and relating to the class topics where possible.

Management and Organisation

- Both children and staff should use the library as a whole school resource. A variety of reading material - fiction and non-fiction, will be located in the classrooms, where they are easily accessible to children to support learning, however a range of books also be accessed and taken on loan for personal use from the Library. These are arranged in two sections - separate book cases and book storage boxes. Some picture books and simple storybooks for younger readers are stored in the easy reaching book storage boxes and some other KS1 books are stored on shelves. Chapter reading books for Key Stage 2 and gifted and talented children are stored in the book cases marked with bronze, silver or gold labels to demarcate the level of challenge the book offers.
- There is a range of non-fiction books arranged into categories. In order for children to find books easily there are book ends with categories marked with a heading and a colourful picture for children of all ages to access.
- The library has an adult monitor who tidies and sorts the borrowed/returned books on a weekly basis. There are also members of the school parliament who assist the adult.
- TAs may also work in the Library during RAT time to ensure appropriate and sensible use of the Library.
- One book per week can be borrowed by a child and taken home, but the child must make sure the title of their library book and date is recorded on a teacher's class record, before they are allowed to take it. If a teacher wishes to take out some books out on a topic or subject they do not need to sign out their books. However, they must remember to return their books as soon as possible and by the end of each term at the latest.
- The library is currently timetabled on a weekly basis for school library use only. If the library is not timetabled for class use, classes can use it for the whole class or group work. Please note times on the staffroom notice board so that there are no clashes with other classes. **Library to remain closed during Covid-19 and children to use class book corners only.**
- Story sacks are used to support learning in EYFS.

RESOURCES:

- The library books are updated and changed where and when the need is required and the budget allows. This is reviewed on a yearly basis. Any books that are tatty or uninteresting should be removed by the library monitor. Subject leaders should let the English co-ordinator know if they feel their subject is not represented fairly in the library, or they feel that an area of personal interest to the children is missing. The English co-ordinator will also ask the children their opinions on a regular basis.

ACCOMODATION:

The library is a bright, child friendly environment.

It contains:

A carpeted area

Table and chairs so that writing and note taking can take place

Shelving of junior height

Book storage boxes for Early Years Foundation Stage and Key Stage 1 children to access and browse picture books easily

Small soft seating cubes to sit on

A laptop for research

A desk

A focused display with feature/recommended reads

PROMOTION & USE:

The library should be a place where children enjoy going and should be talked of enthusiastically by teaching staff. Book fairs will help promote the status of the library as the fairs will encourage enjoyment of reading. The English co-ordinator will organise at least one fair an academic year.

FUTURE/CONTINUING DEVELOPMENT:

- Book banding the library books
- Accelerated Reader for KS2
- Promotion of books from the library through class Author of the term or Teacher's Special books
- Development of class book corners during Covid-19 school conditions

THE GOVERNING BODY

- Regular reports are made to the governors on the progress of English provision, including the Library, to our English Governor.
- This policy will be reviewed every two years or in the light of changes to legal requirements.

EQUAL OPPORTUNITIES

- All pupils have equal access to the English Curriculum and use of the Library, irrespective of race, gender or ability.
- Pupils are grouped into abilities, allowing teachers to pitch the lesson accordingly, which allow for more effective learning to take place - including support when using the Library, if required.

INCLUSION

- We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.
- Differentiated activities are given to support less able and to extend more able pupils.
- Children with learning difficulties are identified and are on the SEN Record and provisions for their needs are met in various ways. For example, through specific work provided by the SSEN or teaching assistant, the use of Read, Write Inc. material, Write from the Start or Toe by toe.
- Where appropriate or necessary, outside agencies, are involved.
- Parents are kept informed and are encouraged to support their children.
- Teaching assistants are deployed to support individuals and groups in the Library.

Computing and OTHER SUBJECTS

- Children may write book reviews using Frog or Purple Mash on the Ipads
- All subjects can be supported by the stock within the library

ASSESSMENT

No formal assessments required.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- English Policy

- Teaching and Learning Policy
- Assessment and Record Keeping
- Reading Policy
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

Policy Review

Evaluation and review will take place on a bi-annual basis in consultation with colleagues and governors.