



Thameside Primary School: Library Policy

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Contents

Introduction	p.3
Aims	p.3
Objectives	p.3
Support for teaching and learning	p.5
Monitoring and evaluation	p.6
External support	p.6

Policy reviewed by:	Sarah Cooney and Sarah Cooper
Key Changes:	1b) Change of teaching staff to a member of school staff To be reviewed every 3 years and not every 1 (as decided by the FGB)



Thameside Primary School is a Rights Respecting School and its policies will respect the UN Convention on the rights of the child. The library policy links to:

Article 13: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontier, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 17: Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful.

Article 28: Every child has the right to an education.

Article 29: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 30: Children have the right to use their own language, culture and religion.

Introduction

At Thameside we aim to provide a stimulating and caring environment in which children can achieve their best and become confident, responsible and independent members of the community who are fully prepared for the challenges ahead.

Our school library has an important role to play in supporting this aim by providing resources and activities that inspire lively, enquiring and creative minds and encourage independent learning skills and habits of self-discipline.

In Thameside's latest Ofsted report (published November 2019), it states 'Pupils enjoy reading a wide range of books. Leaders ensure that pupils read fiction and non-fiction books that also support pupils' writing development. [...] Leaders have thought about the books they want pupils to read across the curriculum. However, they need to consider the sequence of books that pupils read across each year more carefully'.

Aims of the library

The aims of our library are:

- To encourage a lifelong love of reading and respect for books
- To provide a broad and balanced selection of resources to enrich the curriculum, to support reading for pleasure and to reflect the life and values of our local, national and global communities
- To cultivate children's curiosity and develop their information handling skills so they can become independent learners



Objectives

1 LIBRARY PROVISION

(a) Accommodation

The library will be centrally located, clearly signposted and easily accessible to all children and staff at the school.

The library will be able to accommodate whole-class visits, with space for browsing and a seating/reading area.

Shelving will be age-appropriate and will include some front-on display units.

We aim to create an attractive, stimulating and safe environment and to have regularly updated displays of children's work and themed book displays.

(b) Staffing

A member of the school's staff will be designated as library leader and will ensure that the library contributes to the school's overall aims and development plan and is responsive to local and national educational initiatives.

The running of the library will be carried out by the library leader and pupil librarians who will be trained by and be responsible to the library leader. Help from parent volunteers will also be welcomed. Adult volunteers will be subject to a DBS check before starting work (see Volunteer Guidelines).

(c) Funding

The school will allocate an annual budget to the library. Other sources of funding are donations from Thameside School Association, commission from book clubs/fairs and individual donations of books or money.

Borrowers who lose or irreparably damage a book will be asked to make a contribution of £5 towards the cost of its replacement. We believe this is a fair charge to parents to replace the book, especially if it is accidental damage or loss.

(d) Resources

The library will aim to provide at least 5 quality books per pupil. Good quality refers to literary style, appeal, illustrations, plot, characterisation, layout, text, promotion of diversity, range of genres, and production as well as to physical condition. Most of our non-fiction books should be less than 10 years old. Books may be in the library, in book corners or on bookshelves around the school, i.e. in the Breakout Space.



We aim to provide approximately 70% fiction and 30% non-fiction, ensuring that the requirements of the national curriculum are met in both areas whilst promoting a diverse range of authors/illustrators/cultures/types of family and representation of protagonists. Beyond this, we aim to cover the full range of fiction genres and the children's leisure interests and to inspire children of all age groups and reading abilities.

Stock will be modified throughout the year and we aim to replace 10% of the stock each year. The library leader will organise partial stock checks each year, on a rolling basis.

The library leader will be responsible for the selection of new books. Staff, children and parents will be welcome to recommend or request titles using the messages book kept in the library or the library email.

(e) Organisation and management

The library is an Accelerated Reader resource. Books with AR quizzes will be shelved in Book Level order. The rest of the library stock will be shelved by classification. Non-fiction will be classified according to the Dewey Decimal system¹. Fiction will be classified by interest level.

The library will use a computerised library management system (Libresoft), included a fully key worded catalogue.

All library users will have training to familiarise them with the organisation and correct use of the library. Printed instructions will be available in the library.

There will be a library page on the school website to communicate with parents and carers about library provision and policy.

2 SUPPORT FOR TEACHING AND LEARNING

(a) Pupil and staff use

Each class will have a timetabled visit to the library every week.

Children in Year 4 and above will be able to use the library independently when they have had the necessary training.

The library timetable will be displayed outside the library and on the library page of the school's website.

Children in Foundation Stage and Key Stage One are allowed to borrow one book at a time. In Key Stage Two, children can borrow 2 books at a time. Each book can be borrowed for a maximum of 21 days.

Families who visit the library after school on the allotted day (see the school website [here](#) for when this is) are able to borrow up to 4 books.



Borrowers who have an overdue loan will not be allowed to borrow a second book without permission from a member of staff.

Children who have loans more than one term overdue can be allowed to borrow books with permission from a member of staff provided the books are not taken home.

Staff will be able to borrow books for use in the classroom or for their own research.

(b) Independent learning

The non-fiction book stock will provide suitable resources for use in the teaching of information literacy.

Many non-fiction books will be topic boxes available for teachers to have in their classrooms for children to access during topic lessons.

(c) Reading for pleasure

All children and staff will have access to the library computer from which they can access and search the catalogue and reserve books.

Children, staff and parents will be invited to make suggestions for new stock using the message book or the library email.

The library will make resources available to support reading initiatives such as author visits, book weeks, story reading and competitions.

Display space in the library will be used to promote diversity, different genres, curriculum themes, authors and illustrators.

The school website will be used to promote reading activities. Links to children's book review websites will be included on the library page.

3 MONITORING AND EVALUATION

The library leader and reading leader will be responsible to the senior leadership team for monitoring and evaluating the library's role in supporting the curriculum and raising achievement. The library leader and reading leader will ensure that library policy and practice are implemented and regularly reviewed.



External support

1 **READING BOROUGH LIBRARIES**

Information on joining Reading Borough Libraries will be made available to all children and parents.

2 **OTHER ADVISORY AGENCIES**

Our library policy and code of practice will follow the guidelines set out on the website of the Chartered Institute of Library and Information Professionals/School Library Association:

www.primaryschoollibraryguidelines.org.uk

We will also take guidance on information literacy and reading for pleasure, including recommended authors and publications, from Ofsted, the DfE, The Centre for Literacy in Primary Education, National Literacy Trust, The Reading Agency, The Federation of Children’s Book Groups, book award schemes, and book review websites such as Book Trust, Books for Keeps and Lovereading4kids.

S. Cooney and S. Cooper, December 2023

Footnotes

¹ The Dewey Decimal Classification system, sometimes abbreviated DDC, is a method of categorizing books in a library by subject matter. It is a numerical system using groupings of ten — i.e. there are ten major classes, each of which has ten divisions, each of which has ten sections — and books are placed on the shelf in numerical order.