



STREATHAM & CLAPHAM HIGH SCHOOL

LIBRARY POLICY

Person(s) responsible for this policy		Librarian	
Last review by	K Belshaw (Prep School) C Belsham (Senior)	Review date	September 2023
Date of next review		September 2024	

PREP SCHOOL

Aims

The Prep. School library aims to:

- Provide a wide range of good quality books and other learning resources to support the curriculum needs of all pupils and teachers.
- Foster a love of reading books that will develop into a habit for life.
- Provide a resource that enables children to gain the library and research skills they need to become independent learners.

Accommodation and Access

Staff can access the library at any time. Pupils can access the library with their class teacher or a LSA during timetabled periods in school time. Each class has a library session, or a classroom library for teaching and practising library skills or for browsing and borrowing books.

Staffing

All teaching staff oversee the organisation, maintenance and daily use of the library. They Head of Lib processes resources through the system, keeping resources accessible to all users and update displays. They also select and purchase resources.

Resources

The library has a wide range of over 8000 books, fiction, non-fiction and reference. There are magazines, audiotapes and CDs. Regular weeding of well-used and out of date resources takes place to ensure that resources are kept up to date and in good condition. The star reads section provides pupils with a collection of dyslexic-friendly resources.

Organisation and Use

The fiction shelves are in alphabetical order by author surname. Non-fiction is on clearly labelled shelves and relevant topic books are grouped together. There is a separate Reference section and a poetry section. The story corner has large picture storybooks in two kinderboxes. A computerised Library Management System (Micro Librarian Systems Junior Librarian) is used to provide a catalogue of resources and to track borrowers' records. All teaching staff and TAs have access to the

system to issue and return books for their class. KS1 pupils can have one book on loan, KS2 pupils can have two books out on loan. These books are recorded in their computerised reading records.

The pupils can search the library catalogue from the library computers by typing in either a title or an author or a keyword to start the search. Reviews of books by pupils can also be entered and accessed on the system.

The Library Management System makes it easier to keep track of books. A list of non-returned books is printed out by the librarian on a termly basis, teachers action the list by following up non-returned books.

Teaching of Library and Information Retrieval Skills

Library skills are taught through appropriate learning objectives from the Literacy Strategy. An outline of skills to be taught can be found at the back of the policy.

PSHCE and Citizenship

The library aims to support the school's equality and diversity policies and to promote British values. The library aims to support the pupils' 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.

Inclusion

The library stock contains a wide range of books for all reading levels. The Quick Reads section is for girls in Year 1 or 2 who have just finished the reading scheme and need a little support in choosing from the library. There is a poster showing recommended books for each age group on the wall. The library provides all pupils with opportunities to practise and learn about how to select appropriate materials independently.

Accelerated Reader Scheme and the Library

At Streatham and Clapham Prep, Accelerated Reader is used to monitor and manage independent reading practice, motivating pupils in Year 1 - 4 to read for pleasure.

A pupil reads a book, takes an online quiz, and gets immediate feedback. Pupils respond to regular feedback and are motivated to make progress with their reading skills.

A school reward system is in place for pupils scoring a certain number of points on Accelerated Reader. The Accelerated Reader co-ordinator is able to print a set of reports for teachers to show how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. The dedicated online book-searching tool Accelerated Reader Bookfinder is publicly available to students, parents, teachers and librarians so they can identify appropriate books that are also of interest.

All existing fiction and non-fiction books in the Prep library which are part of the Accelerated Reader scheme have been labelled by Accelerated Reader book level. The librarian prints or writes Book Information labels to place on the inside cover of each book. New books are added to the scheme when they are catalogued.

Books included in the scheme are colour coded on the spine of each book.

The librarian has printed a report displaying Accelerated Reader Quiz information for all purchased resources with an Accelerated Reader quiz available. Results are grouped by their Accelerated book level. A copy of this is on the librarian's desk.

Use and Promotion of the Library

- Parent helpers are involved in running the library, stamping, labelling and covering new books and tidying the shelves;
- Displays are made of new stock to promote use of the library;
- We have a Book Fair twice a year to encourage children to read and enjoy books and to include parents. It also helps to provide new books for the school.

Monitoring and Evaluation

Reports on borrowing figures and popular authors are available on request. Individual pupil reports can be provided to staff at the end of the year, or on request. Feedback is sought from pupils and staff throughout the year as to their use of the library. Requests for books and resources are fed into the budget for the year.

SENIOR SCHOOL

The Library is an integral part of Streatham & Clapham High School and its primary function is to support the teaching and learning throughout the School at all academic key stages, by providing a wide range of books and multimedia resources. It aims to foster a reading and information culture and give all pupils equal access to appropriate and relevant information to support their studies.

It aims to:

- Acquire and organise a wide range of materials for use by pupils of all abilities, including those with special educational needs, most able pupils, and those for whom English is an Additional Language, whether individuals, groups or whole classes in response to the needs of the curriculum including:
 - Physical and electronic books
 - Daily newspapers, Weekly current affairs magazines
 - Subject and Foreign Language journals
 - On-line resources
 - Information packs, DVDs, Audio CDs and CD-ROMs,
- Provide a comprehensive information service to all staff and pupils based on its own resources and, when necessary, using outside sources.

To enable the materials to be used effectively, the Library actively aims to:

- Be open before, after and throughout the school day
- Maintain a Library Information area within the School VLE to allow access to information about Library resources outside school hours and provide access to the e-book portal
- Provide assistance in finding information and promote independent learning and study skills
- Actively promote a love of recreational reading through stock selection and promotion and appropriate author visits
- Liaise with subject staff on selection of suitable curriculum-based stock
- Manage the Library funding effectively to reflect the needs of all subject areas and levels of ability
- Endeavour to extend more able pupils through purchase of materials of differing levels of ability and scope
- Encourage respect for the Library and its contents as a whole, and to value the welcoming space it provides
- Keep staff informed of additions to stock, via printed listings, email or personal notification
- Provide assistance for pupils in handling equipment, e.g. laptop computers, scanner, printers, photocopier
- Provide and maintain the equipment necessary to use the materials and resources provided
- Liaise with Learning Support department to ensure sufficient resources and assistance for pupils with special educational needs, most able pupils, those with learning difficulties or with physical disabilities
- Acquire and promote specific subject-based online resources

The Library has a role to play in:

- The development of pupil study skills to facilitate the retrieval of information independently from a variety of media;
- Promoting a love of reading for pleasure by providing a wide range of both fiction and non-fiction material, including paper books, e-books and audio books;
- Promoting a love of reading by organising appropriate school or inter-school trips or events
- Providing suitable materials and resources to support those pupils with special educational needs, most able pupils and those for whom English is an additional language;
- Providing a supervised area for those pupils with a modified timetable, or those with directed private study;
- Developing competence in the use of IT to access, evaluate, process and utilise information;
- Providing resources and facilitating their use by pupils with special educational needs, learning differences or physical disabilities;

- Offering a concerted approach to reading, learning and information skills throughout the school by attending the Prep. School weekly

The Library aims to offer a suitable learning environment for:

- A quiet study area for the Sixth Form;
- Supervised area for pupils with a modified timetable;
- Class work for all year groups using subject specific Library resources;
- Individual work and research during break and lunch periods;
- Recreational and activities-based reading;
- Use of computers for word processing, Internet searching etc.;
- Supporting a wide spread of resources to reflect the needs and abilities of all pupils.

The Librarian should attend when relevant or appropriate:

- Whole-school staff meetings
- Heads of Department meetings
- Subject Departmental meetings
- ICT meetings
- GDST Librarians' Meetings
- Network of Educational Librarians in Lambeth (NELL) meetings

The Librarian should also:

- keep up to date with school library developments;
- attend relevant exhibitions, workshops and courses for professional development;
- promote equality of opportunity for all members of the school community, within both the Prep. and Senior Schools .

A Framework for Teaching Library Skills

Year 1	Location skills	Research skills	Suggested library activities
Term 1	<p>Read and use captions.</p> <p>Read and follow simple instructions.</p>		<p><i>Introduction to the library</i> with emphasis on signs and guiding.</p> <p><i>Taking care of books</i> – discussion, followed by simple work-sheet.</p>
Term 2	<p>Use terms “fiction and “non-fiction”, noting some of their differing features.</p> <p>Use simple dictionaries and understand their alphabetical organisation.</p> <p>Understand the purpose of contents pages and indexes and begin to locate information by page numbers and words by initial letter.</p>	<p>Understand that the reader doesn’t need To go from start to Finish but selects.</p> <p>Predict what a given book might be like.</p>	<p><i>Explain the layout of the library</i> in more detail pointing out fiction and non-fiction areas.</p> <p><i>Focus on non-fiction in the library</i> – introduce texts of interest and explain why we don’t always need to read these books from cover to cover.</p> <p><i>Introduce a selection of new non-fiction books</i> focusing on the features which suggest what the content might be.</p>
Term 3	<p>Locate parts of the text that give particular information.</p>	<p>Identify simple questions and use texts to find answers.</p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p>	<p><i>Make browsing paddles</i> – introduce the idea that every book belongs in a particular place and encourage children to look at more than one book before choosing.</p> <p><i>Compare books on subjects of interest</i> (eg animals) model how to use the books to answer specific questions (eg what do elephants eat?)</p> <p>Point out that books on the same subject are stored in the same place.</p>
Year 2			
Term 1	<p>Read simple written instructions plans.</p>		<p><i>Draw and label a plan of the library</i> – this</p>

	Use diagrams in instructions.		could be a class or individual activity.
Term 2	Use dictionaries and glossaries and other alphabetically ordered texts. Read (and produce) flow charts or diagrams that explain a process.		<i>Focus on alphabetically arranged reference books including encyclopaedias, dictionaries, directories and alphabets.</i> <i>Focus on features of the library which are alphabetically arranged eg fiction arranged by authors' names; or simple subject index in the form of a wall chart or booklet – this provides an opportunity to point out that books are grouped and labelled with a number according to subject.</i> <i>Introduce the process involved in finding a book about a particular subject (or borrowing a book) using a simple flow chart.</i>
Term 3	Use a contents page and index to find your way around a text.	Pose questions and record in writing prior to reading non-fiction. Scan a text to find specific sections. Skim read to speculate what a book might be about. Evaluate the usefulness of a text for its purpose. Make simple notes....to use in subsequent writing.	<i>Provide opportunities for children to visit the library to practise research skills – eg devise topic related quizzes.</i> <i>Provide a simple framework for evaluating non-fiction texts eg in the form of a checklist, with space for making notes.</i>
Year 3			
Term 1	Locate information using contents, index, headings,	Read information passages and identify the main points ...by	<i>Revise (or introduce) library layout – point out the different kinds</i>

	sub-headings, page numbers, bibliographies.	noting or underlining key words or phrases, listing key points. Make a simple record of information from texts, drawing together notes from more than one source. Compare the way information is presented eg by comparing a variety of information texts including IT based sources.	of information texts including CD-ROMs. <i>Model how to load and use CD-ROMs</i> – try to focus on titles which are relevant to on-going work in other areas of the curriculum.
Term 2	Read and follow simple instructions.	Make clear notes.	<i>Practise loading and using a CD-ROM</i> (in pairs or small groups), following simple written instructions and with the aim to answer questions relevant to on-going work.
Term 3	Locate books by classification in class or school libraries.	“Scan” indexes, directories and IT sources. Summarise in one sentence the content of a passage/text and the main point. Revise note-making.	<i>Explanation of the library classification system</i> – complete a plan of the library by adding main subject headings and class numbers. <i>Introduction to the library catalogue/subject index</i> – model subject enquiries (talk about the choice of search terms) – devise a quiz which involves matching class numbers and subjects and finding books around the library.
Year 4			
Term 1	Identify features of non-fiction texts in print and other media ... which	Understand and use the terms <i>fact</i> and <i>opinion</i> and begin to	<i>Continue to provide opportunities for children to practise</i>

	<p>support the reader in gaining information efficiently.</p> <p>Investigate how reading strategies are adapted to suit the different properties of electronic texts.</p>	<p>distinguish the two in reading and other media.</p>	<p><i>locating books by classification in the context of on-going work.</i></p> <p><i>Demonstrate how to navigate a new or relevant CD-ROM, commenting on features and reading strategies.</i></p>
Term 2		<p>Appraise a non-fiction book.</p> <p>Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</p> <p>Scan texts.</p> <p>Mark extracts.</p> <p>Make short notes.</p> <p>Collect information from a variety of sources and present it in one simple format.</p>	<p><i>Continue to provide opportunities for practising research skills in the library in relation to work in different areas of the curriculum.</i></p> <p><i>Encourage children to be critical of the resources they use by providing forms for evaluating individual resources or for recording and commenting on all the items referred to during a research task.</i></p>
Term 3		<p>Read, compare and evaluate examples of arguments and discussions.</p>	<p><i>Design posters for the library as part of non-fiction writing work – this provides opportunity to review library services.</i></p>
Year 5			
Term 1		<p>Discuss the purpose of note-taking and how this influences the nature of notes made.</p>	<p><i>Write instructions for locating books in the library, borrowing a book or loading a CD-ROM – as part of non-fiction writing work – provides an opportunity to revise procedures.</i></p>
Term 2	<p>Locate information confidently and efficiently.</p>	<p>Prepare for reading by identifying what they already know and</p>	<p>Continue to provide opportunities for practising research skills in the library.</p>

		<p>what they need to find out.</p> <p>Note-making.</p> <p>How authors record and acknowledge their sources.</p> <p>Plan, compose, edit and refine short non-chronological reports and explanatory texts.</p> <p>Record and acknowledge sources in their own writing.</p> <p>Evaluate their work.</p>	<p>Introduction to using the internet.</p>
Term 3		Note making	
Year 6			
Term 1			<p>Consolidate skills related to locating and processing information through revision and practice throughout year 6</p>
Term 2			
Term 3		<p>Appraise a text quickly and effectively; retrieve information from it; to find information quickly and evaluate its value.</p> <p>Secure skills of skimming, scanning and efficient reading so that research is fast and effective.</p>	
