



Fierté Multi Academy Trust

2018-2019

Policy on the School Library

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

***Dyslexia:** Fierté Multi Academy Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.*

1 Introduction

'What we learn from good books and other resources becomes part of us.' Library Association

- 1.1 Our curriculum is designed to cultivate an enjoyment of learning, and a commitment to it, thus creating the right climate in which to encourage and stimulate the best possible progress, and the highest possible attainment, by all our pupils. The role of our school library is central in supporting our children's learning, as it plays a key role in helping them to develop their communication and information-handling skills. It also offers them a view of the world that is free from stereotypes, with equality of opportunity for all.
- 1.2 By offering them the opportunity to take responsibility for their own learning, our library helps children on their way to becoming independent and life-long learners. The resources in our library support the aims and objectives of the National Curriculum, promoting the ability in children to read fluently a range of literary and non-fiction texts, and to reflect critically on what they read.

2 Aims and objectives

- 2.1 The aims of our library are:
 - to extend children's learning experiences;
 - to develop children's skills as independent learners;
 - to support teaching and learning;
 - to enrich the curriculum;
 - to provide opportunities for children to access resources by themselves.

3 Organisation

- 3.1 Our school library is a centre of learning that we make accessible to all the children and staff at our school. We have checked that the library is accessible not only to wheelchair users, but also to pupils and members of staff with other disabilities. The resources within it promote inclusion for all our children.
- 3.2 The physical environment of the library is designed to stimulate the exploration of resources, both for work that has been set, and for personal study. The continuous upgrade of the library reflects the importance the school places on the library environment.
- 3.3 The library has collections of fiction and non-fiction resources. Each classroom also has a small fiction collection as well as topic books from the Library Service.
- 3.4 Children borrow by filling in their own record cards that are kept in each classroom. Our younger pupils are helped in this task by adults.

- 3.5 The school library is open during normal school hours. Each class has an allotted time each week in which to develop children's information-handling skills. The library is used for personal study when it is not being used by an individual class.
- 3.6 We use Glascote Library and a local book charity to supplement the range of resources available to our pupils.
- 3.7 Our children further develop their library skills by using the local public library.

4 Resources

- 4.1 Glascote academy has our own Reading Manager / Reading Manager. The reading manager manages the school library and library resources across the school. The Reading Manager has one day per fortnight of non-contact time for managing this resource. We use the Schools Library Service to provide specialist advice and support where necessary. The Reading Manger also supports daily disadvantaged pupils who need additional support in reading, monitors whole school reading activities and supports after school activities and clubs in the library.
- 4.2 All teachers are involved in the purchasing of library resources. Teachers involve the children in this process. The Reading Manager consults both staff and children when formulating the library development plan. We use our library resources to promote the spiritual, moral, social and cultural development of our children, and to reflect the needs of all our pupils. There are posters, books and other resources which challenge stereotypes to do with disability, race and gender, and which offer positive images.
- 4.3 The governors allocate £10 per pupil annually from the school's budget for developing library resources. Our plan is to have at least 15 items per pupil in our library.
- 4.4 We replace at least five per cent of our stock each year. This ensures that our resources are in good condition, up to date and relevant to our children's needs.

5 Monitoring and review

- 5.1 The Reading Manager monitors and reviews the effectiveness of our library on an annual basis, and presents a written report to the governing body. We use the findings of the report to inform the next library development plan.
- 5.2 This policy will be reviewed in two years, or earlier if necessary.

Signed:

Date: September 2018

Review Date: September 2019