



**ST BERNARD'S PREPARATORY
SCHOOL**

LIBRARY POLICY

ADVENT 2018

St. Bernard's Preparatory School

LIBRARY POLICY

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

1. INTRODUCTION

The school library aims to provide information and ideas that are fundamental to functioning successfully in today's information and knowledge – based society, and, is integral to the educational process. The school library will endeavour to equip pupils with lifelong learning skills, and, the development of their imagination enabling them to live as responsible citizens. This policy outlines the nature, purpose and management of the library within our school and reflects the consensus of opinion of the teaching staff. It is the responsibility of all staff, under the guidance of the Headteacher, to implement this policy.

2. THE NATURE OF OUR SCHOOL LIBRARY

The library is important to the learning outcomes of the whole school, and the impact goes beyond its walls to the family and the wider community. Libraries empower pupils, not only by supporting the teaching and learning in the school, but, by giving them the freedom to make their own choices about reading and learning experiences. To support and enhance the educational goals as outlined in our school's mission statement and the curriculum.

- To promote reading, the resources and services of the school library to the whole school.
- To develop and sustain in children the habit and enjoyment of reading and learning, and, the use of libraries throughout their lives.
- To offer our pupils the opportunity for experiences in creating and using information for knowledge, understanding, imagination and enjoyment.
- To support pupils in their learning and practising skills for evaluation and using information.
- To enrich children's reading experiences and develop their skills as independent readers and learners.
- To organise activities that encourage cultural and social awareness and sensitivity.
- To have a vibrant role in the development of a culture that promotes wider reading, motivated readers and learners for life.
- To provide a place for collaborative learning, creativity, and for developing independent research and information literacy skills.
- The school library is not just a space, but, a living organism, continually evolving to respond to the needs of the whole school – it is an expression of the ethos and values of the school community. It is a place where pupils, surrounded by books, can enjoy and respond to the stimulating environment.

3. ENTITLEMENT

EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2

All classrooms in St Bernard's Preparatory School have their own libraries and each class has a budget within for the purchase of suitable fiction or non-fiction books to replenish and add to their resources. The children also have access to the main school library, where they can borrow and enjoy a wider variety of books

Throughout each key stage, all children will be given the opportunity to:-

- Extend their reading experiences.
- Discover and use information.
- Learn research skills.
- Develop their skills as independent learners

Children are introduced to library skills from an early age and these skills are put into practice throughout their school career.

Effective library provision is concerned with equality and social inclusion. Through the school library, all pupils have access to the learning resources. The school library's role is to help create confident, enthusiastic readers and to engage children in lifelong learning.

The library receives an annual budget for the purchase of suitable fiction, non-fiction books and other resources to replenish and add to current resources. Class libraries also receive funding to replenish and improve their stock.

4. IMPLEMENTATION

At the beginning of each school year, each year group will visit the library to familiarise themselves with the library rules. During library visits the children will be guided and supported by staff to show them how to choose a suitable book. As children mature, they should progressively be expected to take responsibility for the selection of their own reading materials.

A recommended reading list for each year group has been established from Prep to Remove to issue to parents (also available on the school website) in order to help and guide the selection of suitable reading material. This is aimed to encourage children to develop a real love for books and reading in general, and, support the development of literacy levels.

Book Fairs are held throughout the academic year, and organised by the Literacy Co-ordinator and volunteers. This encourages parents to involve themselves in the purchase of books for their children. Sales of books earn commission at the fair and it is taken in books. Teachers from each class base select a certain number of books to supplement their own class library (depending on sales). It is important to provide up-to-date, attractive and suitable resources and information for teachers and the range of media will endeavour to support the teaching and learning process and help to extend the school's curriculum. The fiction books in the library are regularly monitored for suitability and signs of wear. Any books that are withdrawn from the bookshelves and in a fair condition are offered to class libraries first.

Children are engaged by a wide variety of stimulating reading materials that promotes the development of literacy and reading for information. It has been demonstrated that children can achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills when tasks are enjoyable, meaningful and challenging.

5. ASSESSMENT, RECORDING AND REPORTING

Children are encouraged to self-assess and this helps to form the basis of the recording of children's literacy experiences and achievements alongside the teacher's own observations and assessments. Parents receive a written English report on their child's progress twice yearly and reading development will be included within this subject. Parents also have opportunities to discuss these reports with the subject teacher at Parents' Evening twice yearly.

6. EQUAL OPPORTUNITIES

St Bernard's Preparatory School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as prejudice, discrimination, and victimisation are not tolerated and equal interest and participation levels for both boys and girls is practised. Children and parents are encouraged to view library and reading skills as a part of the life of all cultures and of peoples in the past, present and future. Everyone can participate in this subject.

7. SPECIAL EDUCATIONAL NEEDS

Pupils with Special Educational Needs are offered the same library opportunities as the whole school community.

8. USE OF THE LIBRARY

The library is used by pupils from Early Years to Remove in a variety of ways:

- Class lessons
- Story sessions
- Phonics lessons
- Guided reading
- Shared reading
- Parent sessions

9. RESOURCES

The main library is situated in the small hall area of the school. The area is furnished attractively with comfortable seating areas, colourful mats, shelves and book cases. The library is resourced with fiction and non-fiction texts. Children have access to 'First News' and current academic magazines. Resources are regularly monitored to ensure that the materials and equipment are fit for purpose.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

Curriculum, English, Teaching and Learning, Single Equalities

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____