

Thurlaston CE (Aided) Primary School



Learning Resource Area Policy

February 2010

Signed

AIMS AND OBJECTIVES

To provide a source of well-maintained and appropriate books and other information sources for use by staff and children. This will enhance the education by:

1. Stimulating children's pleasure and interest in books and reading.
2. Allowing individual choice by browsing or borrowing, fiction or non-fiction.
3. Providing a real context for development of individual study and information handling skills, including knowledge of the Dewey system.
4. Providing resources to support individual and class research, including CD Rom and Internet access.
5. Providing an area for small group work.

PROVISION

Staffing – the Headteacher is responsible for Learning Resource Area co-ordination.

Cataloguing and monitoring of books is organised by the Headteacher using existing staff. Volunteers from the parent body and community also provide valuable help

Monitors are provided by Class 4 and much of the day to day organisation of the Learning Resource Area is completed by these children.

Accommodation – the Learning Resource Area is situated in the centre of the school, convenient to classes 2, 3 and 4. Class 1 children have to enter via the Hall or the School House.

The Learning Resource Area is, to some extent, a through route, and cannot easily accommodate a large class, but small classes and groups can be accommodated for story time or teaching of library skills.

Resources – the Learning Resources include fiction and non-fiction books, reference books and computers with Internet access.

A budget is allocated annually to library provision. Much of this is spent on a subscription to Leicestershire Library Services who provide a number of books for the school and swap them when requested and provide project collections

as requested by the class teachers. This means we have access to a large number of modern and up to date books at a reasonable annual cost.

Parents sometimes donate quality used books and this provides a valuable addition to the library stock.

Organisation and Use - books have been classified according to the Dewey system and relocated to be as accessible as possible. A subject index is provided in each classroom as well as in the library.

Fiction books are arranged by Author.

Some books have been nominated reference only by the teaching staff, in order to make them immediately available whenever required. This is also true of books which we consider particularly valuable, or contain specific material which teachers intend to use during project sessions (e.g. art, technology).

Regular displays of books and children's work enhance the area and stimulate learning.

A code for use of the library is given to all new parents, who sign to show acceptance of responsibility for the books their children borrow. This form is checked by the secretary on admission. Letters are sent to parents of children whose books are not returned and if necessary, parents are requested to pay for the lost books.

Children visit the library at designated times with a teacher, ancillary or parent-helper, or, when older, alone. Individual loan sessions are always supervised. Children borrowing "reading books" i.e. the most able readers, are allowed the privilege of unsupervised borrowing, though a suggested list of titles is given for their guidance.

Books are self-issued and returned by the children. Appropriate supervision is arranged by class teachers.

Monitoring

Implementation of this policy will be reviewed regularly and a review of the policy will happen three years after its approval.