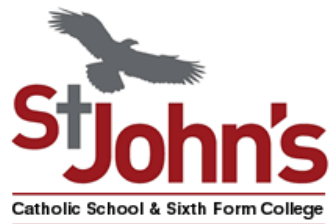




LRC and Reading Policy



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1. Statement of intent

The purpose of this policy is to establish the LRC's role as a resource centre at the foundation of the curriculum, and to communicate that role to stakeholders. The policy aims to maintain and improve the LRC as a whole-school resource, supporting students' reading, education and information literacy development.

2. Aims and objectives

The LRC and/or the LRC Manager aims to:

- Support the curriculum by stocking relevant, timely and up-to-date resources across a variety of formats.
- Support independent research by providing access to materials outside of lesson time.
- Promote the effective and efficient use of the LRC and its resources both during and after school hours.
- Stock resources to support each student as a person, including information on mental health, home and personal concerns and to assist with life decisions, such as careers and further education information.
- Select, acquire, develop and encourage the use of appropriate resources to support and enhance the curriculum provision for students.
- Ensure that the LRC offers a safe learning environment and provides an accurate representation of the diversity of the world.
- Encourage reading for pleasure across all Year groups, wherever students are on their reading journey.
- Encourage engagement by creating displays linking to current work, world events and literary subjects and promote the LRC through school social media.
- Research and trial new resources to help with studying and information literacy.
- Ensure that students and teaching staff are aware of, and adhere to, Anti-Plagiarism and Copyright codes of practice.

- Become familiar with the range of resources/strategies for identifying and providing for different types of ability and work with relevant staff to identify and address the needs of underachieving students using the resources of the LRC.
- Support extension and intervention work across all departments to raise the levels of access and support colleagues in utilising a range of resources to provide for different types of ability.
- Assist parents/carers in supporting their children with reading and work to ensure that students have a high level across all literacies.
- Keep up to date with local, county and national developments and thinking in the provision of a LRC and service.
- Keep up to date with national developments focusing on improving Literacy in secondary schools, such as OFSTED and EEF guidelines.
- Establish contacts within the BHCET Trust and with LRC Managers from other schools and key national organisations eg. The School Library Services, SLA and CILIP.
- Participate in all relevant CPD sessions, within school and virtually, and to actively seek and participate in any role specific CPD.
- Deliver whole school Reading and/or Literacy CPD, as and when required.
- Deliver annual ITT training on reading strategies used in school.
- Coordinate, develop and deliver Accelerated Reader Programme to KS3 students to improve their reading and literacy skills and promote reading for pleasure; monitor the progress of the students on the programme and set challenging targets for them.
- Keep all staff informed and updated on students' reading ages and how to access the information.
- Ensure that maximum use is made of ICT within the LRC and maintain an awareness of relevant ICT developments in education.
- Attend Pastoral and Subject Leader meetings as and when required to assist with curriculum development.
- Ensure the maintenance of accurate and up to date information concerning students working on the Accelerated Reader Programme and myON and to follow all Trust GDPR policies.
- Provide the Governing Body with relevant information relating to the LRC provision and with a termly report of the needs and achievements of the LRC in relation to its integral role to support the curriculum.
- Ensure that all staff are familiar with the aims and objectives of the LRC and its provisions for students, staff and parents/carers.

3. Staffing

The LRC Manager, Miss Heads, is responsible for the day-to-day management of the LRC, Accelerated Reader and reading interventions and reports to Miss Byron, Headteacher of the school.

4. Access and Inclusion

- The LRC will be inclusive and welcoming to all.
- The LRC will support all students, staff and other members of the school community through its services and stock.
- The LRC will maintain opening hours that provide access to all students and staff throughout the school day and after school hours.
- The LRC will promote, support and encourage reading across the school.

- The LRC may be booked by staff for teaching whole classes or small groups in collaboration with the LRC Manager.
- Students may be sent to the LRC for respite or pastoral needs as appropriate, but students who have been removed from lessons for poor behaviour should not be sent to the LRC, and no student should be sent to the LRC as part of a sanction.

5. Conduct and Behaviour

- The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life including our own personal behaviours.
- LRC users are expected to follow the school’s Behaviour Policy and maintain an atmosphere conducive to study and research, treating others with respect and refraining from disruptive or inappropriate behaviour.
- Breaches of the school Behaviour Policy will result in sanctions in line with school policy.

“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”. (Colossians 3:15-16)

6. Resources

- The LRC Manager is responsible for selecting and maintaining a diverse and relevant collection of resources.
- The LRC stock is constantly updated, adding new stock titles, considering current trends, with a particular focus on Diversity, Equity, and Inclusion. Selecting books that portray characters of differing cultures, races, ethnicities, sexual orientations, gender identities, abilities, and religions is vital to ensure that students are able to choose books that reflect their own lives and experiences—and help them to better understand other people’s lives and experiences.
- Items are selected based on the needs of the LRC’s diverse user groups, which include, but are not limited to, students from Year 7 to Year 13 and staff members. As such, a diverse range of materials is required to meet the needs of these groups. We prioritise stock that users will enjoy, but that will also challenge and extend their reading, personal, and interpersonal skills, as well as provide different viewpoints in order to increase enjoyment, promote learning, and build empathy. This provides for the inclusion of books that are challenging in content or style.
- Students vary greatly in age, maturity level, life experience, interests, and ability, and as such, every resource in the LRC will not be suitable for every student. Similarly, whilst the LRC Manager will encourage and guide students towards suitable resources, they cannot gauge suitability of every resource for every student.
- The LRC Manager believes that a library collection of curated materials is one of the safest and most reliable ways to access information, and we support our students’ freedom of access to information and right to read.
- Concurrent with frameworks and legislation, whilst the LRC Manager may guide students toward what is deemed age-appropriate reading through recommendations and the use of library collections, the LRC cannot always limit access to written materials that may be considered mature or contentious in content.

- Parent/carer permission may be required if the LRC Manager deems resources to be non-age appropriate or contentious in nature. This includes fiction and non-fiction.
- St John's always encourages parents/carers to engage with their children's reading. If parents believe a resource that their child has brought home is unsuitable, they should ask their child to return it to the LRC. Book recommendations and requests are always welcome.
- The LRC will endeavour to hold a collection of sufficient size and scope to support the school. Following the recommendations of CILIP and the SLA, the LRC will strive to stock thirteen books per student, fifteen per Sixth Form student, with an annual replacement rate of 10% and an average stock age of less than ten years.
- The LRC will not knowingly accommodate materials that are reasonably felt to be of a discriminatory or otherwise inappropriate nature. However, materials of merit will not be excluded simply for containing challenging content, or for discussing adult themes.
- MyOn (digital library) is available for students to read in school and at home.
- Materials are deselected from the LRC on a rolling basis when they no longer meet the selection criteria and space is needed for new titles. This is often due to lack of use, irrelevance to the collection, outdated or inaccurate information, overall condition, and/or lack of appeal to user groups.

7. Borrowing Privileges

- Borrowing privileges are extended to students and staff who are enrolled in our school.
- All students may borrow two fiction and two non-fiction items.
- Further borrowing is at the discretion of the LRC Manager.
- All these items can be borrowed for 2 weeks initially, and can be renewed as necessary.
- All staff may borrow items for an initial period of one half-term unless requested by another borrower.

8. Evaluation

Regular reports on the LRC will be produced by the LRC Manager and relevant data will be tracked to show impact. Regular monitoring and evaluation of this policy will be carried out by the LRC Manager in consultation with the Senior Leadership Team.

9. Reading at St John's

- St John's believe that all teachers are teachers of Literacy and, as such, all teachers and support staff will support students wherever they are on their reading journey; this includes reading in the classroom and wider reading.
- All staff in school play a part in promoting reading for pleasure and our staff are positive role models for reading. Staff encourage students to read aloud in lessons and themselves model good reading.
- All staff regularly take part in CPD focusing on reading and literacy, highlighting the EEF strand for reading and reading skills and promoting Disciplinary Literacy
- All staff use the same strategies for teaching reading - Speculate, Scan, Select, Summarise and Solidify.
- All staff have access to the ATOS text analyser, to identify the readability level of texts used in classrooms and for homework.

- Students, staff and parents have access to Year group reading lists via our website, which are current and updated regularly.
- Themed book lists and displays are created and shared whole school and via social media, to encourage reading for pleasure and wider curriculum reading.
- Every Year 7 student is timetabled a weekly reading lesson in the LRC. This effective implementation of the Accelerated Reader programme introduces students to the many benefits of reading, including the importance of reading for pleasure. Time and great effort is taken throughout this first academic year to ensure that each student finds books that are exactly matched not only to their reading ability, but also to their individual interests.
- These guided independent reading lessons are held in the LRC with the LRC Manager leading and able to make recommendations to every student.
- All Year 7 students are screened and monitored throughout the year using Star Reading tests.
- Intervention, including Fresh Start Phonics and a Paired Reading programme, is delivered to those students identified as needing extra support with their reading.
- In Year 8 reading for pleasure is further encouraged in Reading Lessons, when students are introduced to YA fiction with books that have characters that they can further relate to. These books form part of our shared reading experience, where the class teacher models good reading skills and then students are encouraged to read aloud. This popular model increases confidence in reading and enjoyment is greatly enhanced.
- In Years 9, 10 and 11, students are encouraged to read for both pleasure and information. Once a week during our pastoral sessions, students and staff are encouraged to engage with a variety of texts, to build cultural capital and to offer opportunities for discussion.
- Sixth Form students have access to Departmental reading lists, with all resources either available in the classroom, LRC or the option to request resources for the LRC.