

**Scenarios 3: Effective library-focussed teaching and learning**

***NB: These scenarios are intended to cover both schools where there is some form of full or part-time paid or voluntary library staffing and those where the library is supervised as an additional role by one or more teachers.***

3A	<p>Clear objectives are set for library-focused lessons and staff regularly reflect on the success of library-focused activities and how these might be improved.</p> <p>Research, study skills and library use are integrated into schemes of work across all Year Groups and feature regularly in homework tasks.</p> <p>Teaching staff with responsibilities for learning support, SENCO, gifted and talented pupils and EAL regularly review library-based activities to ensure that these are appropriate for the full range of pupils.</p> <p>All new teaching staff are introduced to the library as a teaching and learning resource. INSET is regularly organised on other aspects of library-focused teaching and learning, (e.g. enhancing pupils' research skills).</p> <p>In schools where there are dedicated library staff, * they plan both single library lessons and longer pieces of library-focused work collaboratively with teachers as a matter of course. There are arrangements in place to ensure that library staff are kept fully up to date with changing plans and needs.</p>
3B	<p>In all schools at this level, clear objectives are set for library-focused lessons and staff sometimes reflect on the success of library-focused activities and how these might be improved.</p> <p>Research, study skills and library use are integrated into schemes of work across most Year Groups and feature in some homework tasks.</p> <p>Teaching staff with responsibilities for learning support, SENCO, gifted and talented pupils and EAL occasionally review library-based activities to check whether these are appropriate for the full range of pupils.</p> <p>All new teaching staff are introduced to the library resources and there are occasional library-focused INSET sessions.</p> <p>In schools where there are dedicated library staff, * they regularly plan single library lessons with teachers and there are examples of longer pieces of library-focused work. There are arrangements in place to ensure that library staff are kept up to date with changing plans and needs.</p>

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\* Dedicated library staff = non-teaching staff who are responsible for the library on a full-time paid through to regular volunteer basis.

Key Question 3: How effective are library-focussed teaching and learning?

3C	<p>Clear objectives are usually set for library-focused lessons.</p> <p>Research, study skills and library use are sometimes integrated into schemes of work across Year Groups and occasionally feature in homework tasks.</p> <p>New teaching staff are given information about the library and staff may be offered additional training on an ad hoc basis (e.g. on how best to use the library).</p> <p>In schools where there are dedicated library staff,<sup>*</sup> they sometimes plan collaboratively with teachers, usually to arrange single library lessons. Library staff are usually informed of changing plans and needs, although this may take place on an informal basis.</p>
3D	<p>Objectives set for library-based lessons may not be made explicit.</p> <p>Research, study skills and library use are seldom integrated into schemes of work across Year Groups and rarely feature in homework tasks.</p> <p>New teaching staff may be given some information about the library.</p> <p>In schools where there are dedicated library staff,<sup>*</sup> they are rarely involved in planning with teachers.</p>

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<sup>\*</sup> Dedicated library staff = staff other than teachers who are responsible for the library on a full-time paid through to regular volunteer basis.

### Scenarios 3: Effective library-focussed teaching and learning

#### Scenarios 3: Evidence Gathering

**Evidence collection activities and types of evidence used** (tick appropriate boxes to show what you used)

**1 Review of documents** to highlight relevant library-focussed activities (keep examples as evidence):

- Highlighted objectives set for library-focused lessons; references to research, study skills and library use in schemes of work; notes of reviews of library-based activities involving people responsible for learning support, SENCO, gifted and talented pupils and EAL.

**2 Collect examples of activities**

- Kept examples of changes to library-focussed activities (following review); homework tasks featuring library use; staff induction and INSET programmes featuring aspects of library-focused teaching and learning.
- If library staff in post*, kept examples of joint planning of library-focussed lessons; and note of arrangements for keeping them abreast of changes in plans and priorities.

**3 *If library staff in post*, short interviews with staff** (keep a record of replies as evidence).

- Asked library staff about their involvement in planning library lessons and how they are kept up to date with changing school plans and priorities.

**4 Discussion with teachers on library-focussed teaching and learning**

- Asked group of teachers:

Did you have any induction into the library when you first joined the school?

If so, how helpful was it?

Have you had any training in library use and in research and study skills since?

Are there any of these areas in which you would like to receive further training?

Do you have enough access to resources to support your teaching and professional development?

How can this aspect of library provision be improved?

*If there are library staff*, how do you see the role of the library and its staff within the school?

Do you plan lessons with library staff?

### Key Question 3: How effective are library-focussed teaching and learning?

- 5 Other evidence gathered** (note anything else that you did instead of or as well as the above):

#### **Scenarios 3: Actions for Improvement**

- Work with staff across various year groups and subject areas to plan and teach library-based lessons.
- Establish arrangements to ensure that any dedicated library staff are kept up to date with changing plans and needs.
- Work closely with the SENCO, gifted and talented co-ordinator and EAL co-coordinator to ensure that the needs of these groups of pupils are met.
- Establish a structured library induction programme for all new staff.

#### **Further advice**

Devon Curriculum Services/Devon School Library Service, *Reading for a Reason: The Effective Use of Primary School Libraries*, Devon SLS, 2002, pp. 26-41.

Your local SLS (if available) or the School Library Association may be able to provide advice on developing induction programmes and running INSET.