



Homewood School & Sixth Form Centre

LEARNING • RESPECT • BELONGING

KNOWLEDGE INFORMATION & COMMUNICATION CENTRE (KICC)

Date approved by Governors
November 2016

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

KNOWLEDGE INFORMATION & COMMUNICATION CENTRE (KICC)

This policy will be reviewed every three years

DATE OF POLICY: NOVEMBER 2016

DATE OF REVIEW: NOVEMBER 2019

Member of staff responsible for Policy:

Principal & KICC Manager

Signed.....Headteacher

Signed..... Chairman of Governors

Knowledge Information and Communication Centre
Policy 2016 - 2019
Incorporating the Resource Collection Policy

Mission Statement

The KIC Centre and Key Stage 3 library exist to support students and staff in the provision of learning, teaching and personal and professional development. Implementation is through the provision of relevant data collections and sources of information, a range of resources to stimulate leisure and professional interests and the promotion of reading for pleasure for all abilities. Both libraries will seek to provide appropriate and related services to deliver such support to both the school and wider community.

Aims

1. To develop and maintain an excellent curriculum based information collection comprised of an appropriate range of teaching and learning resources that supports differentiation and the diverse educational needs across the school.

2. To stimulate imagination and promote 'reading for pleasure' through an innovative, up to date and creative fiction collection. To implement and establish author visits from some of the most accomplished current writers and embrace a range of programmes to encourage appreciation and enjoyment of the written and spoken word.

3. To be prominent in the development of students' research skills in order for them to become independent and life long learners.

4. To provide full and appropriate access to the following services
 - ◆ Loans and reference service
 - ◆ Intelligible access to all resources regardless of format.
 - ◆ To act as a gateway to external sources of information.

Method

1. *To develop and maintain an excellent curriculum based information collection comprised of an appropriate range of teaching and learning resources that supports differentiation and the diverse educational needs across the school*

Curriculum relevance of stock:

To develop a curriculum focussed information collection which will support not only teaching and learning but also the personal and professional development of the user community. Identification of curriculum requirements will be through close collaboration and planning with teaching staff.

Underpinning educational principals for stock selection:

To acquire stock which recognises a wide variety of abilities among students and which reflects the multicultural, vocational and other educational diversities. Identification of needs in collaboration with teaching staff and through mechanisms allowing student input.

Performance indicators:

1,2,4,5,6,8,10 (see appendix A)

2. To stimulate imagination and promote 'reading for pleasure' through an innovative, up to date and creative fiction collection. To implement and establish author visits from some of the most accomplished current writers and embrace a range of programmes to encourage appreciation and enjoyment of the written and spoken word.

To encourage lifelong enjoyment of reading:

To provide a fiction collection that reflects the best in creative writing and which is specifically directed at young people. Provision will be by the selection of imaginative and thought-provoking works aimed at extending young people's own experiences and introducing them to new and stimulating concepts and ideas. Reading material will reflect the differing abilities and reading levels across the age range. On-going promotion of 'reading for pleasure' will be through displays, national and local book events and awards, reading groups, author visits and individual interaction with students and the wider user community whenever possible.

Performance indicators

1,3,4,6,10,11

3. To be prominent in the development of students' research skills in order for them to become independent and lifelong learners:

To develop students' research skills through an agreed Information Literacy programme delivered at KS3 with further specific KIC Centre induction sessions for year 12. On-going assistance in research methods to be consistent with a whole school approach encompassing all year groups and subjects taught. Research skills will aim to encompass specific identification, retrieval, evaluation and communication techniques for both electronic and print based information. Teachers can book Research Skills training sessions in the KICC for their students.

The aim of the Information Literacy programme is to enable students to acquire the skills needed to:

- Understand the standard organisational systems used by libraries to store information
- To be able to locate and retrieve information from a range of formats including electronically stored data using standard retrieval tools
- Identify the information required and be aware of the range of sources available to fulfil that requirement.
- To assess the value and authority of information especially web based information.
- To confidently discard irrelevant information.
- To synthesise and process information.
- To successfully communicate this knowledge to a wider audience.

Such skills will equip students for the research-based elements of current education requirements, those of Further and Higher Education and form the basis of lifelong learning.

Performance indicators

1,2,4,5,6,7,8,11

4. *Services*

Loans service:

The KIC Centre will provide a loan service to all students and staff. Flexible loan arrangements will exist to maximise the use of stock and meet the differing needs within the user community. The loan of project boxes for use within the KIC Centre or classroom will aim to include information from a wide range of sources. The KS3 library situated in F1, will provide a class loan service to support learning in Total Curriculum.

Reference Service:

The KIC Centre will offer a reference service which aims to meet the majority of curriculum generated enquiries, whilst also offering advice on external sources of information where appropriate.

The reference status of material will be a flexible element used to exploit collections as the variation in demand dictates.

The KIC Centre will also endeavour to provide where required a specific Selected Dissemination of Information Service to individual members of staff and students.

Full and appropriate access:

The KIC Centre will be open to all staff and students throughout the school day. This to include the period before school, break times, lunch times and after school. KS3 library will offer access to information during the school day.

Access and retrieval of information will be made as straightforward as possible by shelving non-fiction stock using the Dewey Decimal Classification System, fiction by genre and alphabetically by author surname and by maintaining an up-to-date accessible electronic catalogue.

Provision to the wider field of information will be via the internet, school website and other appropriate e-resources. The KICC will also act as a gateway to external sources of information.

Bookable use of the KIC Centre will be available to teaching staff at all times. Bookings, ideally to be placed as far ahead as possible. Lesson delivery to be discussed in collaboration with teaching staff. KICC staff can work alongside teachers as co-educators to consolidate students' information literacy and research skills. Information for specific topics will be provided in the form of Book Boxes for use within the library or classroom.

Performance indicators

1,2,3,4,5,6,7,8,9,10,11

KIC Centre Policy – Performance Indicators

1. Consultation between Librarian (KIC Centre Manager) and members of the Learning Team on a regular basis in order to discuss ways in which the stock should be developed to support the curriculum
2. Evidence from the library management system supporting a continued rise in issue figures.
3. Evidence from the library management system of increased numbers of students 'Reading for Pleasure'
4. Stock acquired to support a variety of reading levels and abilities.
5. To develop the stock collection so that as far as possible numbers match the 13 items per student in line with the CILIP recommendations outlined in *Library Association Guidelines for School Libraries 2004* –p76
6. To maintain stock so that as far as possible 90% is below 5 years old in line with CILIP recommendations outlined in *Library Association Guidelines for School Libraries 2004* –p76
7. All year 7 students to receive timetabled induction sessions with on-going and relevant guidance. All year 12 students to receive appropriate induction sessions.
8. 80% of subject departments booking KIC Centre time
9. Evidence of use of classroom/project loan collections
10. Evidence of regular monitoring of overdue items to ensure maximum use of resources.
11. To monitor and respond to the wider community demands whilst remaining within the parameters of school needs.

Resource Collection Development Policy

The Resource Collection Development Policy (RCDP) is designed to meet the criteria of the mission statement.

RCDP aims

- To develop and maintain an excellent curriculum based information collection comprised of an up to date and appropriate range of teaching and learning resources which are in an excellent physical condition and in sufficient numbers to satisfy the needs of the school.
- To ensure collection development reflects differentiation and the diversity of learning and teaching across the school and wider community.
- To stimulate and promote 'reading for pleasure' through an innovative, current and creative fiction collection that also matches the demands, likes and interests of the user community.
- To maintain a wide range of information formats including e-resources.

The RCDP will achieve this through:

Setting and meeting national curriculum provision targets. This will happen in consultation between the KIC Centre manager and teaching staff.

A consultation mechanism for students to determine reading for pleasure and specific interest preferences.

Ensuring that the collection sufficiently meets the needs of all learning abilities and styles.

Making sure all resources reflect multicultural and other diverse needs across the school and wider community.

Making sure there is ease of access and up-dated directories to electronic information locating tools.

Compile resource collections that match the changing vocational needs of students and of staff teaching these courses.

Awareness of national figures for the median numbers of resources required for the size of the school community and build a collection in line with these requirements.

Ensuring all stock is relevant, authoritative, in good condition and is sufficient in quantity.

By discarding books, resources and sources of information that are out of date, in poor condition, containing biased information or older than ten years unless not superseded and of relevance.

Rejection of works containing discrimination as laid down by Acts of Parliament.

Retaining only those donations that meet the accepted standards set out in the RCDP.

Replacement of those items discarded through being out of date or damaged.

Adding a minimum of 10% of the total resource base to the collection annually.

Ensuring the maximum number of resources remain available for loan by issuing regular overdue recall notices. These notices to be backed by a repayment policy for items that are damaged beyond reasonable use or remain unreturned for an eight week period. This policy to apply equally to students and staff (teaching departments where the overdue item/s are part of a topic/project box loan)

The collection will embrace new technologies and promote these where most appropriate.

Collection development to be collaborative across the school community.