

# Primary Information Literacy

To be literate in an age of information, everyone needs to develop increasingly sophisticated skills for information handling

The information Literacy programme will enable pupils to

- Identify, locate, gather, store, retrieve and process information from a variety of sources
- Use a range of information-retrieval and information-processing skills, attitudes and technologies confidently and competently
- Organise, analyse, synthesize, evaluate and use information
- Present information clearly, logically, concisely and accurately



# Information Literacy Policy

## ***Rationale:***

Information skills are one of the eight essential skills of the National Curriculum Framework. With understanding of learning styles we have a responsibility to enable children to become information literate.

## ***Purposes***

The purpose of this policy is to ensure that students are able to locate, evaluate, manage and effectively use information and demonstrate information literate skills and attitudes. The information will come from a variety of sources in the pupil's life long learning approach to problem solving, decision-making and research.

## ***Guidelines***

1. An information literacy programme will be developed and implemented across the school
2. This programme will have support across curriculum areas and responsibilities including library and ICT management
3. Students will be encouraged to access and use information from a variety of formats
4. A flexible timetable will be implemented so that pupils and teachers can use the Information Centre effectively
5. Staff will receive ongoing training to support the implementation and teaching of information literacy attitudes, techniques and skills



## INFORMATION LITERACY OVERVIEW

		<i>LEVEL 1</i>	<i>LEVEL 2</i>	<i>LEVEL 3</i>	<i>LEVEL 4</i>
<b>REFLECTING</b>	<b>Information Processes:</b>	<i>At the completion of Level 1 students will be able to:</i>	<i>At the completion of Level 2 students will be able to:</i>	<i>At the completion of Level 3 students will be able to:</i>	<i>At the completion of Level 4, students will be able to:</i>
	<b>DEFINING</b>	Recall prior knowledge. Ask and respond to questions with teacher assistance on a given topic.	Recall prior knowledge. Form appropriate focus questions.	Recall prior knowledge. Identify area for study. Design simple research plan.	Recall prior knowledge. Identify an area for study and narrow a topic. Design a research plan.
	<b>FINDING</b>	Identify and select appropriate resources with teacher assistance.	Identify and select appropriate resources with greater independence.	Identify and select appropriate resources independently.	Identify and locate a range of resources in the school and the wider community.
	<b>SELECTING</b>	Know text contains messages.	Select relevant information with teacher guidance.	Select relevant information from a range of sources.	Select relevant information from a range of sources. Reshape questions for inquiry if necessary.
	<b>ORGANISING</b>	Depict/document in a variety of media.	Organise information, with teacher guidance. Arrange information into first draft.	Organise and synthesise information gathered. Arrange information into first draft.	Organise and synthesise information gathered. Compile a bibliography
	<b>PRESENTING</b>	Present in a variety of ways with teacher assistance.	Present information in a way that shows knowledge gained, with teacher guidance.	Present information in a way that shows knowledge gained.	Present logical responses to a search task, in a way that shows knowledge gained.
	<b>EVALUATING</b>	Review the research with teacher assistance.	Self-assess the product and the process in relation to the original task.	Self and peer assess, the product and the process in relation to the original task.	Review the appropriateness and standard of the process and product in relation to original task



## INFORMATION LITERACY LEVEL 1.

<i>Information Processes</i>	<i>At the completion of level 1, a student will be able to:</i>	<i>This will be evident, for example, when the student can:</i>
<b><i>DEFINING</i></b>	Recall prior knowledge. Ask and respond to who, what, when, where, how and why questions with teacher assistance.	Participate in teacher-led class discussions Frame specific “W” questions on topic with teacher support Map knowledge verbally, i.e, classify into categories, or using diagrams.
<b><i>FINDING</i></b>	Identify and select appropriate resources with teacher assistance.	Know the difference between fiction and non-fiction. Know the library layout. Know the parts of the book. Develop alphabetical skills. Know who to ask for help.
<b><i>SELECTING</i></b>	Know text contains messages.	Predict outcomes. Identify main ideas orally. Interpret pictures and graphs. Ask relevant questions of text and people sources.
<b><i>ORGANISING</i></b>	Depict/document in a variety of media.	Retell and recall through pictorial, graphic, oral, scribe, written forms. Use some ICT with teacher assistance. Know if the information is appropriate.
<b><i>PRESENTING</i></b>	Present in a variety of ways with teacher assistance.	With Teacher assistance, present in a variety of ways eg, orally, written, pictorially, role-play, etc, to demonstrate that questions are answered with understanding.
<b><i>EVALUATING</i></b>	Review the research with teacher guidance.	Participate in teacher-led evaluation, small-group evaluation with teacher guidance.

**REFLECTING**



## INFORMATION LITERACY LEVEL 2.

	<i>Information Processes</i>	<i>At the completion of level 2, a student will be able to:</i>	<i>This will be evident, for example, when the student can:</i>
<b>REFLECTING</b>	<b>DEFINING</b>	Recall prior knowledge. Form appropriate focus questions.	Brainstorm. Map knowledge. eg, Concept mapping, Fish, Spider etc.. Develop “W” questions related to sub-topics of knowledge map. Discuss key ideas and search terms.
	<b>FINDING</b>	Identify and select appropriate resources with greater independence.	Find information from source other than self. Use parts of book with growing independence. Begin to understand and use library systems. Locate appropriate resources, in library and I.T sources with teacher guidance.
	<b>SELECTING</b>	Select relevant information with teacher guidance.	With guidance: Identify key phrases and headings. Take notes of main ideas. Can recall and articulate key understandings gained. Consider the relevance of information.
	<b>ORGANISING</b>	Organise information with teacher guidance. Arrange information into first draft.	With guidance: Organise information. Use ICT with increasing confidence.
	<b>PRESENTING</b>	Present information in a way that shows knowledge gained, with teacher guidance.	With guidance: Present relevant information, using a variety of formats, e.g. written, oral, diagrams illustrations, technology etc.
	<b>EVALUATING</b>	Self-assess the product and the process in relation to the original task.	Refer knowledge gained back to questions posed. Identify areas of success as well as areas for improvement. Evaluate how well they managed the research process.



### INFORMATION LITERACY LEVEL 3

<i>Information Processes</i>	<i>At the completion of level 3, a student will be able to:</i>	<i>This will be evident, for example, when the student can:</i>
<b><i>DEFINING</i></b>	Recall prior knowledge. Identify areas of study. Design a simple research plan.	Brainstorm. Map knowledge using diagrams.eg, Concept mapping, Develop questions from sub-topics of knowledge map. Distinguish between fact and thinking questions. Use key ideas and search terms
<b><i>FINDING</i></b>	Identify and select appropriate resources independently.	After modelling can identify sources of information appropriate to questions. Use catalogues and find materials in libraries/IT sources using alphabetic and numeric skills.
<b><i>SELECTING</i></b>	Select relevant information from a range of sources.	Identify key questions/terms/concepts to locate relevant information. Use flexible reading techniques; skimming and scanning. Can articulate key understandings gained. Evaluate information collected in relation to purpose.
<b><i>ORGANISING</i></b>	Organise and synthesise information gathered. Arrange information into first draft.	Take notes and summarise. Collate information in their own words and diagrams. Use ICT to organise information eg, database, tape recorder Compile a simple bibliography.
<b><i>PRESENTING</i></b>	Present information in a way that shows knowledge gained.	Present relevant information, using a variety of formats, e.g. written, oral, diagrams, in a way that reflects new learning and original purpose. With guidance can target presentation to the needs of different audiences.
<b><i>EVALUATING</i></b>	Self and peer assess, the product and the process in relation to the original task.	Positively and constructively assess the work of self and others. Evaluate and justify how well they managed each stage of the research process.

**REFLECTING**



## INFORMATION LITERACY LEVEL 4

<i>Information Processes</i>	<i>At the completion of level 4, a student will be able to:</i>	<i>This will be evident, for example, when the student can:</i>
<b><i>DEFINING</i></b>	Recall prior knowledge. Identify an area for study and narrow a topic. Design a research plan.	Brainstorm, map knowledge and label categories. Ask questions related to map categories & prioritise, factual first. Identify and use search terms. Discuss key ideas/concepts and criteria
<b><i>FINDING</i></b>	Identify and locate a range of resources in the school and the wider community.	Identify sources of information appropriate to a particular topic; including experts & organisations. Use a range of technologies to access information. Use catalogues, alphabetic and numeric skills to locate resources in the library. Use search terms flexibly.
<b><i>SELECTING</i></b>	Select relevant information from a range of sources. Reshape questions for inquiry if necessary.	Use flexible reading strategies ; skimming and scanning techniques. Understand the ways that texts are structured to aid access to information. Evaluate information collected in relation to purpose.
<b><i>ORGANISING</i></b>	Organise and synthesise information gathered. Compile a bibliography.	Summarise key ideas and understandings in own words and diagrams. Collate, interpret and synthesise information. Use ICT to organise information. Compile a bibliography.
<b><i>PRESENTING</i></b>	Present logical responses to a search task, in a way that shows knowledge gained.	Present relevant information using a variety of formats. Target presentation to the needs of different audiences using appropriate media.
<b><i>EVALUATING</i></b>	Review the appropriateness and standard of both product and process, in relation to original task.	Positively and constructively assess the work of self and others. Evaluate how well they managed each stage of the research process. Make recommendations for further inquiry.

