

# SENsational Tutors, Campus- XR and Meta: VR Teaching Tool Case Study.

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## Tutor Information

- Tutor Name: Chris
- Date of Report: January 2026
- Session Dates Covered: September – October 2025

## Student Information

- Student Initials: [REDACTED]
- Age: 11
- Year Group / Key Stage: KS3
- Diagnosis / Identified Needs: Anxiety, DCD (Dyspraxia)

## Barriers to Learning

- Anxiety, Attention difficulties, Dyspraxia

## Tutoring Details

- Subject(s) Covered: Science
- Setting of Sessions: Home
- Frequency of VR Use: Once per session
- Length of VR Use per Session: 15 mins

## Learning Objectives

- Main Learning Goals during VR Use: Science
- Main Learning Goals during VR Use: Emotional regulation, inspire curiosity, lesson engagement. The VR tool was not introduced as a replacement for academic instruction, but as a regulatory and engagement scaffold, designed to help [REDACTED] arrive at learning in a calmer, more receptive state.

## Child's Response to VR Tool

### 1. Engagement:

■■■■ demonstrated high levels of engagement during Campus-XR sessions. On entering the virtual environment, the student became visibly more focused and settled. Movement within the virtual realm appeared to support self-regulation, with ■■■■ navigating the space confidently and purposefully.

■■■■ readily followed instructions, explored environments with curiosity, and remained engaged for the full duration of Campus-XR use without signs of avoidance or distress.

### 2. Enjoyment:

■■■■ clearly enjoyed using VR with Campus-XR. This was expressed through verbal enthusiasm, eagerness to begin sessions, and positive emotional affect during and after VR use. ■■■■ frequently appeared more relaxed and open following the Campus-XR segment, transitioning more smoothly into subsequent learning activities.

The enjoyment was not passive entertainment; it was accompanied by curiosity, exploration, and a sense of agency within the learning space.

### 3. Learning Progress:

Due to the short duration of the tutoring period, there is limited quantitative academic data directly attributable to VR use. However, qualitative progress was observed in the form of:

- Increased willingness to engage with learning tasks
- Improved readiness to listen, respond, and participate
- Greater emotional stability during sessions

These gains align closely with the stated learning objectives, particularly around engagement and regulation, which are foundational prerequisites for academic progress.

### 4. General Wellbeing Impact:

Across sessions, ■■■■ appeared calmer, more confident, and less anxious following Campus-XR use. The opportunity to move freely within a structured virtual environment supported emotional regulation and reduced visible tension. While longer-term wellbeing outcomes cannot be measured due to the early conclusion of tutoring, the short-term impact was consistently positive.

## Assessment Tool Feedback

### Student's Engagement with the Tool:

■■■■ was able to access and understand the Campus-XR environment without difficulty. The student was motivated to engage and demonstrated intuitive interaction with the space and tools provided.

### Observed Success or Progress:

Success was evident in the student's ability to self-regulate, remain engaged and participate meaningfully during sessions, key indicators of functional progress for a student with anxiety and DCD.

## Tutor Reflections

### What worked well during VR use?

- Campus-XR supported emotional regulation through movement and exploration.
- Engagement levels were consistently high.
- The student showed clear enjoyment and intrinsic motivation.
- Campus-XR proved an effective bridge into learning and not a distraction from it.

### Were there any challenges or limitations?

- The tutoring period was short, limiting the amount of data that could be gathered.
- Parental preference for immediate academic outcomes meant that the broader regulatory and preparatory benefits of VR were not fully explored over time.
- The early conclusion of tutoring prevented longer-term assessment of academic transfer effects.

### Recommendations for future use or adjustments needed:

- Campus-XR works well as a supportive tool for regulation and engagement, particularly for students with anxiety and motor coordination needs.
- Longer-term implementation would be required to establish clearer links between emotional regulation and academic progress.
- Clear communication with parents at the outset regarding the purpose of VR as a learning enabler may support alignment of expectations.

## Next Steps

### **Will you continue using the VR tool with this student?**

Based on observed outcomes, continued use to be recommended.

### **Any suggested adaptations to better support the student's needs?**

- Maintain short, structured VR segments.
- Explicitly link post-VR calm states to academic tasks.

### **Additional support or training needed?**

As there was a gap between the initial introductory session and usage, a refresher course would have been useful.