

# VR Teaching Tool Case Study

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## Tutor Information

- Tutor Name: Daniel
- Date of Report: Feb 2026
- Session Dates Covered: Oct - Jan

## Student Information

- Student Initials: ■■■
- Age: 10
- Year Group / Key Stage: KS2 Y5
- Diagnosis / Identified Needs: No formal diagnosis but struggled with retaining concepts and information.

## Barriers to Learning

The student finds it challenging to retain new information or concepts over time, particularly when learning is introduced only once or relies heavily on listening or written explanation. This can mean that ideas which initially seem understood may be harder for him to recall later. However, when the same concept is revisited in creative and varied ways, his learning becomes much more secure. Approaches such as games, practical activities, visual supports, movement, discussion, and real-life examples have been especially effective. Providing repeated opportunities to practice the same skill in different formats helps the student strengthen his understanding, build confidence, and reduce anxiety around learning. This flexible, multi-sensory approach supports his memory and allows him to engage more fully, enabling new learning to embed more successfully over time.

## Tutoring Details

- Subject(s) Covered: Maths and Literacy and some work on verbal and nonverbal reasoning.
- Setting of Sessions: Home
- Frequency of VR Use: Once per session
- Length Time spent using the VR headset: Typically limited to around 10 minutes and was mainly used as a motivational tool and end-of-session plenary, allowing learning to be reviewed, understanding to be checked, and concepts to be revisited in a creative, enjoyable, and engaging way.

## Learning Objectives

- Main Learning Goals during VR Use: Reinforce understanding, communication, memorisation and emotional regulation.
- The VR experience was used as a motivational tool and end-of-session plenary, helping to revisit and reinforce the learning covered earlier in the session. For example, maths quizzes were used to consolidate work on topics such as times tables or perimeter in a way that felt fun and engaging. VR was also used creatively to support language development; by visiting a virtual gallery, the child could choose an artwork that particularly interested him, giving him a sense of choice and ownership over his learning. This artwork was then used as a stimulus to generate adventurous vocabulary, including new adjectives, similes, and metaphors, which could be transferred into his written work and used to extend descriptive language. He responded very positively to this approach and consistently looked forward to this part of the session, which supported both motivation and engagement.

## Child's Response to VR Tool

1. **Engagement:** ■ was extremely engaged when using the VR headset and became fully absorbed in the experience. When taking part in the knowledge quiz and shooting at the robots, he appeared completely immersed and described it as feeling like he was “in a different world.” His level of focus was such that I often needed to repeat myself if I tried to communicate with him while he was actively engaged, as his attention was fully directed toward the task.

The immersive and timed nature of the activity encouraged ■ to think quickly and draw on his knowledge without overthinking, which was particularly beneficial for mental arithmetic and rapid recall of previously taught concepts. He responded positively to this fast-paced challenge and showed enjoyment in applying what he had learned in a high-energy, motivating context. Overall, the Campus-XR experience proved to be a powerful tool for engagement, confidence, and reinforcing learning in a way that was exciting and meaningful to him.

2. **Enjoyment:** ■ thoroughly enjoyed using the VR headset and engaging in the Campus-XR experience. As soon as I arrived, he would immediately check to see whether I had brought the headset with me. Although he understood that it was usually used at the end of the session as a plenary activity and motivational reward, he would often ask throughout the lesson whether there would be enough time to use it or whether he would still get a turn to practice his learning through the quiz. Having experienced the VR headset as an integral part of literacy sessions, particularly for developing descriptive vocabulary, he frequently asked afterwards

whether it could be used in other lessons or even across the whole session. This highlights how motivating and meaningful he found the approach, and how strongly he associated the Campus-XR experience with enjoyment, engagement, and successful learning.

3. **Learning Progress:** I observed clear and steady progress across all the maths areas we covered, including multiplication, perimeter and word problems. The Campus-XR activities offered an alternative, creative, and original way to revisit and reinforce these concepts, helping ■■■ to consolidate his understanding in a memorable and enjoyable format. By presenting learning in a different context, the VR experience supported deeper engagement and helped previously taught ideas to feel more meaningful and accessible.

In addition, using the VR experience as a plenary and reward at the end of the session proved to be highly motivating. ■■■ was encouraged to stay focused and put sustained effort into the lesson, knowing he would have the opportunity to apply his learning in the Campus-XR *Knowledge Shift* quiz game. This combination of motivation, enjoyment and purposeful practice helped maintain his engagement throughout the session and supported positive learning outcomes.

4. **General Wellbeing Impact:** Increased motivation, reduced anxiety, improved focus

## Assessment Tool Feedback

- VR Assessment Tool Used: Campus-XR, Knowledge Shift and other learning environments
- Students' Engagement with the Tool: Highly motivated

## Tutor Reflections

### What worked well during VR use?

The VR headset and Campus-XR experience added an exciting and highly motivating new layer to our sessions. By tapping into his interest in technology, it created a learning environment that immediately captured his attention and curiosity. The immersive nature of the experience meant that learning felt very different from traditional tasks at a table; instead, it felt playful, interactive, and exploratory. This allowed concepts to be revisited in a way that felt natural, memorable and enjoyable, rather than repetitive or effortful.

The VR activities also offered an alternative learning pathway that suited his strengths well. Concepts could be explored visually and practically, helping to reinforce understanding without the pressure that can sometimes come with more formal learning tasks. Because it

did not feel like “work,” he was often more relaxed and open to engaging with ideas, which supported both confidence and retention.

Importantly, the VR element became something he genuinely looked forward to each session. Knowing that it was part of the lesson increased his motivation and willingness to persevere with more challenging activities beforehand. This sense of anticipation helped maintain focus, effort, and positive engagement throughout the session, making the overall learning experience more enjoyable and productive for him.

### **Were there any challenges or limitations?**

One challenge I noticed when using the VR headset during home tutoring sessions was the potential for small technical hiccups, such as logging in, connecting to Wi-Fi, or batteries running low. On the rare occasions this happened, it could create short pauses in the session, and I was mindful that this time might feel unproductive or frustrating. Although this occurred only once, it made me aware of how even brief interruptions can affect the flow of a session.

On one occasion, the headset batteries ran out unexpectedly. As the VR experience had been used as a motivational goal at the end of the session, this understandably led to some disappointment for the learner. Reflecting on this, it highlighted the importance of planning for such eventualities. Practical steps, such as carrying spare batteries or backup equipment, would help minimise disruption and ensure the VR element continues to feel like a positive and reliable part of the learning experience rather than a potential drawback.

### **Recommendations for future use or adjustments needed:**

As noted above, practical issues such as batteries running out can be easily managed with simple forward planning. This could include myself, or any tutor using the VR equipment, carrying spare sets of batteries and ensuring that all devices are fully charged before each session. Taking these steps would help minimise disruption, maintain the flow of the lesson, and ensure that the VR experience remains a reliable and positive part of the session rather than a potential source of frustration.

## Next Steps

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

Based on this experience, I would certainly consider using VR again with other students, it adds clear value to sessions in the ways outlined above. Used thoughtfully, it has the potential to enhance engagement, motivation and learning for pupils who respond well to this style of approach.

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

Additional support or training needed?

I really enjoyed the hands-on sessions with the Campus-XR team at the Meta offices. I also feel that a follow-up session, after we had been using the VR headsets for a couple of weeks, would have been very valuable. This would have allowed us to build on our initial learning, reflect on real classroom use, ask more informed questions, and maintain momentum as our confidence and use of the technology developed.

### **Did you watch the training tutorials and how useful were they?**

I did make use of some of the tutorial videos provided. However, I found the hands-on-boarding session with the Campus-XR and Meta team particularly valuable, as it was live and allowed questions to be asked and addressed in real time as issues or scenarios arose. This interactive support was especially helpful in building confidence and becoming familiar with the product and its practical use in sessions.